

## Diploma Programme subject outline—Group 2: language acquisition

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|---|--|--|--|
| <b>School name</b>  | Gymnázium, Šrobárova 1, Košice, Slovakia   | <b>School code</b>   | 061626   |
| <b>Name of the DP subject</b><br><i>(indicate the language)</i> | French B   |  |  |
| <b>Level</b><br><i>(indicate with X)</i>                        | Higher <input type="checkbox"/><br><i>(not applicable for languages ab initio)</i> | Standard completed in two years <input checked="" type="checkbox"/>                | Standard completed in one year * <input type="checkbox"/><br><i>(not applicable for languages ab initio)</i> |
| <b>Name of the teacher who completed this outline</b>           | Katarína Horváthová  | <b>Date of IB training</b>   | June 2021  |
| <b>Date when outline was completed</b>                          | June 2021  | <b>Name of workshop</b><br><i>(indicate name of subject and workshop category)</i> | IB French B (category 1)   |

\* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*.

**1. If you will be teaching language B higher level, identify the two works of literature to be studied.**

**2. Course outline**

- Use the following table to organize the topics to be taught in the course. If you need to include topics that cover other requirements you have to teach (for example, national syllabus), make sure that you do so in an integrated way, but also differentiate them using italics. Add as many rows as you need.
- This document should not be a day-by-day accounting of each unit. It is an outline showing how you will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the subject.
- This outline should show how you will develop the teaching of the subject. It should reflect the individual nature of the course in your classroom and should not just be a “copy and paste” from the subject guide.
- If you will teach both higher and standard level, make sure that this is clearly identified in your outline.

|        | Topic<br>(as identified in the IB subject guide)<br><i>State the topics in the order you are planning to teach them.</i> | Contents  | Allocated time               |          | Assessment instruments to be used   | Resources<br><i>List the main resources to be used, including information technology if applicable.</i>  |
|--------|--|---|------------------------------|----------|---|--|
|        |  |   | One class is                 | minutes. |   |  |
|        |  |   |                              | 45       |   |  |
|        |  |   | In one week there are        | 4        | classes.  |  |
| Year 1 | Identités (Identities)   | <ul style="list-style-type: none"> <li>• Styles de vie</li> <li>• Santé et bien-être</li> <li>• Convictions et valeurs</li> <li>• Sous-cultures</li> <li>• Langue et identité</li> <li>• Lifestyle</li> <li>• Health and mental wellbeing</li> <li>• Beliefs and life values</li> <li>• Subcultures</li> <li>• Language and identity</li> </ul> | 10 weeks/40 lessons/30 hours |          | <ul style="list-style-type: none"> <li>• Entraînement à l'oral individuel – Les stéréotypes de genre</li> <li>• Travail oral en groupe – non aux préjugés!</li> <li>• Activité écrite – rédiger un blog</li> <li>• Contrôle – grammaire</li> <li>• Preparation for oral assessment: Gender stereotypes</li> <li>• Debate: No to prejudice!</li> <li>• Writing assignment: Blog</li> <li>• Grammar test</li> </ul> | <ul style="list-style-type: none"> <li>• Le monde en français French B, Cambridge Elevate</li> <li>• La chanson – „Je veux“ – ZAZ</li> <li>• Les documents authentiques des magazines français</li> <li>• Le monde en français French B, Cambridge Elevate</li> <li>• song – „Je veux“ - Zaz</li> <li>• authentic materials from French magazines</li> </ul> |
|        | Expériences (Experiences)  | <ul style="list-style-type: none"> <li>• Activités de loisirs</li> <li>• Vacances et voyages</li> <li>• Récits de vie</li> <li>• Rites de passage</li> <li>• Coutumes et traditions</li> <li>• Migration</li> <li>• Freetime activities</li> </ul>  | 12 weeks/48 lessons/36 hours |          | <ul style="list-style-type: none"> <li>• Entraînement à l'oral individuel – Le tourisme de masse</li> <li>• Activité écrite – rédiger une page de journal intime</li> <li>• Travail oral en groupe – Relations intergénérationnelles</li> </ul>   | <ul style="list-style-type: none"> <li>• Le monde en français French B, Cambridge Elevate</li> <li>• Le poème de Jacques Prévert – Le message</li> <li>• La chanson „Nathalie“ – Gilbert Bécaud</li> <li>• Des caricatures sur les stéréotypes et les</li> </ul>   |

