

**Murrieta Valley Unified School District
High School Course Outline
April 2013**

Department: World Languages

Course Title: French IB SL

Course Number: 4226

Grade Level(s): 11-12

Length of Course: Year

Prerequisite(s): A or B in French 2 or C with teacher recommendation; Signed IB contract

UC/CSU (A-G) Requirement: E

AP Exam Requirement

Students attempting to receive college credit for Advanced Placement and International Baccalaureate courses are required to pass a College Board exam which validates coursework. This exam **is not a requirement** for District High School credit, grade increases, or extra credit.

Student fees are allowable for Advanced Placement and International Baccalaureate Diploma examinations **for college credit**, so long as (1) taking the exam is not a course requirement; (2) the exam results have no impact on a pupil's grade or credit in a course; and (3) eligible economically disadvantaged high school pupils who receive school district funding towards the exam fee shall pay \$5.00 of the fee. (EC sections 52240-52244; 52920-52922.)

IB Diploma Programme course outlines

Teachers responsible for each proposed subject must prepare a course outline following the guidelines below. While IB subject guides will be used for this exercise, teachers are expected to adapt the information in these guides to their own school's context. Please be sure to use IBO nomenclature throughout. The name of the teacher(s) who wrote the course outline must be recorded at the top of the outline.

Name of the teacher who prepared the outline:

Suzanne Marsolais-Johnson

Name of the course:

For example, English A1, HL.

Course description:

In two to three paragraphs, describe the course in terms of focus, purpose, aims and objectives, the inclusion of internationalism, the proposed process, and expected assessment. This should be a summary.

The **French IB SL** course consists of one year of IB superior level French studies for 11th or 12th grade high school students, with a required pre-requisite course to enter. By the end of the course, students will

- communicate clearly and effectively in a range of situations
- understand and use accurately oral and written forms of the language that are commonly encountered in a variety of situations
- understand and use a range of vocabulary in common usage
- select a register and style that are generally appropriate to the situation
- express ideas with general clarity, and some fluency
- structure arguments in a generally comprehensible and convincing way
- understand and respond appropriately to written and spoken material of average difficulty
- assess some subtleties of the language in a range of forms, styles and registers
- show an awareness of and sensitivity to, some elements of the cultures related to the Francophone world

French IB SL is a communicative course that emphasises speaking, reading, writing and listening skills for 4 specific purposes:

1. **communicating** in written and oral form in a variety of authentic situations generally using appropriate register and syntax as well as showing some awareness to cultural nuances
2. **acquiring information** from a general variety of current authentic sources and to use the information for a variety of activities such as personal interest, formal papers and oral reports, or informal letters and dialogues
3. **experiencing creative works** in literature, film and music to aid in reading and aural comprehension and to provide cultural exposure
4. **understanding cultural influences** by bringing the diversity of the Francophone world into the realm of the student's awareness.

Students will learn to express themselves in a culturally appropriate manner by studying and analysing French language and culture within the context of the global Francophone world. Specific vocabulary and grammar points will be taught systematically as well as through authentic resources. The instructor will sensitise students not only to the French language, but also to the subtle nuances of different Francophone cultures world wide.

Resources from throughout the Francophone world will include authentic and level appropriate audio and video recordings, current periodicals, fiction and non fiction literary texts, short stories, movies, and Internet sites. The student will have continuous opportunities to reinforce the skills learned in the Theory of Knowledge course through the evaluation of these French resources, the completion of the course research project, and in class argumentation in the form of written and oral assignments. Some topics discussed will complement those studied in the IB English A, Math, Science, Social Science and Art courses. These interdisciplinary studies will deepen the student's knowledge base and level of analysis. Further, studying these topics through the perspectives of the diverse Francophone world promotes not only critical thinking, but also tolerance, empathy, and a genuine respect for perspectives different than their own. Finally, students will have the opportunity to evaluate Francophone characters and their impact on their societies. This will lead students to appreciate their own potential for contributing to humanity as they complete and discuss their own CAS requirement. Currently, MVHS teachers incorporate the Expected Schoolwide Learning Results (ESLR's) daily into lessons. Our ESLR's directly align with the ten qualities identified in the IB Learner Profile (Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-Takers, Balanced, and Reflective). The IB Learner Profile will be smoothly incorporated into daily lessons and objectives.

