

# El Monte Union High School District

## Course Outline

Course Title: French 3P

Textbook(s): D'accord ! 2 / 3

Copyright date/Edition: 2015

Transitional\*\_\_\_\_\_(Eng. Dept. Only)

Sheltered (SDAIE)\*\_\_\_\_Bilingual\*\_\_\_\_

AP\*\* Honors\*\*

Department: Foreign Language

CTE\*\*\*:

Industry Sector: \_\_\_\_\_

Pathway: \_\_\_\_\_  
(check one)

\_\_\_\_Intro \_\_\_\_ Intermediate \_\_\_\_Capstone

Grade Level (s): 11th / 12thSemester Year X

Year of State Framework

Adoption\_ACTFL standards 2019\_

This course meets graduation requirements:

- ☐ English  
☐ Fine Arts  
☒ Foreign Language  
☐ Health & Safety  
☐ Math  
☐ Physical Education  
☐ Science  
☐ Social Science  
☐ Elective

This course meets a-g requirements:

- ☐ "a" – Social Studies  
☐ "b" – ELA  
☐ "c" – Math  
☐ "d" – Lab Science  
☒ "e" – Language (not English)  
☐ "f" – Vis/Perf Arts  
☐ "g" – College prep elective

Department/Cluster Approval

Date

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Is this course an adaptation from another source?

☒ No☐ Yes

If yes, please indicate the source of the original course:

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\_\_\_\_\_

\*Instructional materials appropriate for English Language Learners are required.

\*\*For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

\*\*\*For CTE, attach the CTE course outline created in the online template (<http://ctecourse.scoe.net/>).

1. Prerequisite(s): French 1P and French 2P with a C- (70%) or better.
2. Short description of course which may also be used in the registration manual:

A continued intermediate course in French, designed to present skills in understanding, speaking, reading, and writing on the third year level. Goals: (1) To understand, speak, read, and write intermediate French as a basis for further study on the advanced level. (2) To develop a more developed understanding and appreciation of the countries and cultures of French-speaking people throughout the world.

- Objectives of course

- To listen to, understand, and be able to respond to more complex sentences and conversations
- To speak French sufficiently to respond and communicate in more complex phrases and sentences
- To demonstrate the ability to comprehend orally learned and oriented reading matter
- To write intermediate-level sentences and tie them into more structured, longer compositions
- To gain sufficient understanding of grammatical structure to accomplish the above objectives
- To demonstrate a more advanced knowledge of France and French-speaking countries and cultures
- To demonstrate a favorable attitude toward cultures other than their own

- 3-5 sentences explaining overall course content

This course covers more advanced, theme-based French vocabulary in the following categories: personal relationships, living in the city, influence(s) of press/media, justice and politics, evolution of society, family and generational relationships, research and scientific progress, daily leisure activities, jobs and finance, and nature/environment. French language grammar structures are introduced and practiced alongside the vocabulary for each unit. The grammar categories include, but are not limited to, the following: regular -er/-ir/-re verbs, irregular verbs, passé composé, imparfait, reflexive verbs, adjectives and adjectival agreement, adverbs, plus-que-parfait, pronouns, subjunctive mood, partitives, the comparative/superlative of adjectives and adverbs, futur simple, conditionnel, conditionnel passé, and futur parfait.

- Indicate references to state framework(s)/standards (If state standard is not applicable then national standards should be used)

French 3P blends the underlying principles of the five Cs (Communication, Cultures, Connections, Comparisons, Communities) with features and strategies tailored specifically to continue building students' speaking, listening, reading and writing skills. Students are given the tools to express themselves articulately, interact meaningfully with others, and become highly competent communicators in French.

- Student performance standards

Performance assessments provide meaningful contexts in which to measure authentic communication. They begin with a goal, a real-life task that makes sense to students and engages their interest. To complete the task, students progress through the three modes of communication: they read, view, and listen for information (interpretive mode); they talk and write with classmates and others on what they have experienced (interpersonal mode); and they share formally what they have learned (presentational mode). Within the D'accord ! activity sequence, students have several opportunities for performance assessment. Partner Chat activities are the culmination of oral communication sequences, the *Écriture* assignment in the *Savoir-faire* section has students apply the chapter context to a real-life task.

- Evaluation/assessment/rubrics

Grades will be given for work done in class, homework assignments, quizzes, and tests. Student grades will be determined by the percentage of points they earn throughout the cumulative grading period. Students' earned points will then be converted to a percentage and a letter grade will be assigned for the students using the following scale:

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

- Include minimal attainment for student to pass course

- Students must earn at least a "C" to advance to the next level.
- Students must attain at least a "D" to receive credit for the course.

3. Course content: Units 1-4 (may go up to 5)

Number of units (minimum of 6): 5

Unit Title: **La Nourriture**

Content: Food, dining, Specialty food shops, the verb *Venir* and the passé récent, verbs *Devoir, Vouloir, Pouvoir*. Comparatives and superlatives of adjectives and adverbs, Double Object pronouns, French gastronomy and the **Guide Michelin**. French meals, **La Bourgogne, La Franche-Comté**.

Sample Assignment: Students are presented a variety of food vocabulary and learn to pronounce each item properly. Practice includes written activities as well as listening to identify vocabulary words that are spoken. Students write about their own food preferences, where they like to eat and what they don't like to eat. Students finish the lesson by creating a brochure of eating habits of the French-speaking people, comparisons of American culture and attitudes about food and dining.

Culminating Project:

Students research and convert traditional French and/or francophone recipes. Then they write a script for a cooking show in which they are the host and must teach their audience how to cook their chosen recipe. Students must use comparisons in their descriptions of the dish and then double object pronouns when discussing their peer's videos.

