General baccalaureate– Terminale cycle

Connaissance du Monde Curriculum for Première and Terminale classes leading to the French International Baccalaureate

Preamble

Linguistic and cultural mutual understanding fosters openness to the world and an understanding of the political, social, cultural, economic, and scientific challenges of globalization and exchanges between countries.

The central objective of the teaching of modern languages in the French International Baccalaureate (BFI) is therefore for students to master a high level of communication in a variety of fields - both written and oral - in keeping with the humanistic aim of sharing that has always been a part of international education.

In addition to perfecting their linguistic and communication skills, students deepen their knowledge of the geographical and cultural areas of the languages they study. The program prepares students for two years (in the Première and Terminale classes) for higher education, but also for situations requiring strong communication skills in a foreign language, analytical and critical thinking skills, as well as in-depth reflection on the current issues and current questions of the countries studied, to which a variety of disciplines can contribute.

To give substance to this linguistic and cultural development, students engage in an individual project with a partner in one of the countries of the language they are studying.

Principles and objectives

As an extension of Seconde, students train in the five language activities in order to reach the C1 level of the Common European Framework of Reference for Languages (CEFR) in each of them by the end of the Terminale cycle.

Linguistic improvement

Students strengthen their command of the language in its various components: lexical, grammar, phonology, and spelling. Without claiming to reach the level of a highly specialized language in specific fields, students are trained, on the one hand, to understand and analyze complex audio, written, and visual documents of various kinds and, on the other hand, to express themselves orally and in writing, in interaction, or in mediation. By the end of the Terminale cycle, this sustained training in a variety of situations should enable students to attain level C1 of the Common European Framework of Reference (CEFR) in all language activities.

Understanding a complex world

The objective of this linguistic improvement is to gain a detailed understanding of the cultural specificities of the countries whose language the students are studying, through the lively questions that animate the contemporary world. These issues concern political, economic, societal, environmental, etc., issues, and have a national or international perspective in the short, medium, or long term. Priority will be given to subjects that allow us to examine intercultural phenomena, whether they occur within a single country or are expressed in interactions between countries or cultural areas. Three thematic portals allow for the study of topics that are most representative of the cultural areas whose language is being studied:

- Thinking about society [*penser la société*];
- Being a global citizen [*habiter le monde*];
- Constructing the future [*construire l'avenir*].

The teacher addresses the three themes during Terminale. Avenues for reflection are suggested for each theme. A memo specifies for each language section the areas of reflection taking into account the cultural specificity of the geographical area concerned.

The materials used to deepen the knowledge of the geographical areas concerned are from a variety of fields (humanities and

social sciences, art in all its forms, basic and applied sciences, geography, science and technology, history of ideas) and are of a diverse nature (literary, historical, journalistic, documentary, artistic), so as to offer a broad spectrum from which teachers and students can draw.

Project with an international partner

Reflection on current world issues is based on the deepening of linguistic and cultural knowledge and is accompanied by the student's individual involvement in a project in partnership with an organization (institution, foundation, NGO, local community, etc.) or a person representative of the country or countries concerned. The project, in connection with the program's themes, involves reflection on contemporary world issues and the cultural area concerned. The form of the project may vary, depending on the partner and the issue involved; however, its realization follows specific steps: identification of a problem and contact with a partner; development of a schedule with regard to the different steps of the project. The teacher accompanies the student in the preparation of the objectives and stages of the partnership project and provides for intermediate assessments in the calendar during Terminale. At the end of the cycle, the student presents the project in a foreign language, explaining his or her approach and choices; he or she explains how it was implemented and demonstrates the personal interest he or she gained from it, in terms of knowledge and skills acquired as well as experience gained.

Competencies

Documenting oneself

The deepening of knowledge goes beyond classroom activities and is based on the collection and reasoned selection of various documents (written, photos, videos, interviews, notes, statistics) from the creative world, the media, documentary collections, personal experience, etc. The student builds up a body of material that can be mobilized for the project through personal research and contacts made, for example, within civil society or local authorities, in connection with the country's living issues and included in the partnership project.

