

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

French IV

Date: May 2013

Subject Area: World Language

Proposed Grade Level(s): 11th - 12th

Course Length: One Year

Grading: A-F

Number of Credits: 5 per Semester

Prerequisites: Minimum grade of C- in French III, or instructor approval. **Articulation Units:** None

COURSE DESCRIPTION:

French IV is a course designed to further students' study of the French language and culture and to develop mastery of the French language to enable them to communicate effectively in a range of situations. It is intended for those who have chosen to further develop their proficiency in all four language skills: listening, speaking, reading, and writing. It is assumed that most students will be in the final stages of their secondary school training and will have had substantial course work in the language. The course emphasizes the use of French for active communication.

GENERAL GOALS/PURPOSES:

The course goals are as follows:

- The ability to comprehend formal and informal spoken French;
- The acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as of modern literature in French;
- The ability to compose expository passages; and
- The ability to express ideas orally with accuracy and fluency.

Course content may reflect intellectual interests shared by the students and teacher (the arts, history, current events, literature, culture, sports, etc.) Materials include recordings, films, newspapers, and magazines. The course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines rather than to the mastery of any specific subject matter. Training in the organization and writing of compositions will be an integral part of the French 4 Language course.

STUDENT READING COMPONENT:

Reading in the fourth level is an active skill. Students must take an active part in the reading process, constantly inferring, deducing, anticipating, guessing, predicting, checking and asking themselves questions about the text. Readings are drawn from authentic French materials as well as the texts: *Allons au-delà*, *En Bonne Forme*, and *Autour de la Littérature*. Students read a variety of genres: prose, poetry and drama from different periods; answer content questions; and demonstrate increased critical thinking skills.

STUDENT WRITING COMPONENT:

Writing in the fourth level is a continuation of the skills acquired in French III. Each writing task is designed to develop skills that will help students to express themselves in a variety of modes. Students practice such skills as writing a composition using advanced function words and verbs, explaining in detail, narrating a picture sequence, circumlocution, and editing processes in order to develop the ability to express themselves with reasonable fluency and accuracy in written French.

STUDENT ORAL COMPONENT:

The oral component at the fourth level is geared toward spontaneity of response in unrestricted French speaking situations. Instruction and practice is designed to eliminate hesitation, verb tense errors, incorrect word order and incorrect pronunciation. Students will complete role plays, dialogues, question and answer practice with the instructor, and in some cases record their individual responses and submit them for peer assessment and self evaluation.

DETAILED UNITS OF INSTRUCTION:

Instruction does not focus on the mastery of any specific subject matter. Students continue to practice and perfect language skills through grammar; vocabulary and reading comprehension activities; listening to French radio programs, music, audio recordings; and viewing French films, news programs and videos. Units are theme based and are selected each year to fit with the current group of students. French 4 is often a combination class with French 3, so units are rotated to compliment units of study in the French 3 course, with differentiated tasks and assessments for the advanced level.

Theme based units may include:

- **La Rentrée – “Back to School”**
 - Revision of school vocabulary, discussing classes, types of assignments, difficulty and opinion of courses, culture focus is on school in francophone countries and the influence of the French school system on its former colonies.
- **L’histoire française – French History**
 - Brief overview of notable French historical figures, understanding and discussing events in the past, use of the passé composé, imparfait and plus-que-parfait to sequence events in the past.
 - Cultural focus on events that surround historical figures studied.
- **L’Afrique francophone – French-Speaking Africa**
 - Types of residences, French involvement in and influence on African countries, literature from Francophone Africa (link with AP English students reading *l’Etranger* by Albert Camus).
- **L’art et la Culture – Art and Culture**
 - Types of art (visual and performing), Art and Culture guide in Paris, what to do and see, subjunctive expressions to express necessity, wish, will, desire etc.
 - Cultural focus on Art and Culture in Paris, artists, musicians, actors etc.
 - Project: Make an Arts/Culture guide/brochure for potential French speaking visitors to our region, outlining in French what it is necessary to see and do while in the Sacramento Valley.
- **Les generations – Generations/Family Relationships**
 - Revision of family vocabulary, discussion of differences between generations, relationships between the generations, how people view the world from different perspectives, generation gap.
 - Cultural focus: Family structure in France, the changing family structure, Petit Nicolas stories (vignettes told from the perspective of a 7 year old boy, about his parents, grandparents, friends at school etc).
- **La mode – Fashion**
 - Revision of clothing vocabulary and introduction of advanced vocabulary such as styles, fabric, textures etc to describe clothing, as well as vocabulary to describe formal wear and various shoe styles. Conditional tense introduced to discuss what you would or could wear in certain situations (focus on prom/ball since unit is usually taught in the spring).
 - Cultural focus: French fashion houses/fashion designers and the history of French fashion.
 - Project: research and present one of the French fashion houses, its history and what it is most well-known for.

