COURSE OUTLINE – DP FRENCH B

Course Description:

French B is a two-year course that aims to develop the students' linguistic competence and intercultural understanding. The language skills developed will enable the student to communicate effectively with a variety of audiences. Authentic materials will be used in order to maximize the student's exposure to the target language and to model the appropriate use of the language in a range of situations, contexts and, purposes while investigating a variety of themes or subjects. French will be the main language of communication in the class between the teacher and the student, as well as among the students themselves. This course gives the student the opportunity to reach a high degree of competency in French as well as a wide exposure to the international Francophone community. There is a common syllabus at SL and HL (with literature as an additional component of the HL course).

Course Syllabus:

FIVE THEMES
These five themes are compulsory at SL and HL.

- Social Organization
- Identities
- Experiences
- Human Ingenuity
- Sharing the Planet

Topics Covered

Year 1
- Personal Relationships (Film : Aurélie Laflamme, les pieds sur terre)
- The Francophone World / the nature of Bilingualism.
- Education (Film: Entre les Murs)
- Secularism and Discriminations
- Work life balance and leisure

Year 2
- Communication and Social Media (cellphone)
- Artificial Intelligence
- Immigration and Refugees
- The Environment
  (novel: l'Homme qui plantait des arbres)

IB Concepts and Considerations

- **THEORY OF KNOWLEDGE (TOK):** Students will reflect on the nature of knowledge in French, and on how we know what we claim to know throughout the course.
- **CREATIVITY, ACTIVITY, SERVICE (CAS):** Students will be encouraged to consider ways they can take meaningful action in their CAS activities connected to topics learned in French throughout the course.
- **APPROACHES TO LEARNING (ATL): Thinking, Social, Communication, Research**, and **Self-Management** skills will be developed and encouraged throughout the course.
- **LEARNER PROFILE ATTRIBUTES (LP):** Connections will be made to the IB Learner Profile Attributes (**Inquirer, Knowledgeable, Thinker, Communicator, Principled, Open-minded, Caring, Risk-taker, Balanced,** and **Reflective)** throughout the course. Students are encouraged to embody these traits as IB learners.

Assessment Objectives:

There are six assessment objectives for the language B course. Students will be assessed on their ability to:

1. communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
2. use language appropriate to a range of interpersonal and/or cultural contexts
3. understand and use language to express and respond to a range of ideas with accuracy and fluency
4. organize ideas on a range of topics, in a clear, coherent and convincing manner
5. understand, analyse and respond to a range of written and spoken texts
6. understand and use works of literature written in the target language of study (HL only).

Assessment Overview & Timeline:

INTERNAL ASSESMENT

      Individual oral (25%)   Year 2 February

EXTERNAL ASSESSMENT

      Paper Two – Reading skills (25%)   Year 2 May

      Paper Two – Listening skills (25%)   Year 2 May

      Paper One – Writing skills (25%)   Year 2 May

FORMATIVE ASSESSMENT   (school based mark)

      Written 70%   Grammar quizzes, assignments, projects, reading

      Oral   30%   Speaking and listening activities, presentations, interviews and dialogues

Grade Descriptors:

Grade 7
Students speak clearly, fluently and naturally; use a varied and idiomatic range of language accurately; handle ideas effectively with active and full interaction; demonstrate a very good understanding of the meaning and purpose of written texts; have little difficulty with more difficult questions; write detailed texts demonstrating a very good command of vocabulary and complex structures with a very good level of grammatical accuracy; adapt their writing effectively to suit the intended audience and purpose; express their ideas and organize their work coherently and convincingly.

Grade 6
Students speak mostly clearly and fluently; use a varied range of language mostly accurately; handle ideas mostly effectively, with generally full interaction; demonstrate a good understanding of the meaning and purpose of written texts; have some difficulties with more difficult questions; write fairly detailed texts demonstrating a good command of vocabulary with a good level of grammatical accuracy; adapt their writing appropriately to suit the intended audience and purpose; express their ideas and organize their work coherently.

Grade 5
Students speak generally clearly; use a basic range of language correctly; handle ideas adequately with full interaction at times; demonstrate an adequate understanding of the meaning and purpose of written texts; have some difficulties with almost all difficult questions and some average questions; write texts demonstrating an adequate command of vocabulary with an adequate level of grammatical accuracy; show a reasonable ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work appropriately.

Grade 4
Students speak hesitantly and at times unclearly; use a simple range of language correctly at times; handle ideas with some difficulty with fairly limited interaction; demonstrate some understanding of the meaning and purpose of written texts; have difficulties with questions of average difficulty; write texts demonstrating a basic command of vocabulary and some awareness of grammatical structure; show some ability to adapt their writing to suit the intended audience and purpose; make some attempt at expressing their ideas and organising their work.

Grade 3
Students speak hesitantly and generally unclearly; use a limited range of language often incorrectly; handle ideas with difficulty with restricted interaction; demonstrate a fairly limited understanding of the meaning and purpose of written texts; have difficulties with some easy questions; write texts demonstrating a fairly limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type; make some attempt at basic organization; content is rarely convincing.

Grade 2
Students speak hesitantly and unclearly; use a very limited range of language mostly incorrectly; handle ideas with great difficulty with very restricted interaction; demonstrate a limited understanding of the meaning and purpose of written texts; have difficulties even with easiest questions; write texts demonstrating a limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type with limited success; lack organization to an extent that content is unconvincing.

Grade 1
Students speak very hesitantly and unclearly; use a very limited range of language incorrectly; handle ideas unsuccessfully with very restricted interaction; demonstrate a very limited understanding of the meaning and purpose of written texts; have difficulties with almost all questions; write texts demonstrating a very limited command of vocabulary and very little awareness of grammatical structure; produce a barely identifiable text type; lack organization to an extent that content is confusing.

BC Ministry Requirements:

In line with the philosophy of the IB Diploma Programme, students will be assessed against the course objectives at their current level of achievement on the 7-point scale throughout the course. As required by the Ministry of Education, students will also be given a percentage converted from the IB level that reflects their achievement in relation to the corresponding BC Curriculum course.

Academic Honesty and Personal Integrity

The faculty at Carson Graham expects our students to complete academic and nonacademic work that is authentic and respectful of intellectual property. As diploma candidates, you are expected to adhere to the school's Policy for Academic Integrity, and also to the principles and practices set out in the IB document, Diploma Programme: Academic Honesty, 2011. Ignorance of the standards related to academic honesty and student integrity is not an excuse for dishonesty, plagiarism and malpractice. You are expected to familiarize yourself with the policy.

In accordance with this policy, students can use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course if instructor permission is obtained in advance. Unless permission is given to use the aforementioned tools, each student is expected to complete each assignment without substantive assistance from others, including automated tools. Additionally, if students are allowed to use advanced automated tools on assignments in this course, that use must be properly documented and credited. For example, text generated using ChatGPT-3 should include a citation such as: "Chat-GPT-3. (YYYY, Month DD of query). "Text of your query." Generated using OpenAI. https://chat.openai.com/" Material generated using other tools should follow a similar citation convention.[1]

[1] Adapted from https://learninginnovation.duke.edu/ai-and-teaching-at-duke-2/artificial-intelligence-policies-in-syllabi-guidelines-and-considerations/

http://www.sd44.ca/school/carson/Documents/Carson%20Graham%20Policy%20for%20Academic%20Honesty%20June%202015.pdf