

**Port Moody Secondary School**  
**IB DP French B (SL)**  
**2025-2027**

**Mme Ayobami AJAGBE**

[aajagbe@sd43.bc.ca](mailto:aajagbe@sd43.bc.ca)

Portable 6

**Dear Student and Parent/Guardian:**

Bienvenue à la classe de français! I am pleased to know that you will be joining me on this journey into the French culture! You will be exposed to French language and culture around the world to better understand, communicate, and share with the world beyond my classroom. I trust that this course will give you the skills you need to accomplish great things. As for the lessons, I hope you will experience a fun-filled, yet intellectually challenging environment that will teach you language acquisition skills- something I believe to be a life skill.

**IB Course Description**

IB French B SL is a two (2) year course *which is designed for students with some target language experience*. IB French B (SL) 11 is completed in the grade 11 year over two Semesters. French B 12 will be completed in the grade 12 year. The syllabus approaches language learning in search of meaning through reading, writing, and speaking in the target language. This prepares students for the required IB evaluations students take in Year two (2). Students will gain the skills and intercultural understanding to enable them to express themselves and develop skills in the areas of listening, speaking, reading, and writing in the target language. This course allows the student to take their knowledge beyond the classroom, expanding their awareness of the world around them and fostering respect for cultural diversity.

**Big Ideas** ([www.curriculum.gov.bc.ca](http://www.curriculum.gov.bc.ca)): Please see the competencies for French 11

**The IB language acquisition aims are:**

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

Units	Topics	Prescribed Theme	Resources
UNIT 1: Identités (September and October)	<b>Part 1: Qui suis-je?</b>	Identities Experiences	<ul style="list-style-type: none"> <li>• IB-specific skill building readings</li> <li>• Le Point du fle</li> <li>• TV5</li> <li>• YouTube videos</li> <li>• visuals/art</li> <li>• songs</li> <li>• cultural readings</li> <li>• magazine articles</li> <li>• podcasts</li> </ul>
	<b>Part 2: Bien-être</b>	Identities Experiences	
	<b>Part 3: Santé</b>	Experiences Human Ingenuity	
UNIT 2: Expériences (November and December)	<b>Part 1: Loisirs</b>	Identities Experiences Social Organization	
	<b>Part 2: Voyages</b>	Identities Experiences Social Organization	
	<b>Part 3: Migrations</b>	Identities Experiences Human Ingenuity	
UNIT 3: Ingéniosité humaine (January and February)	<b>Part 1: Idées ingénieuses et innovations</b>	Identities Experiences Human Ingenuity	French B Oxford textbook French B course companion  <a href="http://3w.wordreference.com">3w.wordreference.com</a> <a href="http://3w.linguee.com">3w.linguee.com</a> <a href="http://3w.larousse.fr">3w.larousse.fr</a>
	<b>Part 2: Comment s'exprimer de façon créative?</b>	Identities Experiences	
	<b>Part 3: Ingéniosité interactive ou immersion dans le monde des autres?</b>	Identities Experiences Social Organization	
UNIT 4: Organisation Sociale (March and April)	<b>Part 1: Relations sociales</b>	Identities Experiences Social Organization	<a href="http://3w.forvo.com">3w.forvo.com</a> <a href="http://3w.quizlet.com">3w.quizlet.com</a>
	<b>Part 2: La communauté</b>	Identities Experiences Social Organization	
	<b>Part 3: L'engagement social</b>	Identities Experiences Social Organization	
UNIT 5: Partage de la planète (May and June)	<b>Part 1: Qu'est-ce que l'éco-citoyenneté?</b>	Identities Experiences Social Organization Partage de la planète	
	<b>Part 2: L'environnement mondial</b>	Experiences Social Organization Partage de la planète	
	<b>Part 3: Le grand défi écologique</b>	Experiences Social Organization Partage de la planète	

