

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



IB French B SL Year 1

Board Approval Date: October 20, 2022	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 11, 12	Subject Area: Elective Elective Area (if applicable): World Language
Prerequisite(s): “C” or better in French 2, Honors French 2 or French 3 (recommended)	Corequisite(s): N/A
CTE Sector/Pathway:	
Intent to Pursue ‘A-G’ College Prep Status: Yes	
A-G Course Identifier: (e) Language other than English	
Graduation Requirement: No	
Course Intent: Site Specific Program (if applicable): IB	
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COURSE DESCRIPTION:

French B SL year 1 is the first half of a two-year IB course, designed to further students’ study of the target language and culture and to develop mastery of the target language, to enable them to communicate effectively in a range of situations. It is intended for those who have chosen to further develop their proficiency in all four language skills: listening, speaking, reading, and writing, and to prepare them for the Internal and External assessments at the end of the second year of the course. The Internal Assessment is a one-on-one speaking assessment conducted with the teacher and recorded for moderation by IB. The External assessments are the Paper 1 and Paper 2 exams. Paper 1 focuses on the productive skill of writing, in response to a given prompt. Paper 2 assesses the receptive skills; listening

and reading. The IB Language B syllabus comprises three interconnected areas: language, themes and texts. Students will have the opportunity to develop the ability to communicate successfully in the target language, as evidenced through receptive, productive and interactive communicative skills across a range of contexts and purposes. Students study material related to five themes as set by the IB Language B subject guide. The five prescribed themes; Identities, Experiences, Human ingenuity, Social organization, and Sharing the planet are addressed equally over the two years of IB Language B SL course. Students will be able to understand and produce a variety of text types in the target language. The course guides the students to explore culture and events in both contemporary and historical settings and to examine products and practices of the target culture with regard to their perspectives. The course emphasizes the use of the target language for active communication.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Feeling and Living (Themes: Social Organization, Identities)	How does culture affect personality and social connections? In what way does our personality affect our relationships with others? How important are our connections with others, both within our own culture and outside of our culture?	*Vocabulary and grammar warm-ups *Quizzes and online activities to review key vocab and structures *Reading and listening activities taken from course textbooks *Quiz/test on present tense of regular and irregular verbs, and adjectives/adjective agreement	*Personal profile video project “Rendez-vous sur video” to describe themselves (or an alternate persona), their job, their interests and plans for the future. Also, to describe their ideal match
2. Living in the City (Themes: Social organization, Experiences, Sharing the planet)	How is urban life similar and/or different from rural life? Is it easier or more difficult to connect with people in or outside of the city? What price does urbanization have? How does it affect a people and their culture?	*Vocabulary and grammar warm-ups *Quizzes and online activities to review key vocab and structures *Reading and listening activities taken from course textbooks *Giving and understanding directions around campus, QR code scavenger hunt activity *Discussion about how life in the city affects our relationships (to build on concepts in Unit 1) and daily routine	*Class newspaper with each student contributing one article OR Class story about an apartment building in the city. Each person develops a character and creates a part of the story

		<p>*Court metrage (short film) from Imaginez textbook, as listening comprehension activity with follow up questions and discussion</p> <p>*Quizzes to assess reflexive verbs in the present and past tense</p>	
3. Influence of the Media (Theme: Human Ingenuity)	<p>What are all of the functions that media plays in our modern lives?</p> <p>Is the media too present in our lives? If so, how?</p> <p>What influence does the media have over us and our beliefs?</p>	<p>*Vocabulary and grammar warm-ups</p> <p>*Quizzes and online activities to review key vocab and structures</p> <p>*Reading and listening activities taken from course textbooks</p> <p>*Quizzes/tests to assess the use of the two past tenses in French (le passé composé and l'imparfait)</p> <p>*Discussion/debate about media and its influence in our lives - prep for discussion, develop questions and ideas (some of which can be used in summative)</p>	<p>*Individual Oral practice assessment (modeled after the IB internal assessment): picture narration and discussion centered around the theme of media and its place in our lives</p>
4. The Value of Ideas: Politics and Justice (Theme: social organization)	<p>What gives value to an idea?</p> <p>Are good ideas useful if there is no one that can put them into practice?</p> <p>How does a society's values affect the ideas of its people?</p>	<p>*Vocabulary and grammar warm-ups</p> <p>*Quizzes and online activities to review key vocab and structures</p> <p>*Reading and listening activities taken from course textbooks</p> <p>*Song exploration "Je suis chez moi" by Black M events related to the song, relation to "Justice pour Adama" movement follow up reference in "Dress Code"</p> <p>*Quizzes to assess negation and demonstrative adjectives</p>	<p>*Letter to the editor of a French newspaper or letter to a politician, in response to the events discussed in our song exploration (Black M not being able to perform at Verdun) OR related to some other event in francophone current events</p>

