

Course Title:	Advanced French III
Department:	World Language
Course #:	4240
Grade Level/s:	11
Length of Course:	Year
Prerequisite/s:	Completion of French Level Two with a grade of A, or a grade of B with instructor approval
UC/CSU (A-G) Req:	(E) Language Other than English

Brief Course Description: The purpose of Advanced French III course is to provide an accelerated pace and rigor in curriculum for students intending to continue on to Advanced Placement (AP) French or International Baccalaureate Standard Level French (IB French SL) during 12th grade. Students receive in-depth training in speaking and writing proficiency, learn to use advanced grammatical and idiomatic structures, and receive extensive practice expressing critical thinking through oral and written French language by analysis of authentic French language through literature, periodicals and cinema. Students will learn to express themselves in a culturally appropriate manner by studying and analyzing French language and culture within the context of the global francophone world. Specific vocabulary and grammar will be taught systematically as well as through authentic resources. The instructor will sensitize students to the subtle nuances of francophone cultures worldwide.

I. GOALS

The students will:

- A. Communicate clearly and effectively in a wide range of situations
- B. Understand and accurately use oral and written forms of the French language
- C. Select a register and style that are appropriate to the situation
- D. Express ideas with general clarity, depth and fluency
- E. Structure clear, coherent and convincing arguments
- F. Understand and analyze complex written and spoken material
- G. Assess subtleties of the language in various forms, styles and registers
- H. Show an awareness of and sensitivity to, cultures related to the francophone world

II. OUTLINE OF CONTENT FOR MAJOR AREAS OF STUDY

Semester I

A. School and Work

How educational and work environments differ throughout the francophone world.

1. Organizational structures
2. Curriculum and it's reflection of the culture
3. Employment opportunities as a reflection of the economy and the culture
4. The effectiveness of educational systems to prepare students for the work environment.

B. Global Issues

The study of current events and societal issues along with the possible implications that may impact citizens at a regional, national and/or international level. Semester I will focus on the relationship between mankind and the environment.

1. The effects of mankind on the environment
2. Environment and sustainability
3. Energy reserves
4. Food and water
5. Global warming, climate change, natural disasters
6. Renewable energy
7. Transportation alternatives
8. Globalization
9. Personal responsibilities
10. Science and technology as they effect the environment
11. Ethics with respect to science and technology
12. Computers and technology
13. The role of government
14. International economies
15. Poverty and famine
16. Racism, prejudice and discrimination
17. Current events

C. Communication and Media

How people interact, transmit and gather data for the purposes of information and entertainment.

1. Advertising
2. Bias in media
3. Censorship
4. Internet
5. Mail
6. Press
7. Radio and television
8. Sensationalism in media
9. Telephone
10. Gestures and non-verbal communication
11. Perspective, voice and audience
12. Current events

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- D. Social Relationships
How people interrelate and behave as members of a community, individually and in groups.
1. Celebrations and social events
 2. Religious events
 3. Educational system
 4. Language identity, cultural identity, or self-identity
 5. Linguistic dominance
 6. Minority groups
 7. Multilingualism
 8. Nationalism, patriotism, fanaticism
 9. Relationships (friendship, work, family)
 10. Social and/or political structures
 11. Social behaviors and stances
 12. Societal taboos versus what is socially acceptable

Semester II (choice of 2 topics only)

- A. Cultural Diversity
The study of ethnic, gender, racial, ideological and socio-economic varieties within a community of the French language.
1. Beliefs, values and norms
 2. Culinary heritage
 3. How culture is learned
 4. Intercultural assimilation
 5. Inter-linguistic influence
 6. Language diversity
 7. Population diversity
 8. Subcultures
 9. Concepts of human beauty
 10. Verbal and non-verbal communication
- B. Customs and Traditions
The current and past practices, representations, expressions and knowledge as it pertains to francophone communities worldwide.
1. Celebrations and social events
 2. Religious events
 3. Dress codes and uniforms
 4. Etiquette and protocols
 5. Fashion
 6. Food
 7. Historical events
 8. National costumes
 9. The arts
 10. Music
- C. Leisure
The variety of activities performed for enjoyment.
1. The culture inherent in athletic events

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2. Sportsmanship on the field and in the stands
3. Entertainment
4. Exhibitions and shows
5. Games
6. Hobbies
7. Recreation
8. Social interaction through leisure activities
9. Travel

D. Literature, Art and Music

The study of literature, art and music as an expression of self and culture.