Unit Title: **La santé**

Content: Parts of the body, Daily routine, Maladies and remedies, Physical health and wellbeing, Feelings and mental health; Reflexive verbs, Idiomatique expressions, Passé composé with reflexive verbs, Pronouns *y* and *en*; Healthcare in France, *La sécurité sociale, La Suisse*

Sample Assignment: Students learn applicable vocabulary for health and maladies. Students then take turns interviewing a classmate about their health and healthcare. Students then take roles being a patient and doctor, they invent illnesses and the doctor must evaluate the symptoms and diagnose the illness.

Culminating Project:

Students will create a health brochure on a maladie of their choice. Students research the illness, find remedies to suggest to their readers, and present case studies of past success stories.

Unit Title: **La technologie**

Content: Technological innovations (including advances in cinema, television, media, press, internet, & transportation), scientific inquiry (including astronomy, biology, chemistry, engineering); passé composé, imparfait, infinitives, conditionnel, futur simple; *La Belgique, Le Canada*

Sample Assignment: Students use relevant vocabulary to have a class discussion about social media, the various apps associated with it, and its effects on social relationships.

Culminating Project:

Students perform a personal, social experiment where they choose one technological device that use daily and spend a set amount of time without it. Students will then write journal entries and use those entries to discuss in a

presentation how their lives changed without using that device and analyze how its absence affected their approach to daily life.

**Unit Title: En ville**

**Content:** Errands, Giving and getting directions, Small shops (bank, post office, etc.); Irregular verbs **voir, croire, recevoir, apercevoir**; Negative and affirmative expressions, Future simple and irregular future forms; French cities and towns, *Le Québec*

**Sample Assignment:** After learning the necessary vocabulary for this unit, students will describe where and how two French people spent their day using photographs as a prompt. Students are required to use the passé composé and imparfait tenses. In small groups, students will choose a situation to create a dialog and then act it out in front of the class.

**Culminating Project:**

Students pretend they're a tour guide for a new international exchange student who has begun attending their school. They are to give a presentational tour of their home town through brochure format or Powerpoint of the most important places to know and visit and why.

**Unit Title: Les métiers et le futur**

**Content:** Professions in various industries (mechanical, technological, medical, government, environmental, social, etcetera), the anatomy of an office, applying to jobs and qualifications, finance and the economy; pronouns, futur simple, conditionnel, *si* clauses; *l'Afrique*

**Sample Assignment:** After learning relevant vocabulary, students interview and survey each other on their future professional aspirations and report back to the class which professions are the most popular and how those results compare to popular professions in French-speaking countries.

**Culminating Project:**

Students find job advertisements from a French-speaking newspaper or other classified ad outlet and create an imaginary CV to apply for that job. Then they will write a skit of a phone conversation with that employer to seek more information about the job.

**4. Describe how this course integrates the schools SLO (former ESLRs- Expected School-wide Learning Results):**

1. The communicative skills of students will be enhanced through the use of pair/group work, class presentations, projects, and interactive computer software.
2. Students will learn to plan and manage their time through the use of student agendas. Students are expected to contribute to classroom projects, complete assignments in a timely manner and maintain appropriate classroom behavior.
3. Students participate in activities such as note-taking, essays, songs, projects, poetry, drama, and journal writing. Students participate in many simulated and/or real-life situations in the target language. We try to

- instill an interest in French language and culture that will continue in academic and work-related settings.
4. Students are expected to maintain a clean and orderly classroom environment. Hygiene practices in other countries are discussed. Students learn hygienic routines (e.g. brushing teeth and eating habits) in the target language. During Red Ribbon Week, and other times, as appropriate, students role-play and/or discuss problems related to drug and alcohol use. Students are encouraged to use the target language in a supportive environment, thus promoting self-esteem and self-confidence. Students also share special interests and experiences in the target language.
  5. Students are encouraged to participate in school-based community outreach programs, clubs, and the congressional merit awards. Students learn to appreciate and accept differences among the peoples of the world through the study of culture. Students learn to work in groups through group projects and cooperative learning assignments.

5. Describe the Integrated ELD teaching techniques to be used to meet the needs of English Language Learners: Comprehensible input, realia, and role-playing will enhance the students' understanding of French language and culture. The use of Total Physical Response activities and changing partners in communication activities help students understand the process of communication. Students are given linguistic comparisons of French to other languages, including the students' own L1 to use as a prior knowledge base for understanding languages.

6. Describe the interdepartmental articulation process for this course:

French teachers collaborate with teachers in other areas of discipline and vary the activities based on what other departments are covering at the same time. Upper level students watch news clips on science, current events, social issues, etcetera. Students study European history as well as geography. Literature from European authors and African authors is used to give students a broader base of cultural understanding of the Francophone world. These types of activities frequently enhance other disciplines.

7. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:

Students learn about various occupations where French is a bonus such as translation jobs, interpreter, or work for government agencies such as the CIA. Many students enjoy the cooking aspect of French classes and go on to study culinary arts at the Cordon Bleu or Culinary Institute of America. Students use their French in advanced studies such as medicine, dance, or philosophy. Other students have gone on to teach French!

**8. Supplemental Materials of Instruction (Note: Materials of instruction for English Language Learners are required and should be listed below)**

Type of material (book, manual, periodical, article, website, primary source document, etc.)	Author	Publisher	Edition/Year	URL	Primary book, read in its entirety? (Y/N)
VHL Central online course material	Gutierrez, Bustamante, Porrás, Schaaf	Jose A. Blanco	First edition 2015	www.vhlcentral. com	N/portions of the text (levels 2 & 3).