5. Society in Evolution (Themes: Social organization, Identities, Sharing the Planet)	<p>In a world where cultures intersect more and more, what is the role and importance of dialogue?</p> <p>How can we profit from the differences between people and cultural groups?</p> <p>What do we need to do to ensure harmony and to eliminate conflict?</p>	<p>*Vocabulary and grammar warm-ups</p> <p>*Quizzes and online activities to review key vocab and structures</p> <p>*Reading and listening activities taken from course textbooks</p> <p>*Quizzes to assess the use of pronouns, order of pronouns, the pronouns y and en</p> <p>*Discussion/debate about issues in society - related to current events/racism</p> <p>*Written movie review (Les Intouchables) based on themes in the movie related to this unit</p>	<p>*Paper 1 practice test, writing prompt related to current event/societal issues/relevant topics by year</p>
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ESSENTIAL STANDARDS:

Speaking

Students will be able to give an oral presentation for 2-3 minutes with somewhat limited (20 min.) preparation time (Communication 3.3, 3.6; Settings 3.0)

Students will be able to ask and respond to questions and begin to initiate complex conversations (Communication 3.1, 3.4; Cultures 3.0, 3.2)

Reading Comprehension

Students will demonstrate an understanding of the main idea and key details in authentic text such as recipes, news articles, websites, blogs, short stories and literary excerpts (Communication 3.5)

Students will be able to summarize main ideas/perspectives and draw inferences from multiple text types (Structures 3.0)

Writing

Students can write 200-300 words connecting ideas using appropriate vocabulary for the task, multiple tenses, idiomatic expressions, and a variety of grammatical structures (Communication 3.0, 3.6)

Students can demonstrate writing in multiple formats and for a variety of audiences, can develop and present their ideas clearly and logically, providing details and relevant examples (Structures 3.1; Settings 3.0)

Listening

Students can demonstrate an understanding of a variety of authentic sources (music, podcasts, film interviews, news radio) from a variety of different dialects (Communication 3.2, 3.5)

Students can identify main ideas and key details in listening excerpts and can draw inferences to respond to a variety of comprehension questions. (Structures 3.0)

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<https://www.actfl.org/sites/default/files/news/AligningCCSSLanguageStandards.pdf>

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://drive.google.com/file/d/1-3ausbuLhecLx9HsJkPbYWSITxVccOZt/view>

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://drive.google.com/file/d/1j2gD3d5i6HdKwlaYjnK-kbI9eINksBur/view>

Link to Program Content Area Standards (if applicable):

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

<https://drive.google.com/file/d/1-3ausbuLhecLx9HsJkPbYWSITxVccOZt/view>

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
<i>This is a new book for the course, aligned with the updated IB curriculum With the approval of this outline, this text will be added as board approved curriculum</i>		<i>Panorama francophone 1</i>	Daniele Bourdais, Sue Finnie	Cambridge University Press	1st	2/21/2019

Yes		<i>Imaginez</i>	Cherie Mitschke	Vista Higher Learning	2nd	2/15/2007
<i>1st edition is board approved for this course, this course revision updates the approved text to be the newer 2nd edition aligned with the revised IB curriculum</i>		<i>French B</i>	Christine Trumper, John Israel	Oxford University Press	2nd (2020 edition)	6/19/2018

Other Resource Materials

Bourdais, Danièle and Finnie, Sue. Panorama francophone 1 Workbook. Cambridge: Cambridge University Press, 2019. Mitschke, Cherie. Imaginez Student Activities manual. Boston: Vista Higher Learning, 2012. Coffman Crocker, Mary E., ed. Schaum's Outline of French Grammar. 4th ed. New York: McGraw-Hill, 1999. Coffman Crocker, Mary E., ed. Schaum's Outline of French Vocabulary. 2nd ed. New York: McGraw-Hill, 1999. White, Renée. Barron's French Grammar. New York: Barron's Educational Series, Inc. 2007.

Supplemental Materials

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.):

Realia: videos, DVDs, CDs, magazines, newspapers (Le Monde, Le Figaro) etc. Internet: podcasts, blogs, online French newspapers such as www.lefigaro.fr, www.lemonde.fr, www.leparisien.fr, Websites such as TV5, francebis.com, YouTube for videos, francais interactif (University of Texas), Duolingo etc. Leveled French Readers: Carmen, Les Miserables, Brandon Brown series, and excerpts from books such as: Le Petit Prince, Le Petit Nicolas.