

**ACALANES UNION HIGH SCHOOL DISTRICT
COURSE OF STUDY: CURRICULAR AREA – WORLD LANGUAGE**

<u>COURSE TITLE:</u>	FRENCH 4 HONORS
<u>GRADE LEVEL:</u>	9-12
<u>COURSE LENGTH:</u>	One Year
<u>PREFERRED PREVIOUS COURSE OF STUDY:</u>	French 3
<u>CREDIT:</u>	10 Credits
<u>UC/CSU CREDIT:</u>	Meets UC/CSU World Language credit; “e”
<u>GRADUATION REQUIREMENT:</u>	Fulfills 10 units of World Language / VAPA/ CTE graduation requirement
<u>STANDARDS AND BENCHMARKS:</u>	World Language Content Standards for California Public Schools (January 2009)
<u>ADOPTED:</u>	March 16, 2016
<u>INSTRUCTIONAL MATERIALS:</u>	Allons au-dela – La langue et La Culture du Monde Francophone_(Richard Ladd (Pearson Prentice Hall, 2013))

COURSE DESCRIPTION:

The fourth year French language course enables students to develop intermediate to early advanced proficiency in the language skills of listening, speaking, writing, and reading. The course emphasizes the use of the French language to improve the oral communication and encourages the students to develop the ability to speak and understand the language in a variety of contexts. The course will engage the students in their ongoing exploration of the different cultures of French-speaking countries.

COURSE GOALS:

Throughout the year-long course, students will:

1. Reinforce oral and written language skills necessary to be successful at subsequent levels of study.
2. Understand the value of second language acquisition to function in a multi-cultural society.
3. Compare and appreciate different Francophone cultures.
4. Deepen students' understanding of differing modes of communication (interpretive, personal and presentational).

INSTRUCTIONAL MATERIALS:

Supplementary texts

Deux à Deux - Situations et Intentions communicatives (Dreke, Lind, Mahnert (Langenscheidt (New York)))

Autour de la Littérature (Donald Rice and Peter Schofer (Heinle and Heinle))

Interaction – Student Text with Audio – S. St.Onge & R. St.Onge – Thomson/Heinle

Face -a -Face – Conversation – Francoise Ghillebaert – Vista Higher Learning

Reprise McGraw Hill/Glencoe

Trésors du Temps (Lenard (McGraw Hill/Glencoe, 2005))

TEACHER RESOURCES:

Audio-visual materials, including Internet resources, teacher-prepared tests and worksheets, and communicative activities. Computer-generated tests, DVDs, lab materials. Realia include newspaper and magazine articles, literary texts, films; Teacher-prepared worksheets, and lab materials. Online French magazines and newspapers (*L'Express, Le Nouvel Observateur, Paris Match, Le Monde*), video clips and podcasts (including songs), news broadcasts and websites, e.g., RFI or TV5.

1.0 **CONTENT:** The course has a thematic approach, designated by the College Board for advanced placement. Students study six themes and explore several recommended sub-contexts. As students study francophone cultures, they compare and appreciate cultural differences. Students comprehend authentic written and spoken language on a variety of topics including personal and global issues. Students are able to make connections not only among sub-contexts, but among themes, as well.

Themes, Recommended Contexts,

Theme: Global Challenges / *Les défis mondiaux*

Contexts, such as:

- Diversity Issues / *La tolerance*
- Economic Issues / *L'économie*
- Environmental Issues / *L'environnement*
- Health Issues / *La santé*
- Human Rights / *Les droits de l'être humain*
- Nutrition and Food Safety / *L'alimentation*
- Peace and War / *La paix et la guerre*

Theme: Science and Technology / *La science et la technologie*

Contexts, such as:

- Current Research Topics / *La recherche et ses nouvelles frontières*
- Discoveries and Inventions / *Les découvertes et les inventions*
- Ethical Questions / *Les choix moraux*
- Future Technologies / *L'avenir de la technologie*
- Intellectual Property / *La propriété intellectuelle*
- The New Media / *Les nouveaux moyens de communication*
- Social Impact of Technology / *La technologie et ses effets sur la société*

Theme: Contemporary Life / *La vie contemporaine* Recommended Contexts:

- Advertising and Marketing / *La publicité et le marketing*
- Education / *L'éducation et l'enseignement*
- Holidays and Celebrations / *Les fêtes*
- Housing and Shelter / *Le logement*
- Leisure and Sports / *Les loisirs et le sport*
- Professions / *Le monde du travail*
- Rites of Passage / *Les rites de passage*
- Travel / *Les voyages*

Theme: Personal and Public Identities / *La quête de soi*

Contexts, such as:

- Alienation and Assimilation / *L'aliénation et l'assimilation*
- Beliefs and Values / *Les croyances et les systèmes de valeurs*
- Gender and Sexuality / *La sexualité*
- Language and Identity / *L'identité linguistique*
- Multiculturalism / *Le pluriculturalisme*
- Nationalism and Patriotism / *Le nationalisme et le patriotisme*

Theme: Families and Communities / *La famille et la communauté*

Contexts, such as:

- Age and Class / *Les rapports sociaux*
- Childhood and Adolescence / *L'enfance et l'adolescence*
- Citizenship / *La citoyenneté*
- Customs and Ceremonies / *Les coutumes*
- Family Structures / *La famille*
- Friendship and Love / *L'amitié et l'amour*

Theme: Beauty and Aesthetics / *L'esthétique*

Contexts, such as:

- Architecture / *L'architecture*

- Contributions to World Artistic Heritage / *Le patrimoine*
- Ideals of Beauty / *Le beau* • Literature / *Les arts littéraires*
- Music / *La musique*
- Performing Arts / *Les arts du spectacle*
- Visual Arts / *Les arts visuels*

2.0 COMMUNICATION—

The students use the three modes of Communication : Interpersonal, Interpretive and Presentational (ACTFL Standards for World languages). Students read articles and excerpts from French magazines, newspapers and literary texts, where students develop critical thinking and reading skills. They will refine verbal and written language skills, will be able to apply language competencies beyond the school setting, and will attain the intermediate to early advanced proficiency, as described in ACTFL’s Proficiency guidelines.

1. Spoken Interpersonal Communication: student dialogue, student response to question(s) from a classmate, the teacher, or a pre-recorded situation
2. Written Interpersonal Communication: a personal note/letter; email, response to a written document; request for information or service
3. Audio, Visual, and Audio-Visual Interpretive Communication: listening to radio broadcasts, and reading excerpts from literature, authentic web sites, where students interpret the appropriate response to a multiple choice question.
4. Written and Print Interpretive Communication: reading excerpts from literature, or authentic web sites, where students interpret the appropriate response to a multiple choice question.
5. Spoken Presentational Communication: cultural, oral presentation where student compares and contrasts a French-speaking country to his/her own community. The student bases the comparison on a specific theme
6. Written Presentational Communication: a persuasive essay where student presents his/her own opinion on the given topic, after having analyzed/interpreted three relevant documents.

3.0 CULTURES, COMPARISONS and CONNECTIONS

Students acquire the ability to interact appropriately with members of the target culture, in order to communicate successfully. Here students learn to make connections and comparisons between a French-speaking culture and their own.

Students recognize cultural differences such as the immigrant experience in and around the world. Students learn about activities reflecting authentic Francophone cultures, such as Ramadan or Mardi Gras.

Students explore opportunities for future study abroad and learn the value of using French professionally.

Projects may include:

- Museum visits
- Film festivals
- Guest speakers
- Culturally relevant excursions
- Interdisciplinary explorations (connecting French to history, art, English, for example)
- French Films – French speaking countries documentary and films

4.0 STRUCTURES and SETTINGS

Students learn to function in the language rather than learn the functions/structures of the language—in linguistically and culturally appropriate ways.

Students need to acquire orthography, the writing systems of languages; phonology, the sound systems of French language; morphology, the rules for word formation; syntax, the principles of sentence structure; semantics, language-based meaning systems; and pragmatics, meaning systems connected to language use. Students distinguish informal and formal register.

Language users carry out tasks in a variety of situations representative of those they will experience in the target culture. Students may interact with native speakers. The success of learner communication will depend on the situation in which the language is used. Understanding social linguistic norms will assist learners in communicating effectively in real-world encounters.

ASSESSMENT GUIDELINES (both formative and summative assessments)

Assessments are based on the three modes of communication: Interpretive, Interpersonal and Presentational. Students are expected to gain proficiency from the intermediate to early advanced level in all four skill areas--listening, speaking, reading, and writing, and show an ongoing understanding of Francophone cultures.

Assessment activities include:

Tests, such as multiple choice questions for 'extraits authentiques', both listening and reading, and culture, including current events; Writing narrative compositions, emails and paragraphs, and persuasive essays;

Spontaneous oral responses, student dialogues/conversation; cultural comparisons

Quizzes: Vocabulary and Idiomatic Expressions;

Lab and Partner activities;

Projects/presentations based on basic francophone cultural themes, assigned work.

See AUHSD Grade Guidelines: Final Mark Rubric and Final Course Mark Determination Components.