The instructor will familiarize the students with the IB grading rubrics. Students will use this instrument to do self-evaluations and to evaluate each other after aural discussions and formal presentations. The instructor will use these rubrics to assess all listening, speaking, reading and writing activities.

Topics:

In narrative or outline form, list what you will cover in your course to meet the IB syllabus requirements. In addition, if IB courses are going to be combined with Advanced Placement or other curriculums, outlines should address additional non-IB topics to be covered.

Topics during the course will include but not be limited to:

School and work, stereo-types, the environment, gestures and non-verbal communication, sports and leisure activities, computers and technology, health and science, the culture of food, regional holidays, regional customs and traditions, prejudice, music and art, theatre and the cinema, literature and poetry, interpersonal relationships, love and responsibility, perspective, voice and audience, immigration, the role of government, and current events.

These topics will be discussed through reading, writing, listening and speaking. The pacing, depth and order in which these topics are covered will be directed by the interest of the students and guided by the instructor according to augmenting level of language proficiency.

Reading: The following materials will immerse the student in French language within the cultural and social environments of the Francophone world. Authentic reading selections come from a wide variety of Francophone countries. Through these selections, students will discuss, analyse, debate and evaluate a wide variety of topics and perspectives that concern humanity and the global society.

- *Images Deux* and *Images Trois* – Anthologies of periodicals, as well as literary, theatrical and poetic works from throughout the Francophone world. (Recommended at the IB conference.)
- The periodicals *Phosphore*, *Okapi* and the periodical anthology, *Lectures et Fantaisies* regarding current issues in the Francophone world.
- *Situations* provides diverse texts from throughout the Francophone world. (Recommended at the IB conference.)
- *Les Aventures du Petit Nicolas*, provides a collection of authentic short, narrative stories based on themes familiar to young people, followed by discussion and role play activities.
- Brochures, maps, pamphlets and other authentic relia acquired during the instructor’s trips to France.
- Reading assignments given from materials such as the periodical anthology, *Lectures et Fantaisies*, edited by Marie Galanti, followed by comprehension, analysis and personal questions written in paragraph form. Topics will discuss current events as well as French culture including, but not limited to, the Cirque du Soleil, Coco Chanel, surréalisme, the French Open, the Beaubourg, Nouvelle-Calédonie and Eurodisney.
- Selections from *Lettres de Mon Moulin* – Four higher level reading selections with themes pertinent to young adults and our global society that lead into oral discussions and thematic writing prompts. In addition to cultural relativity, the shift of perspective from one generation to the next is examined.
- Sections from *Le Petit Prince* –Continuing the study of techniques for retelling a story and exploration of perspective; St.-Exupéry and his philosophy;
- Fables from *Les Fables de la Fontaine* – Examining traditional themes and morals, and cultural perspectives
- Sections from *Le Rhinoceros* – Students study the art of story telling using dialogue, the difficulties inherent in communication, and the theatre of the absurd while discussing fascism and the role of government with Eugène Ionesco’s *anti-pièce*.
- Students will be encouraged to do independent reading outside of class. The instructor has a variety of authentic reading selections at a wide variety of reading levels.

Writing (Goal: 260 words)

- Structured grammar review using *Troisième Livre*, (le présent, l’impératif, le passé composé, l’imparfait, le plus-que-parfait, le passé simple, le futur, le conditionnel, les verbes pronominaux, stem changing verbs, special usage of tenses, les participes présent, l’infinitif, devoir, falloir, le passif, le subjonctif, le nom et l’adjectif, l’article, le comparatif et le superlatif, la négation, l’interrogation, le partitif, les adjectifs possessifs, geographical expressions, les pronoms, les adjectifs démonstratifs, le démonstratif, idioms, etc.)
- Grammar review within the context of the literature.
- Formal and informal written assignments (260 words) such as letters, short story narrations, explanations and descriptions (travel brochures), movie reviews, poems, web pages, written dialogues, interviews, speeches and debates will continue, generated from the reading selections such as *Petit Nicolas*, *Images* and current events, and the discussions that follow. These essays will pass through the peer edit process as well as instructor grading using the IB scoring rubrics.
- Current articles from periodicals such as *Phosphore*, *Okapi*, and the periodical anthology, *Lectures et Fantaisies* will generate a wide variety of current topics that encourage and model written communication.
- Students will be encouraged to correspond with a French pen pal/epal outside of class.

