

El Monte Union High School District

Course Outline

Course Title: French 4PTextbook(s): D'accord ! 3

Copyright date/Edition: _____

Transitional* _____ (Eng. Dept. Only)

Sheltered (SDAIE)* _____ Bilingual* _____

AP** Honors**

Department: Foreign Language

CTE***:

Industry Sector: _____

Pathway: _____
(check one) Intro Intermediate CapstoneGrade Level (s): 12thSemester Year X

Year of State Framework Adoption _____

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

Is this course an adaptation from another
source?☐ No☐ YesIf yes, please indicate the source of the
original course:

*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): C or better in French 1, 2, and 3.

2. Short description of course which may also be used in the registration manual:

A continued pre-advanced to advanced course in French, designed to present skills in understanding, speaking, reading, and writing on the fourth year level. Goals: (1) To understand, speak, read, and write more advanced French as a basis for further study at the tertiary 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 complex sentences and conversations
- To speak French sufficiently to respond and communicate in complex phrases and sentences
- To demonstrate the ability to comprehend advanced oral and printed authentic materials
- To write pre-advanced to advanced-level sentences and tie them into longer, structured compositions
- To gain sufficient understanding of grammatical structure to accomplish the above objectives
- To demonstrate an 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: jobs and finance, nature/environment, and the arts. 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: Future simple with **quand** and **dès que**, Interrogative pronoun **lequel**, **Si** clauses with future and conditional, relative pronouns **qui**, **que**, **dont**, **où**, Demonstrative pronouns, Subjunctive with impersonal expressions, Subjunctive with will and emotion, Comparative and superlative of nouns, Subjunctive with expressions of doubt, disbelief, and uncertainty, Possessive pronouns, Subjunctive with conjunctions

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

French 4P 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 attain at least a "D" to receive credit for the course.

3. Course content: Units 5-7 + Unit on Communication

Number of units (minimum of 6): 4

Unit Title: **L’avenir et les métiers**

Content: At the office, Making phone calls, Professions, Job searches; Future simple with **quand** and **dès que**, Interrogative pronoun **lequel**, **Si** clauses with future and conditional, relative pronouns **qui**, **que**, **dont**, **où**; Telephones in France, Unions and strikes, *L’Afrique du Nord*

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.

Unit Title: **L’espace vert**

Content: Environmental concerns, Nature, Ecology, Animals, Laws and regulations; Demonstrative pronouns, Subjunctive with impersonal expressions, Subjunctive with will and emotion, Comparative and superlative of nouns; The ecological movement in France, *L’Afrique de l’Ouest*, *L’Afrique centrale*

Sample Assignment: Students interview and survey each other about their “top 10” environmental concerns and then share with the class which concerns were most identified, comparing to top concerns in France.

Culminating Project:

Students will create an ecological campaign for an environmental concern of theirs. They will create three separate posters that educate the public about their cause and that urge action. Students will then complete a school-wide survey to find out about the school’s “top 10” environmental concerns and to promote solutions.

Unit Title: **Les arts**

Content: Performance arts, Literary arts, TV and movies, Going to shows, Artists; Subjunctive with expressions of doubt, disbelief, and uncertainty, Possessive pronouns, Subjunctive with conjunctions; Theatre in France, Haitian painting, *Les Antilles*, *La Polynésie française*

Sample Assignment: Students look at works from Haitian painters Claude Dambreville and Lyonel Laurenceau and compare/contrast their painting styles and subject choice.

Culminating Project:

Students choose an artistic work from a Francophone artist (whether a painting, statue, film, or music) and analyze and critique the work, positing what the artist was thinking when creating the piece and offering what contributions the piece makes to society.

Unit Title: **Communication**

Content: Review of previously learned vocabulary and grammatical structures. Practice and honing of skills in order to pass the oral portion of the State Seal of Biliteracy assessment.

Sample Assignment:

Students take turns asking and answering random questions from the prep list to hone formation of coherent thoughts and use of relevant vocabulary.

Culminating Project:

Students complete a mock-interview of the State Seal of Biliteracy assessment and rate their performance and their peers' performances.

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, Porras, Schaaf	Jose A. Blanco	First edition 2015	www.vhlcentral. com	N- portions of the textbook (levels 2 & 3)