

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

**Course Outline
French 3**

Date: October 2003

Subject Area: World Language

Proposed Grade Level(s): 11-12

Course Length: 1 Year

Grading: A – F

Number of Credits: 5/Semester

Prerequisites: Minimum grade of ‘C’ in French 2, or instructor approval.

BRIEF COURSE DESCRIPTION:

French 3 is a course designed to increase communicative proficiency in the target language. Students who have completed French 2 or the equivalent may be admitted. Emphasis is on development of the four major language skills; listening, speaking, reading and writing. In addition to these skills, students will explore the many facets of French culture and heritage. The course is conducted in the target language using the immersion method.

GENERAL GOALS/PURPOSES:

The course features a fresh approach to function-based communication in all three modes: interpersonal, interpretive and presentational. The program provides a realistic balance among all five National Standards and is aimed at developing proficiency in each one. Students assume a more active role in their learning, working with each other to accomplish linguistic tasks, with the teacher serving primarily as facilitator.

STUDENT READING COMPONENT:

Reading in the third 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 come from original texts that are accompanied by reading strategies and followed by achievable tasks. Students read a variety of prose, poetry and drama from different periods; answer content questions; and demonstrate their critical understanding of literary techniques, such as character development, setting, point of view, satire, figures of speech and inference.

STUDENT WRITING COMPONENT:

Writing in the third level is a continuation of the skills acquired in French II. Each writing task is designed to develop skills that will help students prepare to take the Advanced Placement Exam in French Language in the following year. Students practice such skills as writing a composition, 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 third level consists of task-based pair and cooperative learning activities to practice using the lesson’s vocabulary and structures to express specific functions. Students will be guided through activities such as ordering at a restaurant, conducting surveys and interviews, and doing role-plays for various situations.

DETAILED UNITS OF INSTRUCTION:

Each unit covers activities in communication, vocabulary, grammar and culture that focus on a specific theme.

Unit 1 – School Life and Hobbies:

- Review of present and past tenses of verbs and pronouns
- Composition writing, sequencing, and expressing emotions

Unit 2 – Human Relations:

- Imperfect tense, present participle, reflexive verbs, negation, letter writing, describing traits, telling a story

Unit 3 – The Arts:

- The imperfect and past tense, the subjunctive tense
- Compare and contrast, making lists, giving opinions

Unit 4 – The World of Work:

- Further practice of subjunctive tense, relative pronouns
- Describing talents and abilities, explaining a problem, interviewing

Unit 5 – Travelling:

- Further practice of subjunctive tense, conditional tense, relative pronouns
- Telling a story through pictures, satire

Unit 6 – Future, Technology And Environment:

- Comparative, superlative, future tense
- Using computer technology, figures of speech, rhyme scheme

Unit 7 – The French People:

- Conditional tense, interrogatives, demonstratives
- Circumlocution, setting

Unit 8 – History Of France:

- Idiomatic expressions, past infinitive
- Summarizing a literary selection, research strategies

Unit 9 – French-Speaking Africa:

- Idiomatic expressions, pluperfect tense, possessive adjectives, possessive pronouns
- Comparing and contrasting, cultural inferences

Unit 10 – Life Skills

- Expressions of quantity, indefinite adjectives and pronouns, past conditional tense
- Persuading, reading instructions, hypothesizing

THIS COURSE WILL PREPARE STUDENTS FOR THE HSEE AND/OR FCUSD EXIT EXAMS IN:

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

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

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

DISTRICT ESLRs TO BE ADDRESSED:

- **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.

Appendix

World Languages National Standards – The Five C’s and 11 Content Standards

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.

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.

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.

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.

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.

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