

IBDP French B SL/HL Y2

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Should you wish to learn more about our course or to discuss your learner's progress, please reach out to the email above to schedule a time to meet.

Course Description and Units of Learning:

The language B Standard Level (SL) and language B Higher Level (HL) courses are language acquisition courses for students with some previous experience of the target language.

The distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills, and that HL students are required to study two literary works originally written in the target language.

Students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course (and beyond those for language ab initio).

The language B syllabus is organized into five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. Optional recommended topics and possible questions for each theme are presented in the guide but are not prescribed.

For a more detailed exploration of this course, [the IB Subject Guide is available at this link](#).

Voyage en francophonie

Customs and traditions: celebrations, social/religious events, symbols, UNESCO's world heritage

Place à la culture!

Entertainment: cinema, series, video games, music; Artistic expression: museums, exhibitions, art and artists.

Santé et bien-être

This year we have begun planning and implementing units of study based on our Critical Learning Outcomes within the IB MYP and DP frameworks. Please see ManageBac for unit overviews as they are taught throughout the year.

Assessment in the Diploma Programme

Assessment is a key component of the learning process as it allows teachers to respond with targeted feedback to learners for continued growth and to revise their instruction to better meet the needs of their learners. In order to provide learners with the opportunity to reach critical learning outcomes and develop a range of approaches to learning skills, our IB Diploma teachers develop rigorous tasks that embrace a variety of strategies in line with desired learning outcomes and with each course's internal and external assessments.

Working backwards from these assessment components, teachers craft learning experiences which support each learner's mastery of key content, concepts, and skills in every subject. Learners can expect to receive regular feedback on all three elements, with important culminating experiences such as IA drafts and mock examinations in the second year. For culminating tasks, teachers and learners are guided by criteria provided at least one week prior to the due date. DP teachers also work to ensure that learners not only understand but engage in applying evaluation criteria to their own work as well as that of their peers. Core components such as Theory of Knowledge, CAS, and the Extended Essay support each learner's progress across the programme, as learners apply critical thinking, the design cycle, and research skills to each subject.

Families and learners at AISM can expect to receive regular reporting of their performance as they work towards mastery of critical learning outcomes.

Learning Management Systems

Across the Secondary School, we utilize ManageBac for sharing key activities and assessments, as a digital workspace, for communication with learners, and for reporting on learner performance to families. Some teachers may supplement the digital learning environment with Google Classroom, and you can expect an emailed invitation to sign up for regular updates from Google Classroom if so.

Homework

Any learning activity which is expected to take place outside of the classroom will appear as assignments and tasks on ManageBac. Homework is most often an extension of activities or projects either begun or included in the classroom, but may include common activities like reading, reinforcement of content or skills within a unit of study, or distributed practice activities, such as flashcards for example, to support learner recall of low-level content.

Reporting

As a rough guide, learners and families can expect an update on performance every few weeks. These updates, available in ManageBac, represent a check-in on learner performance toward mastering critical course objectives and learning outcomes, prior to each unit's culminating assessment.