

Curriculum Guide **Stage Four - French Curriculum**

French Advanced IH #346

French Advanced IIIH #348

1. Course Structure:

This full-year course meets four or five class periods per week. The class uses the language lab on the average of one and one half hours per week.

The content of the course alternates between two different curricula.

2. Intended Audience:

This course is open to students in grades 9, 10, 11, and 12. It is usually taken in grades 11 and 12 with some younger students admitted based on special circumstances. The prerequisite for this course is a grade of B- in Intermediate IIIH or teacher recommendation.

Because of the alternating curricula, students may take the course twice for credit. The second time, they are considered to be in Advanced IIIH.

3. Course Goals/ Student Outcomes:

By the end of Stage 4, students will have expanded the ability to perform all the tasks developed in Stage 3. Having developed the ability to use sentences, strings of sentences, and paragraph-length and essay-length messages with some patterns of errors that do not interfere with meaning, students will:

- Initiate, sustain, and close a conversation (5)
- Use rephrasing, summarization, or elaboration to substantiate opinions or express ideas and emotions (2, 5)
- Understand and discuss literature as found in authentic non-technical texts (1, 2, 5)
- Interpret literature based on evidence from the text (1, 2, 3, 5)
- Analyze the aesthetic qualities of works of poetry, drama, art, fiction or film (1, 2, 4, 5,7)
- Write to report, recount, present or critique (2, 5, 7, 8)
- Narrate in the past, present, and future (2, 5)
- Identify the main points and details in authentic audio and video programs such as songs, films and news reports (2, 5, 6, 7, 9)
- Read and/or view works (print, film, multimedia) with related themes and compare them (1, 5, 6)
- Describe similarities (in French) in themes and details found in narratives in French and English (1, 2, 5)
- Obtain information and knowledge related to other disciplines from sources in French (1, 3, 4, 5, 6, 7, 8, 9)

Numbers in parentheses refer to school-wide learning expectations that are supported to some degree through these outcomes. See the separate sheet which indicates to what degree in general the expectations are supported.

4. Course Description:

At this level, students have the opportunity to extend and refine their knowledge and proficiency in all skill areas through an even wider variety of activities. They can function in almost any context including many complex situations that deal with concepts of broader cultural significance. These concepts include social issues in the target culture and abstract ideas concerning art, literature, politics, and society. Readings upon which discussion is based include the work of authors from the second half of the 20th century as well as current articles from magazines, journals, television, slides and the Internet. Language skills are enhanced by the use of CD-ROMs, Internet, audio and videotapes and slides. Among the goals of this course is to prepare interested students for the French Language Advanced Placement Examination.

5. Course Content:

YEAR A

Readings

Malataverne

Le Sac de Billes

Je bouquine

Le Corbeau et le Renard

La Cité des Dogues

Boule et Bill (comic)

Films

Au revoir, les Enfants

Le Roi Lion

Rue Case-nègres

Le Château des Oliviers

Songs

Grammar

Amsco III

Triangle

Culture

Trivialités

YEAR B

Readings

Comme des Héros

Je bouquine

La Neige en Deuil

La France et les Français

Sommets Littéraires

Le Mois de Septembre

Films

Argent de Poche

La Boum

Pacha et le Bruit

La Vie est un long fleuve tranquille

Jean de Florette

Manon des Sources

Songs

Grammar

Amsco III

Triangle

Culture

Trivialités

6. Course Outline/Curriculum Map:

See above as well as accompanying sheets

7. Instructional Methods/ Course Activities:

- teacher presentations supported by realia, text, audio, video and Internet both in the classroom and in the language laboratory
- student presentation

8. Learning Strategies

- class discussion, paired and group practice, role plays, skits, games, songs, oral and written exercises, research, presentations

9. Assessment

- based on class participation, homework and performance on oral, aural and written tasks and projects

10. Course Evaluation

Course effectiveness is assessed based on formal and informal feedback from students, student performance in class and on AP tests, and ongoing collaboration among instructors.