

TAMALPAIS UNION HIGH SCHOOL DISTRICT
Larkspur, California

Course of Study

French 7-8 Honors

1. Introduction/ Course Description:

French 7-8 HONORS is an advanced low to advanced-mid level course (based on the ACTFL standards - http://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements.pdf) and is taught over two semesters in the World Languages Department. It is open to 9th -12th graders who are adequately prepared and who desire to achieve a higher level of competency in the language that is beyond the level taught in the regular French 7-8 course as a more extensive development of skills is emphasized and an expanded variety of materials, resources, and instructional strategies are utilized. These students must possess the necessary prerequisite skills and knowledge (see #2 below). (UC however does not give honors credit to ninth grade students.) Competency in languages other than one's own is an essential part of communication and cross-cultural understanding in today's global community. Study of another language not only provides individuals with the ability to express thoughts and ideas for their own purposes, but also provides them with access to perspectives and knowledge that are only available through the language and culture. Language learning offers academic, social and cultural benefits that will serve students throughout their lives. The proficiencies acquired through the study of languages endow language learners with cognitive, analytical, and communication skills that carry over into many other areas of their academic studies, including English, History, Art and Music. In these ways, this course clearly supports the TUHSD Mission Statement. Students with developing linguistic skills are enabled to communicate more effectively and address the challenges of a dynamic and diverse community. This course also supports the **TUHSD Strategic Priorities** in that, under the heading "**Instructional Programs and Practices**", students are "guaranteed access to rigorous, relevant, and engaging courses". In addition, under the heading "**Curriculum and Assessment**", this course ensures student growth in "21st Century Skills".

2. Prerequisite skills and knowledge: A minimum of a 3.0 proficiency (target level) is strongly recommended throughout the student's French course progression (French 1-2, 3-4, and 5-6) in order to be successful in the course. For details on the 3.0 (target level) proficiency for each course, please see the proficiency scales in each level's course of study.

3. List of program goals/learning outcomes for French 7-8 HONORS:

Interpersonal Communication:

PROGRAM GOAL 1: I can participate in conversations about familiar topics that go beyond my everyday life. I can talk in an organized way and in some detail about events and experiences in various timeframes. I can confidently handle routine situations with an unexpected complication. I can share point of view in discussions on some complex issues

Presentational Speaking

PROGRAM GOAL 2: I can deliver organized presentations appropriate to the student's audience on a variety of topics. I can present information about events and experiences in various timeframes.

Presentational Writing:

PROGRAM GOAL 3: I can write on general interests, academic and professional topics. I can write organized paragraphs about events and experiences in various timeframes.

Interpretive Listening:

PROGRAM GOAL 4: I can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest. I can follow stories and descriptions of some length

and in various time frames. I can understand information presented in most genres, even when not familiar with the topic.

Interpretative Reading:

PROGRAM GOAL 5: I can understand the main idea and some supporting details on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various timeframes and genres.

CULTURE:

PROGRAM GOAL 6:

At each level in our language program, students address three major themes within culture: *Self, Community and Abroad*. At each level, these themes will be integrated, and aligned with student levels of proficiency. As students progress from beginner to intermediate to advanced, interactions with the theme and language will become increasingly nuanced and sophisticated (cognitively and linguistically).

French 7-8 HONORS

Self	Explore the differences and similarities between student's life and those of French speakers around the world. Focus on family, friends, and traditions, quality of relationships, how people get along.
Community	Helping the community, community service, and volunteering, cultural differences within the community. Local social and environmental issues (problems, causes solutions). Comparing community with other communities.
Abroad	Daily life in French-speaking countries, homestays, working/community service abroad, traveling for enjoyment. Discuss the use of technology in the French classroom, higher education, art, and food. Practices, perspectives and products from French-speaking countries, problems, causes and solutions regarding global environment issues, current events and French politics, immigration, and health care.
Country focus*	France, Francophone countries (North Africa), Tahiti, Belgium, French-speaking Canada

From the Five C's for World Languages Content Standards:

Communication: Students engage in oral communication in the target language.

Culture: Appropriate behaviors, such as what to do, when, where and why are addressed. Additionally, students explore common products, beliefs and values.

Connections: Students study interdisciplinary relationships and use authentic sources in the target language.

Comparisons: Students make comparisons between the studied culture and their own. Additionally, students will be exposed to extension opportunities to deepen their knowledge of cultures (perspectives, practices and products).

