

Diploma Programme subject outline—Group 2: language acquisition

School name	International School of Tallinn	School code	
Name of the DP subject <i>(indicate the language)</i>	French B		
Level <i>(indicate with X)</i>	Higher <input type="checkbox"/> <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"/> <i>(not applicable for languages ab initio)</i>
Name of the teacher who completed this outline	Alaaeddine Skouri	Date of IB training	September 3rd - 5th, 2021
Date when outline was completed	October 4th, 2021	Name of workshop <i>(indicate name of subject and workshop category)</i>	Category One: Language B (generic)

* 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.

N/A

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 (as identified in the IB subject guide) <i>State the topics in the order you are planning to teach them.</i>	Contents	Allocated time		Assessment instruments to be used	Resources <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	Identities -What constitutes an identity? - How a subculture can influence one's identity? - How do language and culture contribute in forging our identities?	beliefs and values, subcultures, language and identity	14 weeks: - Beliefs and Values: 4 weeks - Subcultures: 5 weeks - Language and identity: 5 weeks			Students will be exposed to personal, professional and mass media texts. The following texts will be used: blogs, emails, personal letter, formal letter, report, advertisement, article, brochure, film, interview, news report, opinion column/editorial, radio programme, speech, webpage. All materials used will authentic or modified when necessary in order to expose students to authentic experiences with the language in both written and spoken form.
	Experiences - How does our past influence who we are and our future? - How and why do different cultures mark important moments in life?	life stories, rites of passage, customs and traditions, migration	13 weeks: - Life stories: 2 weeks - Rites of passage: 3 weeks - Customs and traditions: 4 weeks - Migration: 4 weeks			
	Human ingenuity (Part I) - How do the arts help us understand the world?	entertainment, artistic expressions	9 weeks: - Entertainment: 4 weeks - Artistic expressions: 5 weeks			

	- What can we learn about a culture through the artistic lens?			<p>events they can relate to contemporary issues. Students will be assessed through the following methods: Exit tickets Short debates Individual presentation/oral Written and spoken answers to stimulus questions Writing (different format will be used, and the students will be exposed to the way of addressing different audience) Regular feedback will be given to student regarding their progress. While summative and formative assessment will be used, student will be encouraged to assess the teacher's approaches to teaching.</p>	<p>Magazines Newspapers Textbooks Dictionaries Computer Audio Projector Internet Realia Posters Slides Photocopies</p>
Year 2	<p>Human Ingenuity (Part II) - How do developments in science and technology influence our lives and relationships?</p>	<p>communication and media, technology, scientific innovation</p>	<p>11 weeks: - Communication and media: 3 weeks - Technology: 4 weeks - Scientific innovation: 4 weeks</p>		
	<p>Social organization - What role do rules and regulations play in the formation of a society</p>	<p>social relationships, community, social engagement, law and order</p>	<p>11 weeks: - Social relationships: 2 weeks - Community: 2 weeks - Social engagement: 4 weeks</p>		

			- Law and order: 3 weeks		
	Sharing the planet - What challenges and benefits does globalization bring? - What ethical issues arise from living in the modern world, and how do we resolve them?	the environment, human rights, peace and conflict, equality, globalization, ethics, urban and rural environment.	10 weeks: - The environment: 1 week - Human rights: 2 weeks - Peace and conflict: 3 weeks - Globalization: 2 weeks - Ethics: 1 week - Urban and rural environment: 1 week		

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.

The students will be prepared working on individual tasks, in pairs, in groups and as a whole class. They will practice the different types of assessment in order to be familiarized with the exam formats. Students will review previous paper exams samples and assessments. Previous IB DP French B released assessments will be used to prepare students and gauge the development of communication skills through the IB DP.

“External assessment – 75% (3 hours): (IB exam taken during the second year of studies)

Paper 1 - 25% (1 hour 15 minutes): 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 – 50% (1 hour 45 minutes): 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.

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 a discussion based on an additional theme (30 marks). This individual oral assessment has a duration of 12 to 15 minutes (plus 15 minutes for preparation)”

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)
Language and identity	- What constitutes an identity? - How a subculture can influence one's identity? - How do language and culture contribute in forging our identities?
Life stories Customs and traditions	- How does our past influence who we are and our future? - How and why do different cultures mark important moments in life?
Artistic expressions	- How do the arts help us understand the world? - What can we learn about a culture through the artistic lense?
Communication and media	- How do developments in science and technology influence our lives and relationships?

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)
Identities	Through this topic, students will have the opportunity to develop their thinking skills as well as their self-management and research skills. Identities as a topic will be used to conduct research on what constitutes an identity, and how subcultures can influence the forging of such identity. Students will think through what it means to be human in our current society through a global perspective. The global perspective gives an opportunity for scholars to grasp how subculture influence views and the forging of the self. Students will be provided with different content areas they could use to develop their understanding and mastering of the targeted language. A group project on different targeted content areas will be conducted which enable students to develop their self-management skills.

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)
Social organization	The guiding principle of this theme is to explore the ways in which groups of people organize themselves or are organized through common systems or interests. Students will examine how people interrelate and behave as members of a community, individually as well as in groups, and they will be encouraged to reflect upon social engagement of the population through diverse French-speaking countries compare to their home countries

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
Communication and media	Through the exploration of the theme communication and media, students will be pushed to reflect upon their role and impact on the global community when using media as a communication tool. Knowledgable: Students will explore the power of social media and express their views on how this can be a positive and negative tool to address issues of local and global significance. Communicators: Students will reflect upon how communication skills enable one to carry his/her view across while listening respectfully and carefully to the perspectives of others. Principled and caring: the role of social media in harmful behavior from teenagers. Reflective: the process of the unit of study will have pushed students to constantly reflect on their words, attitudes, and the use of media globally to carry a personal or political agenda

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.

Teaching Resources: Teacher will select appropriate materials related to the course objectives from different resources: Authentic materials from newspapers, magazines, French websites, and textbooks (Le monde en francais Coursebook Cambridge Elevate Edition 2 years). Regarding audio sources, podcasts, radio extracts, advertisements, movies extracts as well as music will be used. Books (originally written in French or translated into French), books extracts, dictionaries, authentic websites, blogs, access to foreign online libraries to explore sources in the French language.