Units	Topics	Prescribed Theme	Resources
UNIT 6: Identités (September and October)	<b>Part 1: Croyances et valeurs</b>	Identities Experiences	<ul style="list-style-type: none"> <li>• IB-specific skill building readings</li> <li>• Le Point du fle</li> <li>• TV5</li> <li>• YouTube videos</li> <li>• visuals/art</li> <li>• songs</li> <li>• cultural readings</li> <li>• magazine articles</li> <li>• podcasts</li> </ul>
	<b>Part 2: Sous-cultures</b>	Identities Experiences	
	<b>Part 3: Langue et identité</b>	Experiences Human Ingenuity	
UNIT 7: Expériences (November)	<b>Part 1: Récits</b>	Identities Experiences Social Organization	
	<b>Part 2: Rites</b>	Identities Experiences Social Organization	
	<b>Part 3: Traditions</b>	Identities Experiences Human Ingenuity	
UNIT 8: Ingéniosité humaine (December)	<b>Part 1: Communication et média</b>	Identities Experiences Human Ingenuity	French B Oxford textbook French B course companion  <a href="http://3w.wordreference.com">3w.wordreference.com</a> <a href="http://3w.linguee.com">3w.linguee.com</a> <a href="http://3w.larousse.fr">3w.larousse.fr</a> <a href="http://3w.forvo.com">3w.forvo.com</a> <a href="http://3w.quizlet.com">3w.quizlet.com</a>
	<b>Part 2: Technologie</b>	Identities Experiences	
	<b>Part 3: Innovation scientifique</b>	Identities Experiences Social Organization	
UNIT 9: Organisation Sociale (January and February)	<b>Part 1: Apprendre et se perfectionner</b>	Identities Experiences Social Organization	
	<b>Part 2: Le monde du travail</b>	Identities Experiences Social Organization	
	<b>Part 3: Crimes et châtements</b>	Identities Experiences Social Organization	
UNIT 10: Partage de la planète (February and March)	<b>Part 1: Droits universels</b>	Identities Experiences Social Organization Partage de la planète	
	<b>Part 2: Égalité</b>	Experiences Social Organization Partage de la planète	
	<b>Part 3: Liberté</b>	Experiences Social Organization Partage de la planète	

### Assessment:

There are two types of assessment:

**Formative Assessments:** Student work that focuses on practice and refinement from feedback. This includes, but is not limited to games, certain written work, journaling, and vocabulary drills.

**Summative Assessments:** Speaking/oral participation and practice assessments, final assignments that include, but are not limited to, homework completion, dictations, writing assignments, quizzes, comprehension tests, major/unit tests, any culminating assessments, and projects.

**N.B.** *Apart from composition corrections, there will be **no retakes** of summative assessments; therefore, you should spend the necessary time and effort on your practice and review, be mindful of due dates, and organize yourself so you have enough time to ask for help and absorb what you need to learn.*

## Reporting and Evaluation

Receptive Skills	50%
Productive Skills	50%

<b>Writing</b> (Comp Orale, Écrite, Expression Écrite, Réflexion, Pensée du jour...)	25 %
<b>Oral</b> (Projet, Présentation, Conversation, Écoute, Participation)	20 %
<b>Quiz</b> (Célébration, Test)	30 %
<b>Final</b> (All in one )	25 %

**Evaluation:** The following percentages are required to achieve the letter grades listed below:

A 86% - 100%      B 73% - 85%      C+ 67% - 72%

C 60% - 66%      C- 50%-59%      I 0% - 49% \* An *I* converts to an *F* at the end of the semester if requirements on *I* Form are not met)

## Conversion to 1B Scores:

Report Card % Range	1B Score
0-49%	1
50-69%	2
70-75%	3
76-85%	4
86-89%	5
90-95%	6
96-100%	7

**Links to TOK:** Students will explore how language affects identity and experiences. They will be encouraged to use their own cultures to compare how having a second language shapes or how it is responsible for their world view.

**Approaches to Learning:** Students will incorporate approaches to learning that demonstrate thinking, communication, social, self-management and research skills. They will

be encouraged to take risks in developing new strategies of how they learn.