Communicating

The student's training in language activities, both in and out of class, provides him/her with the desired fluency in speech. Their written and oral communication with international partners develops multiple skills that they will use in the final project and in any future career path. The student's understanding of the subject dealt with in the framework of the partnership is the subject of a final presentation argued in a foreign language.

Analyzing

Since the project is essentially multidisciplinary and not only linguistic, it calls upon various means and methods, the results of which are evaluated along the way. The guidance and support of the teachers are crucial to the progress of the analysis and the construction of the project.

Thematic portals

Thinking about society

Understanding how societies are structured and evolve

The organization of social life evolves under the influence of populations, whose demographic and cultural characteristics, aspirations and commitments, and reactions to circumstances create movements, associations, and social or political organizations exert their influence on city life to varying degrees. These evolutions, which are carried out through daily actions and exchanges, are amplified or shaped by the structures of influence (political parties, media, social networks), by the political structures and institutions (the state, government, states within a federal organization, administrations, judicial system) that manage them on a daily basis (government, administrations, courts) and legislate on the subjects concerned (legislative bodies), but also by the educational systems that transmit and make explicit models of social organization and key ideas about the culture(s) they represent.

Avenues for reflection

How much influence and action do states and populations have in driving change? What part do they play in the lives of populations? What part do civil society, elections, power bodies, citizens, individually or collectively, play in the elaboration of the principles and modalities of living together? What are the privileged channels and the main features of public debate? To what extent and in what way do science and technology participate in decision-making and in the national debate on major societal and environmental issues? How are the construction of citizenship and the evolution of society taken in charge by the school institution?

Understanding the functioning of the state, analyzing the life of institutions

People organize themselves to inhabit common spaces according to their political model, their territorial organization, and their traditions. To do so, they rely on principles or writings with constitutional value, founding texts (declaration of independence, political treaty, etc.), practices and customs. Societies think in terms of national organization, sometimes federal, but also international; associations of countries are formed, notably by geographical area, more or less formalized, around common principles or identified needs.

Avenues for reflection

What is the relationship between the central government and its relays, between the state and the regions? What historical developments/transformations (legislative, constitutional, social, etc.) have modified the organization of the state or society at key moments in the life of the country or countries concerned and their populations? What place do the representations of political power, institutions, and national history take in the public space? What links do the countries whose language is being learned have with the supranational organizations to which they belong, if any? What role do these organizations play in the daily life of the populations and how are they perceived?

To elaborate and express one's thoughts and opinions, and to comment on developments in society

The social organization and the life of the city are transposed, imagined, and commented on by the arts and literature. Fiction accompanies and sometimes prefigures the evolution of society; the press illustrates and comments on daily news; technology and algorithms shape tastes and opinions; art holds up a mirror to the city. Opinion seizes on societal issues and political debate to comment, criticize, denounce, and distort; critical and creative minds meet in certain modes of expression, whether formal or informal.

Avenues for reflection

How do the arts, literature and fiction deal with current issues? What role do they play in the dissemination and debate of ideas? What part does commentary on current events and developments in society play in thinking about the future and anticipating future developments? What part does the state play in encouraging and financing artistic representations of the life of institutions and developments in society? How much freedom do artists, creators, and authors have in representing and questioning the life of the city?

Living in the world

To share spaces (of life, work, leisure...)

In a changing world where demographic, economic, technological, cultural, and social developments are leading to spatial recompositions at all levels, the aim is to understand the new contours of living, leisure, and working spaces. In a global context of increasing urbanization, the issues of developing, planning, and sharing these spaces lead to various collective choices depending on the culture.

Avenues for reflection

How do societies structure themselves around different configurations of public and private spaces? How do we redefine the place and role of each individual? What is the impact of the emancipation of women and their access to the public sphere? How does telework redefine the frontier between public and private space? What part does the planning of spaces play in sharing, interaction, and solidarity within the family, between generations, between men and women, between different social, cultural, and economic groups?