TEXTBOOKS AND RESOURCE MATERIALS:

Primary Texts

1. Dietiker, Simone R., and Dominique Van Hooff. *En Bonne Forme*. 7th ed. Boston, New York: Houghton Mifflin Company, 2001.

2. Ladd, Richard. Allons au-delà! La langue et les cultures du monde francophone. Upper Saddle River, New Jersey: Pearson Education Inc., 2012.

Supplementary Materials

1. Coffman Crocker, Mary E., ed. Schaum's Outline of French Grammar. 4th ed. New York: McGraw-Hill, 1999.
2. Coffman Crocker, Mary E., ed. Schaum's Outline of French Vocabulary. 2nd ed. New York: McGraw-Hill, 1999.
3. Schofer, Peter, and Donald Rice. Autour De La Litterature. 3rd ed. Boston: Heinle & Heinle, 1995.
4. Sempé-Gosciny. Le Petit Nicolas. Saint-Amand-Montrond: Editions Denoël, 2006.
5. Various CD's/music clips online
6. Various websites for news articles, news clips, journals, newscasts etc.

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

The five National Standards of Communication, Cultures, Connections, Comparisons, and Communities are all addressed.

1. Communication

Communicate in Languages Other Than English

- Standard 1.1** Students engage in conversations, provide and obtain information, express feeling and emotions and exchange opinions.
- Standard 1.2** Students understand and interpret written and spoken language on a variety of topics.
- Standard 1.3** Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

2. Cultures

Gain Knowledge and Understanding of Other Cultures

- Standard 2.1** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- Standard 2.2** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

3. Connections

Connect with Other Disciplines and Acquire Information

- Standard 3.1** Students reinforce and further their knowledge of other disciplines through the foreign language.
- Standard 3.2** Students acquire information and recognize the distinctive viewpoints that are available only through the foreign language and its cultures.

4. Comparisons

Develop Insight into the Nature of Language and Culture

- Standard 4.1** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Standard 4.2** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

5. Communities

Participate in Multilingual Communities at Home and Around the World

- Standard 5.1** Students use the language both within and beyond the school setting.
- Standard 5.2** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

THIS COURSE WILL PREPARE THE STUDENTS FOR CAHSEE and/or CSTs:

Writing, Reading, Language Arts, and Social Science

Though not designed for direct correlation to the exit exams, some preparation in some or all areas of reading, writing, language arts and social science will take place.

LAB FEE:

There is a fee for the consumable workbooks required for test preparation. Cost to student will be based on current publisher prices.

DISTRICT ESLRs TO BE ADDRESSED: Students will be:

- *Self-Directed Learners* who take responsibility for their learning as they master the target language.
- *Effective Communicators* who speak, write, and read and listen in the target language.
- *Constructive Thinkers* who apply learned vocabulary and concepts to attain mastery of the target language.
- *Collaborative Workers* who work well with peers in small and large group activities in order to practice the use of the target language.
- *Quality Producers/Performers* who take pride in the work they complete as they continually work toward mastery of the target language.
- *Responsible Citizens* who attend class regularly in order to contribute to not only their own but also their peers' learning of the target language.

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