**International mindedness:** Students will explore the countries that use the French language for professional and global communication. More specifically, students will understand how creoles are formed and how strongly brash social collisions influence the creation of new languages for the purpose of basic communication.

## Approaches to Teaching and Learning

The IB Diploma Programme Approaches to Teaching and Learning are deliberate strategies, skills, and attitude that permeate the IB Teaching and Learning environment. The IB believes that a large influence on a student's education is not only what you learn by how you learn. Teaching students how to learn will improve the quality of teaching and learning across the entire IB spectrum of programmes.

Approaches to Learning		BC - Core Competencies	
Communication	Communication Skills - Through interaction - Through language	Communication	Connect and engage with others Acquire (research), interpret and present Explain, recount and reflect
Research	Information Literacy Skills Media Literacy Skills	Collaboration	Work together to pursue common purposes and goals
Social	Collaboration Skills	Social Awareness and Responsibility	Contributing to community/environment Problem solving Valuing diversity Building relationships
Self-Management	Organization Skills Affective Skills - Manage your own state of mind Reflection Skills	Personal Awareness and Responsibility	Self-determination Self-regulation Well-being
Thinking	Critical Thinking Skills Creative Thinking Skills Transfer - Skills and knowledge across different disciplines and subject groups	Positive Personal and Cultural Identity	Relationships and cultural contexts Personal strengths, abilities, values and choices
		Creative Thinking	Novelty and value Generating ideas Developing ideas
		Critical and Reflective Thinking	Analyze and critique Question and investigate Develop and design

## Learning Strategies

Learning takes place in class as well as outside of class. LESSONS WILL BE CONDUCTED IN FRENCH. Students will learn to work with a variety of language learning strategies. Students will participate in many oral interactions in pairs, in groups, and as a class as they begin to get comfortable with the language. Students will integrate their knowledge of French in a variety of topics and in several ways, which include infographics, journaling, diverse writing styles, reading for review and new learning, presentations, videos, and written exercises.

## Respect

Learning a language is difficult, and it takes a lot of time. Each person has different starting points and progresses on their own journey. It is important to have a safe learning environment so everyone can feel comfortable speaking and working through their challenges. Respect yourself, your peers, your teacher, your class, and your materials. Be positive, be polite, and try to remain focused on what YOU need to do. Ask questions! Ask lots of questions! Encourage others and listen carefully.

## Academic Honesty

Students must be familiar with the academic honesty policies of the classroom and the school. Read the Academic Honesty Policy found on the school website under Programs and Services International Baccalaureate - Port Moody IB Policies.

Students are strongly discouraged from submitting work that originates from any, and all, AI and translation websites as they are unreliable and take away from your own learning and practice of concepts being done in class. More importantly, work taken from AI and/or translation websites is not your own. If you submit someone else's work as your own, you will

have to deal with the consequences of redoing a longer assignment and may lead to a lower score. When conducting research, it is essential to credit all your sources using proper citations. If working in a group, active collaboration is expected, as copying another's work does not demonstrate learning. Additionally, electronic devices are strictly prohibited during tests, quizzes, and similar assessments.

## Plagiarism

There is a zero-tolerance policy for plagiarism. The purpose of taking this class is to improve your skills, not copy someone else's work. If an assignment is plagiarized or you are caught cheating on a test, you will be given an automatic zero with no chance to redo the work. If you are caught handing in work copied from another student, both of you will be given a zero.

For detailed school policies, please refer to the Intellectual Dishonesty section in the student handbook, available on the Moody Secondary app.

## Work Habits

Students will receive a G, S, or N for their work habit on each report card. This mark is determined using the following criteria.