Listening

- Songs from Jacques Brel, to Disney’s “La Belle et la Bête,” to current music videos.
- Current articles from periodicals such as *Phosphore*, *Okapi*, and the periodical anthology, *Lectures et Fantaisies* lead into oral discussions and listening activities that examine cultural perspectives and encourage interactive oral (listening) communication.
- Role play, debates, dialogues, discussions and other communicative activities generated by reading selections, current events and other teacher support materials and teacher generated activities. These activities not only encourage French listening comprehension, but also listening skills in general.
- French movies such as *Cyrano de Bergerac*, *La Belle et la Bête*, *Tatie Danielle*, *Madame Brouette*, *Joyeux Noël* and *Indochine*.
- *French in Action*, video episodes
- Students will be encouraged to seek opportunities to hear the language outside of the classroom using the Internet.
- The instructor will attempt to initiate “French Day” activities that incorporate students from several of the area’s high schools at which students will be required to speak only French.

Speaking (Goal: 3-4 minutes sustained speaking)

- Sustained formal and informal speaking assignments (3-4 minutes) and discussions such as presentations, debates, commercials, movie reviews, instructional presentations and speeches will be generated from the reading selections, current events, and films. These discussions will examine cultural perspectives and encourage interactive communication.
- Students practice recording their discussions and oral presentations using a digital device.

- Students will develop self-evaluation using the rubric to the speaking portion of the IB Évaluation interne: Composante orale. They will also evaluate each other, and be evaluated by the instructor.
- The instructor will attempt to initiate “French Day” activities outside of class that incorporate students from several of the area’s high schools at which students will be required to speak only French.

Research Project

- Each student will select a topic for an independent research project. This will be the focus of the 3-4 minute internal oral assessment at the end of the second* year of IB SL French. The instructor will guide the student in narrowing the focus of the topic, and provide suggestions for available resources. The student will initiate and conduct all research necessary for the oral discussion and organize the presentation independently.

*Students may choose to take the assessments for SL French at the end of the first year. However, these students will be required to attend winter and summer sessions with the instructor to meet the class hour requirement.

Test Preparation

- IB sample tests provided on-line and in the instructor’s materials provided at the IB training conference will be used to familiarize students with the format of the IB examination and lower the affective filter the day of the external assessments.

French Projects will support all areas of language development such as:

- The monster project – students will each create a 3-D “monster,” bring it to school, create histories and future scenarios involving the interaction of these monsters with each other, and relate this story through the creation of a Monster Web Site. Finally, students will do an oral presentation in which they summarize their monster’s story in 2-3 minutes of sustained oral communication. Written and oral components to this project will be graded using the IB assessment rubrics.
- Students will compare the beast in the Jean Cocteau and the Disney versions of *La Belle et La Bête*, as well as the “beasts” in *Tatie Danielle* and *Cyrano de Bergerac*. They will write the movie trailer for their own “remake” of this classic story, addressed to an American teenage audience.
- French Newspaper – articles are divided up among groups to cover current events, sports, entertainment, advice columns, book and movie reviews, comic strips, etc. Newspaper shared with French 2 and 3 classes.
- French infomercials – students create videos advertising vacations, real estate, products . . .

After the Internal and External assessments have been completed, students will continue to do French projects to complete the school year such as:

French lesson at elementary schools – students make appointments with former elementary or middle school teachers to teach a French lesson during a grammar school class. Students must present lesson plan for approval to French teacher and elementary teacher prior to the teaching day. They must teach the lesson to the high school class and receive peer evaluation. After modifying the lesson to reflect evaluations, students teach their French unit to the younger students. Finally, they submit a written project evaluation.