1. Music
2. Art and architecture
3. Theatre and cinema
4. Literature and poetry
5. Expressing love, self, culture, and opinions through various genres of art
6. Voice, audience and perspective

III. ACCOUNTABILITY DETERMINANTS

A. Key Assignments

The course will include both formative and summative assignments. Assessments will model the format of the internal and external IB assessments or the AP Examination.

1. Reading: The reading materials will immerse the student in French language within the cultural and social environments of the francophone world. Authentic reading selections come from a wide variety of francophone countries. Through these selections, students will discuss, analyze, debate and evaluate a variety of topics and perspectives that concern humanity and the global society.
2. Writing (Goal: minimum of 300 words): Structured grammar review using *Troisième Livre*, (all tenses of all verbs in the indicative, subjunctive and conditional modes ; special usage of present and past participles, infinitives, and idiomatic expressions; advanced grammatical structures involving adjectives, articles, comparatives, interrogatives, negatives, possessives, pronouns, demonstratives and geographical expressions, etc.)
3. Grammar review within the context of the literature:
 - a. Formal and informal written assignments (300 words) such as letters, short story narrations, explanations and directions, brochures, movie or book reviews, poems, web pages and blogs, written dialogues, interviews, speeches and debates generated from the reading selections such as *Petit Nicolas*, *Images*, current events, and the discussions that will follow. These essays will be peer edited, as well as instructor graded using the IB/AP scoring rubrics.
 - b. Current articles from periodicals and the Internet will generate a wide variety of current topics that encourage and model written communication.
4. Listening
 - a. Comprehension activities based on authentic audio media, such as songs from Jacques Brel, to Disney's *La Belle et la Bête*, to current music videos.
 - b. Internet radio and video current events lead into oral discussions and listening activities that examine cultural perspectives and encourage interactive oral and listening communication.

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- c. Role play, debates, dialogues, discussions and other communicative activities generated by reading selections, current events and other teacher support materials and teacher generated activities. These activities not only encourage French listening comprehension, but also listening skills in general.
 - d. Discussions based on French movies such as *Cyrano de Bergerac*, *La Belle et la Bête* and *Les Intouchables*.
 - e. Students will be encouraged to seek opportunities to hear the language outside of the classroom using the Internet.
5. Speaking (Goal: 2-3 minutes sustained speaking)
- a. Sustained formal and informal speaking assignments (2-3 minutes) such as oral discussions, presentations, debates, commercials, movie reviews, instructional presentations and speeches will be generated from the reading selections, current events and films. These discussions will examine cultural perspectives and encourage interactive communication.
 - b. Students practice recording their discussions and oral presentations using a digital device.
 - c. Students will develop the art of self-evaluation using the rubric to the speaking portion of the IB Évaluation interne: Composante orale, or the AP Examination oral scoring rubric. They will also evaluate each other, and be evaluated by the instructor.
 - d. Students will compare the beast in the Jean Cocteau and the Disney versions of *La Belle et La Bête*, as well as the “beasts” in *Tatie Danielle* and *Cyrano de Bergerac*. They will write the movie trailer for their own “remake” of a classic story, addressed to an American teenage audience.

Time spent in French language 90% – 100% of each class meeting.