Criteria	N	S	G
<b>Punctuality</b>	Consistently arrives late	Usually arrives on time	Arrives on time and ready to start
<b>Works independently</b>	Distracts others; not on task; requires close supervision.	Usually focused on task. May need some supervision.	Remains on task without reminders; works quietly and efficiently.
<b>Participation</b>	Has difficulty starting to work; <u>doesn't</u> ask for help; doesn't get caught up after absence; doesn't	Participates when asked; begins to work when assignment given; works hard most of the time	Volunteers to ask and answer questions; will help others; knows what needs to be done and does it.
<b>Initiative</b>	Needs support to begin and struggles to complete basic tasks.	With support, student can complete tasks on their own.	Self-initiates own learning and enjoys the challenge of open-ended tasks.
<b>Homework</b>	Only a few assignments and homework are complete; answers are not checked or corrected. Homework is frequently handed in late.	Homework and assignments are usually completed; answers are usually checked and corrected. Homework is handed in on time most days.	Homework and assignments complete; answers have been checked and corrections are made. Homework consistently handed in on time.
<b>Assignments, projects, and presentations</b>	Assignments show poor quality, thoroughness, and organization. Assignments are frequently incomplete or missing.	Assignments are generally complete, but quality, thoroughness and organization are lacking at times.	Assignments are complete, thorough, and organized.

<b>Organization</b>	Little attempt to organize notebook or to bring textbook, pencils, paper, supplies, etc.	Needs some organization of workbook or other materials. Supplies usually brought to class.	Notebook is organized and complete; keeps track of all important dates and supplies.
<b>Teamwork</b>	Interrupts, distracts, or disrupts others; has difficulty working with others.	Usually cooperative, participates, and follows the lead of others.	Consistently demonstrates cooperation. respect, and leadership.



## **Attendance & Punctuality**

Attendance and punctuality are compulsory. If possible, let me know in advance if you will be absent. If you are ill, please stay at home. If you must be absent due to illness or an appointment, ask an adult to contact the office to excuse your absence.

During absence, it is reasonable to expect you to hand in your assignments during class hours. Consult Teams to catch up on what you have missed in class. If there is an assignment, make sure you hand it in on Teams at the due time. If you will be away for an extended period, email me at [aajagbe@sd43.bc.ca](mailto:aajagbe@sd43.bc.ca) so I can help you learn while you're away. In the event of frequent or unexplained absences, you will miss material and this will lead to contact home. There will be a graded activity at the start of each class, so come prepared with your materials and be ready to start. If you arrive late, please come in quietly, sit down and talk to me after class. A legitimate reason for your lateness will be required. Two late notices will result in contact home.

## **Missed Work**

It is your responsibility to do ALL assignments. Missed work consists of in-class work and assignments that are not submitted at the beginning of class: physical copies or, if absent, electronic copies. Missed tests/orals will be made up at a time determined by student and teacher. Missed work must be completed BEFORE corrected assignments are returned.

## **Homework**

Completion of all homework is necessary. Homework will mostly be self-corrected or peer corrected. All assignments will be checked. Your assignments are expected to be in black or blue pen, unfolded, uncrumpled, free of any drawings or doodling, in other words, unaltered in any way. ALL work will include a title, complete date, your name, and page number. Make sure your work is legible or you will be asked to redo it. You will have to submit your assignments in the first five minutes of class.

## **Food & Health**

- This is a scent-sensitive classroom. Please do not wear any perfume.
- Snacks are allowed and healthy snacks are greatly encouraged. What you bring in, must go out or be placed in the appropriate bins.
- Avoid sweet drinks as we move around a lot and a spill would force us to spend our class time cleaning the floors.
- COVID/Good health procedures: Clean hands frequently (hand sanitizer in classroom), cough/sneeze in your elbow, respect those who choose to wear a mask, and stay home when you are ill.

## **Computers, cell phones, earbuds**

You are welcome to use a personal computer to do work in class. Absolutely no cellphone use unless told otherwise. Your cell phone must be out of sight. Music is not an option as most in-class work will be done in pairs, groups, or as a class. A second warning to turn off a phone, put a phone away, or remove EarPods, will require contact home. You will also be required to put your phone at the front of the class for each session of the remainder of the semester.

## **Extra Help**

You may see me during Flex or after school on Tuesdays and Wednesdays. Come with questions. Do not wait until the day before an assessment to start asking questions. Seek help as soon as possible so it does not become overwhelming.

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*a parent signature - date*

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*student signature - date*