|                                       |  |                              |  |   |
|---------------------------------------|--|------------------------------|--|---|
|                                       | <ul style="list-style-type: none"> <li>• Holidays and travelling</li> <li>• Life stories</li> <li>• Rituals of the adulthood</li> <li>• Customs and traditions</li> <li>• Migration</li> </ul>   |                              | <ul style="list-style-type: none"> <li>• Preparation for oral assessment: Mass tourism</li> <li>• Writing assignment: Diary</li> <li>• Debate: Generation gap</li> <li>• Grammar test</li> </ul>   | <p>voyages</p> <ul style="list-style-type: none"> <li>• Le monde en français French B, Cambridge Elevate</li> <li>• Poem – Jacques Prévert – Le message</li> <li>• Song – “Nathalie” – Gilbert Bécaud</li> <li>• Cartoons (caricatures) about stereotypes and travelling</li> </ul> |
| Ingéniosité humaine (Human ingenuity) | <ul style="list-style-type: none"> <li>• Divertissements</li> <li>• Expressions artistiques</li> <li>• Communications et médias</li> <li>• Technologie</li> <li>• Innovation Scientifique</li> </ul><br><ul style="list-style-type: none"> <li>• Entertainment</li> <li>• Expressions of art</li> <li>• Communication and mass media</li> <li>• Technology</li> <li>• Scientific inventions</li> </ul> | 10 weeks/40 lessons/30 hours | <ul style="list-style-type: none"> <li>• Entraînement à l’oral individuel – La pollution</li> <li>• Travail oral en groupe – Quel avenir nous attend?</li> <li>• Activité écrite – rédiger une interview</li> <li>• Contrôle – grammaire</li> </ul><br><ul style="list-style-type: none"> <li>• Preparation for oral assessment: Pollution</li> <li>• Debate: What is in the future?</li> <li>• Writing assignment: Interview</li> <li>• Grammar test</li> </ul> | <ul style="list-style-type: none"> <li>• Le monde en français French B, Cambridge Elevate</li> <li>• des exemples de la publicité française</li> <li>• Le monde en français French B, Cambridge Elevate</li> <li>• examples of French commercials</li> </ul>                        |

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|--------|---|--|------------------------------|--|--|
| Year 2 | Organisation sociale<br>(Social organisation) | <ul style="list-style-type: none"> <li>• Relations sociales</li> <li>• Communauté</li> <li>• Engagement social</li> <li>• Éducation</li> <li>• Monde du travail</li> <li>• Ordre public</li> </ul> <ul style="list-style-type: none"> <li>• Social relationships</li> <li>• Community</li> <li>• Spoločenské začlenenie</li> <li>• Education</li> <li>• World of work</li> <li>• Public order</li> </ul>   | 10 weeks/40 lessons/30 hours | <ul style="list-style-type: none"> <li>• Entraînement à l'oral individuel – L'amitié</li> <li>• Travail oral en groupe – Les rythmes scolaires</li> <li>• Activité écrite – rédiger une lettre de candidature</li> <li>• Contrôle – grammaire</li> </ul> <ul style="list-style-type: none"> <li>• Preparation for oral assessment: Friendship</li> <li>• Debate: School system</li> <li>• Writing assignment: Letter of application</li> <li>• Grammar test</li> </ul> | <ul style="list-style-type: none"> <li>• Le monde en français French B, Cambridge Elevate</li> <li>• Extrait de la pièce de théâtre -Cheres Amis, vieux camarades- S. Chenu et G. Chatelain</li> <li>• Extrait du film „Entre les murs“</li> </ul> <ul style="list-style-type: none"> <li>• Le monde en français French B, Cambridge Elevate</li> <li>• An extract of a play - Cheres Amis, vieux camarades- S. Chenu et G. Chatelain</li> <li>• An extract of a film – „Entre les murs“)</li> </ul> |
|        | Partage de la planète<br>(Sharing the planet) | <ul style="list-style-type: none"> <li>• Environnement</li> <li>• Droits de l'homme</li> <li>• Paix et conflits</li> <li>• Égalité</li> <li>• Mondialisation</li> <li>• Éthique</li> <li>• Environnements urbains et ruraux</li> </ul> <ul style="list-style-type: none"> <li>• Environment</li> <li>• Human rights</li> <li>• Peace and conflicts</li> <li>• Equality</li> <li>• Globalisation</li> </ul> | 13 weeks/52 lessons/39 hours | <ul style="list-style-type: none"> <li>• Entraînement à l'oral individuel – Catastrophes naturelles</li> <li>• Travail oral en groupe – Conférence „Sauvons la planète!“</li> <li>• Activité écrite – rédiger une lettre de protestation</li> <li>• Contrôle – grammaire</li> </ul> <ul style="list-style-type: none"> <li>• Preparation for oral assessment: Natural disasters</li> <li>• Debate: Save the</li> </ul>   | <ul style="list-style-type: none"> <li>• Le monde en français French B, Cambridge Elevate</li> <li>• Caricatures de Sempé et Goscinny</li> <li>• Les chansons – „Greenwashing“ – Tryo et „La maison près de la fontaine“ – Nino Ferrer</li> <li>• Extrait du film – „Intouchables“</li> </ul> <ul style="list-style-type: none"> <li>• Le monde en français French B, Cambridge Elevate</li> </ul>   |

