**IBDP Subject Overview**

**Subject Area: Language B French Level: V & VI 11th and 12th grades Juletane**

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| **Dates** | **9/8-10/16** | **10/19-11/20** | 11/30-1/29 | **2/1-3/12** | **3/15-4/23** | **4/26-6/7** |
| Unit Title | ***SOCIAL ORGANIZATION***  Relations sociales “ Moi et les autres”  Surtout maintenant avec ce grand changement inattendu et incertain. | ***HUMAN INGENUITY***  Communications and Médias : « Le monde vu par les médias »  Innovation scientifique  Quoi croire ou ne pas croire  Où se trouve la vérité | ***EXPERIENCES***  Immigration  Voyages et célébrations  Coutumes et traditions :  « Pour un monde meilleur »  Comment est-ce que les voyages élargissent notre esprit ? | ***IDENTITIES***  Les valeurs et les croyances  « Santé et société »  Qu’est-ce qui est légal/illégal avec le service médial ?  L’oral individuel | ***SHARING THE PLANET***  L’environnement  Planète bleue, planète verte  La paix et le conflit  Quels bénéfices et défis apportent la globalisation ? | World questions : Questions mondiales :  Egalité et fraternité |
| Formal **TOK Connection** | Language, emotion and reason as ways of knowing. | Sense perception and reason as ways of knowing. | Emotion, faith and memory as ways of knowing. | Reason, language, faith and imagination as ways of knowing. | Language perception and imagination as ways of knowing. | Language, emotion, intuition and memory as ways of knowing. |
| **SOLs** | FIV.1- FIV.7 | FIV.1- FIV.7 | FIV.1- FIV.7 | FIV.1- FIV.7 | FIV.1- FIV.7 | FIV.1- FIV.7 |
| IB Objectives | Communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding.  Use language appropriate to a range of interpersonal and/or cultural contexts.  Understand and use language to express and respond to a range of ideas with accuracy and fluency.  Organize ideas on a range of topics, in a clear, coherent and convincing manner.  Understand, analyze and respond to a range of written and spoken texts.  VI HL- Understand and use works of literature written in the target language. | Communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding.  Use language appropriate to a range of interpersonal and/or cultural contexts.  Understand and use language to express and respond to a range of ideas with accuracy and fluency.  Organize ideas on a range of topics, in a clear, coherent and convincing manner.  Understand, analyze and respond to a range of written and spoken texts.  VI HL- Understand and use works of literature written in the target language. | Communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding.  Use language appropriate to a range of interpersonal and/or cultural contexts.  Understand and use language to express and respond to a range of ideas with accuracy and fluency.  Organize ideas on a range of topics, in a clear, coherent and convincing manner.  Understand, analyze and respond to a range of written and spoken texts.  VI HL- Understand and use works of literature written in the target language. | Communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding.  Use language appropriate to a range of interpersonal and/or cultural contexts.  Understand and use language to express and respond to a range of ideas with accuracy and fluency.  Organize ideas on a range of topics, in a clear, coherent and convincing manner.  Understand, analyze and respond to a range of written and spoken texts.  VI HL- Understand and use works of literature written in the target language. | Communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding.  Use language appropriate to a range of interpersonal and/or cultural contexts.  Understand and use language to express and respond to a range of ideas with accuracy and fluency.  Organize ideas on a range of topics, in a clear, coherent and convincing manner.  Understand, analyze and respond to a range of written and spoken texts.  VI HL- Understand and use works of literature written in the target language. | Communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding.  Use language appropriate to a range of interpersonal and/or cultural contexts.  Understand and use language to express and respond to a range of ideas with accuracy and fluency.  Organize ideas on a range of topics, in a clear, coherent and convincing manner.  Understand, analyze and respond to a range of written and spoken texts.  VI HL- Understand and use works of literature written in the target language. |
| **International Focus** | VI- Hearsay/keeping up appearance in France and Francophone countries  V- Young people in France and francophone countries are delaying their emancipation from their parents. | VI- Digital natives vs. digital imigrants.  V- The influence of images and the power of publicity on young people. | Policies on immigration in France, Francophone countries and the US. | VI- The reality of pandemics and global epidemics  V- Legal and illegal medical services and treatments around the world. | VI-Over population of the world and the need for renewable energy.  V- Current work of NGOs in the world against regimens and violent groups. | 11, 12- IB Exams  11- Shows |