- B. Assessment Methods: The instructor will familiarize the students with the IB/AP grading rubrics. Students will use this instrument for self-evaluations and for peer evaluation after aural discussions and formal presentations. The instructor will use the IB/AP grading rubrics to assess all listening, speaking, reading and writing activities.
1. Teacher observation of daily classroom participation, effort, behavior and achievement
 2. Free response questions
 3. Projects, simulations and presentations
 4. Teacher generated tests and quizzes
 5. In class discussions and assignments
 6. Homework each class meeting
 7. Formal written assignments
 8. Common departmental assessments
 9. Written and oral Exams
 10. IB/AP practice exams

IV. INSTRUCTIONAL MATERIALS AND METHODOLOGIES

- A. Required Text/s
1. Murrieta Valley High School Only (Pre-IB SL)

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- a. Antoine, Marie Claire, Jean-Paul and Rebecca M. Valette, *Images Deux*, McDougal Littell, Boston, 1999
 - b. Antoine, Marie Claire, Jean-Paul and Rebecca M. Valette, *Images Trois*, McDougal Littell, Boston, 1999
 - c. *Les Aventures du Petit Nicolas*, René Goscinny and Jean-Jacques Sempé. Glencoe Macmillan/McGraw-Hill publishing. (Collection of authentic short, narrative stories based on themes familiar to young people, followed by discussion and role play activities.)
 - d. *Troisième Livre*, 3rd edition by Eli Blume. Amsco School Publications, Inc. (Third year university grammar review workbook.)
2. Vista Murrieta High School and Murrieta Mesa High School (Pre-AP)
- a. *Communication Progressive du Français* 2eme édition, Claire Miquel – CLE international. ISBN: 9782090381320
 - b. *French Verb Tenses*, Barron's 2nd edition. ISBN: 9781438002903
 - c. DeMado, John and Emmanuel Rongiéras d'Usseau, *Allez, Viens! Level 3*, First edition, Text, Holt, Rinehart and Winston, New York, 2000
 - d. DeMado, John and Emmanuel Rongiéras d'Usseau, *Allez, Viens! Level 3*, First edition, Practice and Activity Workbook, Holt, Rinehart and Winston, New York, 2000
 - e. Muyskens, Judith A., Linda L. Harlow, Michèle Vialet, Jean-François Brière, *Bravo*, Third Edition, Textbook, Heinle & Heinle Publishers, Boston, 1998
 - f. Solberg, Janet L., Larissa Godish Dugas, Judith A. Muyskens, Linda L. Harlow, *Bravo*, Third Edition, Cahier d'Exercices et Manuel de Laboratoire, Heinle & Heinle Publishers, Boston, 1998
- B. Supplementary Materials
- Resources from throughout the francophone world will include:
1. Authentic and level appropriate audio and video recordings ranging from Joe Dassin to Jacques Brel to Jean-Jacques Goldman and current French popular music.
 2. Brochures, maps, pamphlets and other authentic travel material.
 3. Students will be encouraged to read independently outside of class. Each instructor has a variety of authentic reading selections at various reading levels.
 4. French films such as *La Belle et La Bête*, *Cyrano de Bergerac*, *Indochine*, *Camille Claudel*, *La Gloire de Mon Père*.
 5. Additional current events from current periodicals such as *le Journal Français d'Amérique*.
 6. Internet sources such as:
 - a. Tennessee Bob's, French professor at the University of Texas <http://www.utm.edu/departments/french/french.html>
 - b. Francophone Radio broadcasts: <http://www.bric-a-brac.org/radio/>
 - c. French Government: <http://www.elysee.fr/elysee/english/welcome.2.html>
 - d. BBC French web site: <http://www.bbc.co.uk/languages/french/index.shtml>
 - e. Paris Tourism site: <http://www.paris.org/>
 - f. France's Regie Autonome des Transports Parisiens (RATP) site: <http://www.ratp.fr/>
 - g. Additional links provided from the instructor's web site or Haiku page: <http://www.murrieta.k12.ca.us/cms/lib5/CA01000508/Centricity/Domain/1532/FrenchSites.html>

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C. Instructional Methodologies

All instructional methodologies address adaptations necessary for special needs learners and English Language Learners.

1. Direct instruction
2. Seminars
3. Class discussions
4. Cooperative groups
5. Individual/group projects and presentations
6. Class activities and games
7. Interactive oral exercises
8. Readings from text and journals
9. Research
10. Written assignments
11. Peer edits of writing
12. Individual and group student presentations
13. Projects