Assessment:

Knowledge of IBO-required assessments and descriptors should be evident. All parts of IB assessment should be addressed, both internal and external. In addition, examples of non-IB monitoring should be given, if they are part of the course.

STUDENTS WILL BE ASSESSED BY THE FOLLOWING METHODS:

The course will include both formative and summative assessments in addition to the internal and external IB assessments. The final IB Diploma or Certificate score will be determined using the following descriptors.

- **Internal Assessment: Oral Component 30%** (*starting beginning of March*)
Only the Individual Oral Activity will be internally evaluated by the teacher and externally moderated by the IBO. The Interactive Oral Activity will be evaluated internally by the teacher and not externally moderated. These two activities will be assessed and scheduled by the teacher during this course.
 - **Individual Oral Activity: (15%)**
 - Individual presentation on a self-selected topic (3-4 minutes)
 - Teacher questions about the topic (3-4 minutes).
 - General conversation (3-4 minutes).
 - **Interactive Oral Activities: (15%)** (*given throughout the year*)
 - The best grade obtained from interactive oral activities.
- **External Assessment: Written Component 70%** (*given in April*)
 - **Paper 1: Text handling: (40%)**
 - Reading comprehension – questions based on a series of written text (30%)
 - Written response – a brief writing exercise in response to a written text (10%)
 - **Paper 2: Written response: (30%)**
 - One written task selected from six choices.

The school report card grades will be determined using the following descriptors that implement the IB summative assessment:

Progress ~ 50% of class grade and includes the following assessments that are evaluated using the IB rubrics as well as standard percentage scales:

- Common departmental assessments
- Teacher generated tests and quizzes
- Projects and writing samples
- Written and Oral Exams assessing understanding of topics and culture studied, grammatical and structural concepts, and literary works.
- Writing production of different types of texts
- IB practice tests

Process ~ 40% of class grade and includes the following assessments that are evaluated using the IB rubrics as well as standard percentage scales:

- Group discussions and debates
- Oral Interviews with the teacher and with other students
- Individual oral presentations
- Participation in games and class review activities
- Class work exercises and assignments

Homework ~ 10% of class grade and includes:

- Homework projects and activities required outside of class.

Resources:

List the books and other resource materials and software that will be used in the course. Information should include what is currently available as well as what is being ordered.

Images Deux	0-669-43524-4	0-669-43524-4	20	10	Amazon/McDougal
Images Trois	0-669-43539-2	0-669-43539-2	20	10	Amazon/McDougal
Les aventures du Petit Nicholas	0-02-189020-X	9782070364237	25	5	Continental Book Co./Amazon
Lectures et Fantaisies, 2nd ed. 1992	0-669-24452-X	0-669-24452-X	25	5	Heath/Amazon
Troisieme livre 3rd ed Graded French Reader: Premier Etape	0-87720-459-4	0-87720-459-4	54	6	Amsco
		9780669204629	0	30	B&N
<ul style="list-style-type: none">• Other resources:<ul style="list-style-type: none">➤ <i>French in Action</i> video program. The Annenberg/CPB Collection. (Native speakers in authentic situations, filmed on location in France.)➤ <i>Phosphore</i> and <i>Okapi</i> – Magazines➤ French CDs ranging from Joe Dassin to Jacques Brel to Jean-Jacques Goldman and current French popular music.➤ French films such as <i>La Belle et La Bete</i>, <i>Cyrano de Bergerac</i>, <i>Tatie Danielle</i>, <i>Indochine</i>, <i>Camille Claudel</i>, <i>La Gloire de Mon Père</i>,.➤ Additional current events from le <i>Journal Français d’Amérique</i>• Internet sources:<ul style="list-style-type: none">Tennessee Bob’s, French professor at the University of Texas http://www.utm.edu/departments/french/french.htmlFrancophone Radio broadcasts: http://www.bric-a-brac.org/radio/French Government: http://www.elysee.fr/elysee/english/welcome.2.htmlBBC French web site: http://www.bbc.co.uk/languages/french/index.shtmlParis Tourism site: http://www.paris.org/France’s RATP site: http://www.ratp.fr/Additional links provided from my web site: http://www.murrieta.k12.ca.us/mvhs/staff/smarsolais/index.html					

Teaching time:

List all classroom teaching hours for each HL and SL course. Explain how the hours are calculated.