|  |  |   |  |  |   |
|--|--|---|--|--|---|
|  |  | <ul style="list-style-type: none"> <li>• Etics</li> <li>• Environment in the city and in the countryside</li> </ul> |  | planet<br><ul style="list-style-type: none"> <li>• Writing assignments: Formal letter</li> <li>• Grammar test</li> </ul> | <ul style="list-style-type: none"> <li>• Caricatures by Sempé a Goscinny</li> <li>• Songs: „Greenwashing“ – Tryo et „La maison près de la fontaine“ – Nino Ferrer</li> <li>• An extract from a film – „Intouchables“</li> </ul> |
|  |  |   | <b>Total:</b> 55 weeks/220 lessons/165 hours |  |   |

### 3. IB Internal and external assessment requirements to be completed during the course

Briefly explain how and when you will work on them. Include the date when you will first introduce the internal and external assessment requirements, when they will be due and how students will be prepared to complete them.

When designing a language B course, the teacher must take into account the context of the school, diversity, student interests, access to the target language, languages of instruction, as well as languages used by the students and any local or national additional requirements. These may well dictate the pace of instruction, the breadth of the course and, to a certain extent, the course content.

Assessment objectives:

- Communicate clearly and effectively in a range of contexts and for variety of purposes
- Understand and use language appropriate to a range of interpersonal and / or intercultural context and audiences
- Understand and use language to express and respond to a range of ideas with fluency and accuracy
- Identify, organize and present ideas on a range of topics
- Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts

We will describe the assessment requirements in September of year 1 and again in September of year 2.

The written assignment will be introduced in detail at the end of December, so that SL students will have time to choose a topic and begin finding resources over winter break. We will require students to submit their work by February so that we have time to address any problems of format before uploading before the deadline.

The interactive oral assignments will be completed in the fall/winter of year 2, after many practice activities throughout year 1. The students will be familiar with interactive formats (debates, discussions, etc.) as well as the rubrics for marking their contributions. The activities will be concluded in advance of the beginning of work on the individual oral assignment.

We will prepare for Paper 1 and Paper 2 during the entire 2<sup>nd</sup> year of this course. In the spring of year 2, we will begin to practice for paper 1 in a more dedicated way, with activities from past tests, and from the *IB Course Companion* to serve as timed practice texts. We will continue to review and practice on all class days until the examination day.

### **Assessment components**

External assessment (3 hours)

Paper 1 (1 hour 15 minutes)

Productive skills – Writing (30 marks)

One writing tasks of 250 – 400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.

Paper 2 (1 hour 45 minutes)

Receptive skills – separate sections in listening and reading 65 marks)

Listening comprehension (45 minutes) (25 MARKS)

Reading comprehension (1 hour) (40 marks)

Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

Internal assessment

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Individual oral assessment

A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)

Class activities, homework, written tests after every chapter are parts of the formative assessment of a student's progress and encourage them to work systematically.