| **Unit Question** | What changes are happening in modern society in terms of family and relationships?  **What is the individual’s role in the community?**  **What role do rules and regulations paly in the formation of a society?**  **What role does language play in a society?**  **What opportunities and challenges does the 21st century workplace bring?** | How do new communication technologies influence our life styles & relationships? What is our responsibility in terms of their use?  **How do developments in science and technology influence our lives?**  **How do the arts help us understand the world?**  **What can we learn about a culture through its artistic expression?**  **How do the media change the way we relate to each other?** | What is the importance of culture, language and celebrations? How do they transmit a group’s identity?  What is the reality of multicultural societies?  **How does travel broaden our horizons?**  **How does our past shape our present and our future?**  **How and why do different cultures mark important moments in life?**  **How would living in another culture affect our worldview?** | VI- What are the causes of spread of disease in the world today?  V- In what circumstances should a person opt for a controversial or alternative treatment?  **What constitutes an identity?**  **How do we express our identity?**  **What ideas and images do we associate with a healthy lifestyle?**  **How do language and culture contribute to form our identity?** | VI-How can we benefit from sustainable technology to better protect and respect our environment?  V- How can we make sure the world respects Human Rights? How can we be proactive instead or reactive?  **What environmental and social issues present challenges to the world and how can these challenges be overcome?**  **What ethical issues arise from living in the modern world and how do we resolve them?**  **What challenges and benefits does globalization bring?**  **What challenges and benefits result from changes in urban and rural environments?** | 11, 12-How does understanding our leaning style help us in preparing for IB exams? |
| **Assessment Task** | VI--Completion of guide. Monsieur Ibrahim et les fleurs du coran  V-Role play family situation.  **Interactive Oral 1-** Whole class discussion on following family’s/culture’s traditions vs. forming our own.  **Written Assignment-** Practice  **Paper 1**  **Paper 2** | Completion of guide-  Monsieur Ibrahim et les fleurs du coran  **Interactive Oral 2-** Group discussion on Advances, advantages and dangers of technology nowadays.  HCPS Pre assessment-  Individual Oral  **Written Assignment-** Final | Completion of guide Monsieur Ibrahim et les fleurs du coran  **Interactive Oral 3-**  Group presentation on similarities/differences amongst 1 French/Francophone country celebration and its equivalent in own culture.    **Individual Oral-** practice  **Paper 1**  **Paper 2** | Completion of guide- Monsieur Ibrahim et les fleurs du coran  **Interactive Oral 4-** Dialog- Reaction to video on how mass media affects global health.  **Individual Oral** | Project- .  Completion of guide Monsieur Ibrahim et les fleurs du coran  **Paper 1**  **Paper 2** | Role play- a soap opera scene.  Extra episodes |
| **Approaches to Learning** | Reflection- self evaluation  Collaboration- working in groups, negotiating differences with respect  Thinking- applying knowledge | Reflection- self awareness  Thinking- Critical thinking, analytical  Communication- expressing ideas clearly, awareness of medium/audience | Collaboration- working in groups  Communication- expressing ideas clearly, expressive use of language  Reflection- self awareness  Transfer- making connections  Thinking- critical thinking | Collaboration- working in groups, accepting and analyzing others’ viewpoints, negotiating differences with respect  Thinking- Identifying problem/problem solving | Organization- self management, time management  Communication- expressing ideas clearly, awareness of type of medium/audience  Thinking- generating ideas, problem solving, applying knowledge  Infor Literacy- accessing, selecting, organizing and referencing information | Organization- self management, time management  Reflection- self evaluation  Thinking- Planning, applying knowledge  Collaboration- working in groups  Transfer- making connections |
| **Learner Profile Focus** | Inquirers | Knowledgeable  Thinkers | Communicators  Principled | Principled  Open minded | Caring  Risk Takers | Reflective  Balanced |
| **CAS support** | Increase awareness of your own strengths and develop areas for growth | Undertaking new challenges and developing new skills in the process | Planning and initiating activities.  Engaging with issues of global importance. | Engaging with issues of global importance.  Considering the ethical implications of your choices and actions and the actions of others. | Showing perseverance and commitment in your activities. | Developing skills and recognizing the benefits of working collaboratively with others. |