HL/SL course	Teaching hours
French B, SL	Semester 1: 39 regular days x 100 minutes = 3900 3 minimum days x 60 minutes = 240 Semester 2: 32 regular days x 100 minutes = 3200 1 minimum day x 60 minutes = 60 Total hours before May 1 st External Examination period = <u>124 hours</u>

In addition:

For group 2 subjects:

- Does the course provide adequate preparation in oral and written expression and in analytical and critical thought?
- Is provision made for individual practice in speaking and listening over and above what is possible within regular class hours, whether through a language laboratory or by other means?
- Is each language level grouped appropriately, allowing the teachers to provide specialized, intense instruction for each group?
- Explain how the resources and themes chosen will highlight or reinforce internationalism.
- Is the school well stocked with general high-interest reading material at all levels of proficiency in the languages being offered?
- Does the school subscribe to newspapers and periodicals in the language(s) being offered for student and staff use?

The course will be taught by an experienced French instructor who has lived, studied and travelled extensively throughout France. She has also travelled through western Europe, into Canada and Mexico. She was trained in the IB French Diploma Programme and has 20 years experience teaching beginning through Advanced Placement levels of French. The instructor will provide the necessary academic rigor and adequate preparation in oral and written expression and in analytical and critical thought as detailed in the curriculum above.

Students will be encouraged to use French outside of class by:

- accessing on-line streaming sites
- beginning correspondence with a Francophone “e-pal” or pen pal
- participating in “French Day” activities planned with other high schools
- making use of mp3 players or audacity.com to practice oral communication

It is the intent of the program to group appropriately each language level thus allowing the instructors to provide specialized intense instruction for each group. Appropriate grouping may be initially curtailed depending on financial constraints and/or low enrolment, especially with second year SL students.

The course will offer an extensive collection of readings on many themes and from a wide variety of men and women authors from many different countries throughout the Francophone world. Constant Internet visits to authentic French sites and viewing of films will showcase and reinforce internationalism.

The school is well stocked with general high-interest reading material at high levels of proficiency in the language offered. It is the school's intent to acquire the materials needed to provide a variety of standard and first year IB level readers as well.

The school does not currently subscribe to newspapers and periodicals in the language being offered but has a plan to subscribe in the near future.

For all subjects:

- Has a thorough review of the available resource materials and equipment (both within the department and in the library/media centre) been conducted?
- Are instructional materials available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses?
- Are community resources used both within the classroom and as part of regular field trips?
- Are the needs and projected costs of acquiring all necessary materials and equipment for each subject group clearly stated?
- Is an international perspective included?

A thorough review of all resource materials and equipment has been conducted in both the department and library/media centre and the result has been found to be acceptable in all areas except the following: (The site coordinator is gathering lists, determining estimated costs, and needs are being prioritized. A plan is in place to provide the necessary requirements to begin the IB program.)

- A ceiling mounted LCD projector in the class for viewing appropriate and course related internet sites (There is currently internet access in the classroom. A plan is in place to acquire these.)
- Audio recording devices for oral internal assessments that can be recorded to CD for submission to IB
- Timers (possibly from timetimer.com) to help with timed assessments
- Periodicals: HL: *L'Express International*, SL: *Phosphore and Okapi*
- *Le Rhinoceros*, Eugène Ionesco
- *Image 2 et 3*
- Film: *Madame Brouette*

Further exploration of community resources is needed to best provide for the needs of the students as it relates to this course. Field trips rely on campus Foreign Language Club fund raisers as state funds have been cut.

The acquisition of the instructional materials listed above will assure sufficient quality, quantity and variety to give effective support to the aims and methods of the course.

The international perspective of the course will be covered through the study of literary works, language and culture as demonstrated through a variety of resources, films and authors throughout Francophone countries. These relevant multicultural themes will encourage student awareness of the global issues facing communities world wide, as well as issues unique to certain societies. Finally, this awareness will encourage students to contribute to the care of humanity.