#### 4. Links to TOK

You are expected to explore links between the topics of your subject and TOK. As an example of how you would do this, choose one topic from your course outline that would allow your students to make links with TOK. Describe how you would plan the lesson/courses.

| Topic   | Link with TOK (including description of lesson plan)  |
|---|---|
| Partage de la planète<br>(Sharing the planet) | <p>One of the characteristics of student's profile describes the IB student as a person who is caring about the lives of others and the world around us. This is very important in today's world.</p> <p>One of the aims of TOK is to engage students with multiple perspectives, foster open-mindedness and develop intercultural understanding.</p> <p>The study is on the global warming and the TOK questions relating to global issues and to the area of natural sciences are as follows:</p> <ul style="list-style-type: none"> <li>• Have you perceived the effects of global warming?</li> <li>• To what extent have the media influenced our understanding of global warming?</li> <li>• What evidence suggests there is or is not a connection between human activity and global warming?</li> <li>• To what degree must you use your imagination to understand how global warming works and what consequences might it have?</li> </ul> <p>Students will learn vocabulary related to the subject. Over several weeks they will read information from various websites and watch short videos related to the topic. The study will culminate as they have debates with role playing from various perspectives as they relate to the question.</p> <p><b>Example lesson plan:</b></p> <p>Activity 1: Getting started: Global warming – students will brainstorm the causes of global warming and their consequences, and say which are the worst. Students will explain their opinion (critical thinking).</p> <p>Activity 2: Listen: Students will listen to a song about global warming. Before they listen, they will go through the questions and try to predict the answers. They will try to guess which words they will hear in the song.</p> <p>Activity 3: Vocabulary practice: Students will listen to the song again and try to explain the phrases used in the song in their own words.</p> <p>Activity 4: Listen: Students will listen to the listening and try to answer multiple-choice questions. Before the listening they will work in groups and try to place the vocabulary from the listening into groups according to their ideas.</p> <p>Activity 5: Students will try to find similar and different ideas in both listenings and share their their answers with their classmates.</p> |

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**5. Approaches to learning**

Every IB course should contribute to the development of students' approaches to learning skills. As an example of how you would do this, choose one topic from your outline that would allow your students to specifically develop one or more of these skill categories (thinking, communication, social, self-management or research).

| Topic                                    | Contribution to the development of students' approaches to learning skills (including one or more skill category)   |
|--|---|
| Ingéniosité humaine<br>(Human ingenuity) | A big problem of today's world is information. Learning how to search for information, how to verify it is the inseparable part of learning process. The students are led to think critically which is not easy because we are flooded by loads of information and hoaxes on the Internet, on TV and in the radio. On the lesson the students will discuss what they do to make sure that the information they found is trustworthy, how to verify the information and what the consequences of spreading the hoaxes are. The students will try to explain how technology changes our lives and this way they will practice their communication skills and critical thinking. |

**6. International mindedness**

Every IB course should contribute to the development of international-mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

| Topic   | Contribution to the development of international mindedness (including resources you will use)  |
|---|---|
| Partage de la planète<br>(Sharing the planet) | International mindedness should be one of the most important values in a life. If every person were more tolerant to other cultures, our lives would be nicer and without conflicts. One of the topic students will deal with on the lessons is impact of wars on children and young generation. Students will think of the way how to help the children suffering from wars and whether it is possible to help them in our conditions. |

## 7. Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

| Topic                  | Contribution to the development of the attribute(s) of the IB learner profile   |
|------------------------|---|
| Identités (Identities) | Identities is an excellent topic to develop communication skills. Students have the space to express their opinions and ideas, to talk about themselves and about the others. They will learn to listen to their classmates and understand the ideas of others. They will work individually or in groups. Students will begin to think about their own cultures and look how the perspectives, values and traditions of other communities differ. |

## 8. Resources

Are instructional materials and other resources available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses? Briefly describe what plans are in place if changes are needed.

Le monde en français French B, Cambridge Elevate  
Jacques Prévert, Paroles, Folio  
Gilbert Bécaud, Nathalie  
S. Chenu et G. Chatelain, Cheres Amis, vieux camarades  
Caricatures de Sempé et Goscinny  
Tryo , Greenwashing  
Nino Ferrer La maison près de la fontaine Nino Ferrer  
Film extracts: „Entre les murs“ et „Intouchables“  
Authentic materials