Moving around (every day / for vacations / within its borders / abroad / emigrating...)

Globalization is intrinsically linked to the sustained circulation of people, goods, capital, ideas, and cultures. But it also involves the redefinition and sometimes the hardening of borders. The intensification of exchanges and displacements has an impact on the rhythm and lifestyles of individuals, groups, communities, and countries. Times of mobility are daily, weekly, monthly, annual (work, tourism...). They are chosen or endured, or even forced (economic diasporas, wars, climatic and health calamities). They are temporary or permanent. The very ideas of travel, discovery, and adventure are thus transformed.

Avenues for reflection

What infrastructures and methods of territorial development are put in place by states? What place is given to rural areas, how are they connected to urban centers? How are spaces reshaped by new travel and new means of communication? What economic and ecological impacts does travel have? What expressions, what artistic traces and memories are associated with it? How do urban spaces accommodate these mobilities? How are borders defined or redefined?

Welcoming, accepting, sharing (cultural and linguistic diversity)

The contemporary world is characterized by an intense circulation and mixing of populations with different languages and cultures. Urbanization, the rapid increase in tourism, and phenomena of migration provoke cultural and linguistic interactions/encounters that raise the question of unity in diversity.

Languages play an essential role in the construction of identity and the sense of belonging that unite or disunite communities of inhabitants and states/countries. They can be vectors of social cohesion and integration in increasingly cosmopolitan and open societies. But languages are not univocal: they reflect ways of life, economic and social realities, and cultures that are not uniform. The relationship with the other is expressed differently according to cultural and linguistic areas.

Avenues for reflection

How are accents perceived and what representations are associated with them? How do several languages coexist, with what respective status and what connotation of identity? How does diversity and the confrontation with difference enrich national cultures? How do cultural practices such as sports and the arts promote integration and the strengthening of a common sense of belonging? How can the acceptance of linguistic, cultural, and even religious diversity be linked to other forms of inclusion (through the arts, sciences, law, geopolitics, sociology)?

Building a common future

Protect, conserve, enhance

Building a viable future is a major common challenge. Accompanying the profound transformations of societies and the planet requires constant reflection and thoughtful actions for the short, medium, and long term.

Avenues for reflection

How can we preserve our natural and human heritage in order to better guide the necessary changes? Is the desire for improvement always compatible with the need for conservation and the principle of protection? How can we build the future on a foundation of shared experiences?

Searching for pathways for sustainable development

Technological and scientific innovation in the service of a sustainable relationship with natural resources and respect for ecosystems, on the one hand, and the growth of populations and their day-to-day activities - including in the world of work - on the other, are challenges that cannot be ignored. The dramatic advances in the fields of medicine, communication, aerospace, etc. are changing the daily life of societies.

Avenues for reflection

How can we promote fulfillment, individual and collective well-being based on respect for freedoms and humanist values? What forms of thoughtful social coexistence serve to improve the standard of living? What role can education and the arts play in helping the reasoned, sustainable, and peaceful development of societies?

Innovate, create, evolve

Social, environmental, scientific, and technological evolutions are expressed in daily life and in human relations, in cultural and artistic works. Art, in its various forms, carries questions about the future, common or specific to different cultural areas. It is a question of the relationship to history, and consequently to the future in the cultural area studied in economic, demographic, social, environmental, scientific, and other domains. It is also a question of the constraints weighing on the organization of inhabited spaces.

Avenues for reflection

What forms does innovation take? How can we think about what we call "progress"? Is it a linear process of continuous evolution? On the other hand, do we observe ruptures, complex trajectories that intermingle destruction and creation, tendencies towards de-growth, and the deceleration of the pace of life? What are the driving forces behind social, scientific, and technical evolutions? How are these evolutions expressed in daily life, in human relations, in the language of the linguistic area concerned, in cultural and artistic works, etc.? How does art, in its most diverse forms, carry within it questions about the future?