



Stony Point High School
IB Diploma Programme
Course Syllabus
French B SL
Tarpley/Portable 3A
386 295 9437
Office Hours: Monday-Friday 8:30-9:00 am



- I. **Course Description:** Students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content.
- II. **Prior Learning for Course** Students enter language acquisition courses with varying degrees of exposure to the target language(s). It is, therefore, important that students are placed into a course that is most suited to their language development needs and that will provide them with an appropriate academic challenge. With that in mind, a student must be successful in French III prior to entering French SL.

III. Course Aims & Objectives:

Aims

1. Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
2. Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
3. Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
4. Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
5. Develop students' awareness of the importance of language in relation to other areas of knowledge.
6. Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
7. Provide students with a basis for further study, work and leisure through the use of an additional language.

Course Objectives:

1. Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
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6. Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
7. Provide students with a basis for further study, work and leisure through the use of an additional language.
8. Foster curiosity, creativity and a lifelong enjoyment of language learning.

IV. **How the course will address TOK:** Students will benefit by addressing guiding questions related to the five themes in the target language. These questions will be incorporated into assignments.

V. **How the course will address CAS:** Students will be asked to choose a CAS related activity or project related to one of the five themes. The activity should enhance intercultural understanding through the active and purposeful use of their acquired language within specific real life contexts..

VI. **How the course will address Approaches to Learning skills:** The skills that will be addressed are: Thinking skills, Research skills, Communication skills, Social skills, and Self-Management skills.

This course will develop thinking skills through daily formal and informal activities that require students to analyze grammar, interpret passages, and draw conclusions.

Language B students will continue to develop social skills by engaging with other language learners in the target language. They will include working with students of a variety of skill levels and will allow all students to both teach and learn from their peers.

Language B students will continue to develop their communication skills by practicing oral, written, and creative expression in the target language.

Language B students will continue to develop self management skills by demonstrating ownership of their learning and take action accordingly- this includes using their resourcefulness to “catch up” with material from lower language levels.

Language B students will continue to develop research skills—students will be presented opportunities to practice research skills through investigation of Language B themes.

VII. **The approach to teaching the course.** The approach to teaching the course will include; inquiry based teaching through experiential learning, conceptual understanding taught through text analysis, local and global contextual comparisons, collaborative learning activities, a variety of learning activities and strategies which will address different learning styles, and formative informed teaching which will include peer assessment and self-reflection.

VIII. **How the course will address the Learner Profile.** My course will address the IB Learner Profile through a study program which will aim to develop in students the knowledge, skills, and attitudes they will need to fulfill the aims of the IB program as expressed through the mission statement and Learner Profile.

IX. **Assessment details for Internal and External Requirements**

Internal assessment **25%**

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)

External assessment (3 hours) **75%**

Paper 1 (1 hour 15 minutes) **25%**

Productive skills—writing (30 marks)

One writing task 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) **50%**

Receptive skills—separate sections for 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.

X. **Grading Policy & Scale:**

All IB courses are weighted on a 6.0 scale. Grades in this class are determined by a break down of:

Summative Assessments = 40%

Formative work= 60%

XI. Course Sequence:

The topics that will be addressed within the course are:

Identities, Experiences, Human Ingenuity, Social Organization, Sharing the planet

XII. IA Checkpoint dates and final IA Deadlines

All formal due dates will be entered on the Internal SPHS IB IA Calendar

XIII. Sample exam question:

We will use released exams throughout the course to familiarize ourselves with IB exam testing format.

Texte A — Taxer la malbouffe au Québec ?

En vous basant sur le paragraphe ❶, choisissez la bonne réponse parmi les propositions A, B, C, D. Écrivez la lettre correspondant à la bonne réponse dans la case appropriée.

1. De nos jours, au Québec, ...
- A. les habitudes alimentaires semblent s'améliorer.
 - B. le taux d'obésité est moins élevé qu'avant.
 - C. on voit que la taxe sur les boissons sucrées aux États-Unis n'a fait aucune différence.
 - D. les adultes ont plus de problèmes de surpoids qu'avant.

Associez les titres avec les paragraphes ❷ à ❹ du texte. Écrivez la lettre correspondant à chaque bonne réponse dans la case appropriée.

Exemple : [- X -]

B

2. [- 2 -]

A. Les fumeurs mangent trop

B. **Les faits**

3. [- 3 -]

C. Quelques chiffres supplémentaires

4. [- 4 -]

D. Les multinationales se rebellent

E. Interdire la malbouffe ?

F. Taxer la malbouffe ?

G. L'obésité en baisse

H. Ne pas taxer la malbouffe ?

XIV. Stony Point Academic Honesty Policy: All students are expected to abide by the SPPHS Academic Honesty Policy. This policy is available on the SPPHS IB website at www.stonypointib.com under Handbooks. The password is Tiger2021. All assignments should be solely the work of the student unless part of a collaborative assignment. Electronic translators should not be used for more than individual words. A translated or copied and pasted text would be considered cheating.

XV. Classroom Policy & Procedure

Late Paper Policy as per Round Rock ISD guidelines

Make Up Work Policy as per Round Rock ISD guidelines

Classroom Expectations:

1. Be on time to class.
2. Come prepared with all materials.
3. Be ready to work.
4. Participate in all activities.
5. Show respect to all student's property, views, perspectives, and creativity, individual students and the teacher.
6. Have a great time and a positive attitude.