Communities: Students will use the target language within and beyond school setting. Additionally, students will experiment with using the target language for personal enjoyment, enrichment, social purposes, travel, and living abroad.

References: ACTFL Standards for Foreign Language Learning

Cross-curricular skills: Reading, listening, communicating, presenting and writing are cross-curricular skills which inform our program goals. In addition, history, culture, literature, cuisine and geography are just a few examples of the cross-curricular content addressed in World Languages.

21st century skills addressed: Pedagogically, we incorporate the **ACTFL 21st Century Skills**. See the official ACTFL (American Council on the Teaching of Foreign Languages - National Standards for Foreign Language) website for information on how 21st century skills are integrated instructionally by level. https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf

4. PROFICIENCY SCALES FOR FRENCH 7-8 HONORS

	Program Goal/Proficiency Scale	Level 1	Level 2	Level 3 (target)	Level 4
1	Interpersonal Communication Student can orally communicate with others, converse and exchange information in the target language	Can participate in conversations on familiar topics using sentences and series of sentences. Can handle short social interactions in everyday situations by asking and answering a variety of questions. Can usually say what he/she wants to say about him/herself in his/her everyday life.	Can participate with ease and confidence in conversations on familiar topics. Can usually talk about events and experiences in various time frames. Can describe people, places, and things in an organized way and in some detail. Can handle a familiar situation with an unexpected complication.	Can participate in conversations about familiar topics that go beyond my everyday life. Can talk in an organized way and in some detail about events and experiences in various timeframes. Can confidently handle routine situations with an unexpected complication. Can share point of view in discussions on some complex issues	Can express him/herself freely and spontaneously, and for the most part accurately, on concrete topics and on most complex issues. Can usually support his/her opinion and develop a hypothesis on topics of particular interest or personal expertise.
2	Presentational Speaking Student can present information to others in the target language about various topics.	Can make presentations on a wide variety of familiar topic using connected sentences.	Makes presentations in a generally organized way on school, work, and community topics, and on topics the student has researched. Can make presentations on some events and experiences in various timeframes.	Can deliver organized presentations appropriate to the student's audience on a variety of topics. Can present information about events and experiences in various timeframes.	Can deliver detailed presentations, usually with accuracy, clarity, and precision, on a variety of topics and issues related to community interests and some special fields of expertise.
3	Presentational Writing Students can write effectively in the target language.	Can write on a wide variety of familiar topics using connected sentences.	Can write on topics related to school, work and community in a generally organized way. Can write some simple paragraphs about events and experiences in various timeframes.	Can write on general interests, academic and professional topics. Can write organized paragraphs about events and experiences in various timeframes.	Can write extensively with significant precision and detail on a variety of topics, most complex issues, and some special fields of expertise.
4	Interpretive Listening Student can effectively interpret what s/he hears	Can understand the main idea in messages and in presentations on a variety of topics related to everyday life and personal interests and	Can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and	Can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest. Can follow stories and descriptions	Can easily follow narrative, informational and descriptive speech. Can understand discussions on most topics that deal with special interests, and familiar situations, and

		studies. Can understand the main idea in conversations that student overhears.	studies. Can follow stories and descriptions of some length and in various timeframes. Can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.	of some length and in various time frames. Can understand information presented in most genres, even when not familiar with the topic.	abstract concepts. Can sometimes follow extended arguments and different points of view.
5	Interpretive Reading Student can comprehend and interpret text in the target language	Can understand the main idea of texts related to everyday life and personal interests or studies.	Can easily understand the main idea of texts related to everyday life, personal interests and studies. I can sometimes follow stories and descriptions about events and experiences in various time frames.	Can understand the main idea and some supporting details on a variety of topics of personal and general interest. Can follow stories and descriptions of some length and in various timeframes and genres.	Can easily follow narrative, informational, and descriptive texts. Can understand what he/she reads on most topics that deal with special interests, unfamiliar situations, and abstract concepts. Can sometimes understand extended arguments and different points of view.
6	Culture Student can identify cultures, make comparisons and connections, and use language within and beyond school community.	Can sometimes identify practices, products and perspectives of French and Francophone countries. Can sometimes make comparisons in the target language between his/her culture and the culture studied. Can sometimes make connections in the target language around themes of self, community, and abroad. Uses the target language outside of the classroom in a limited way.	Can identify practices, products, and perspectives of French and Francophone countries. Can make comparisons in the target language between student's culture and the culture studied. Can make connections in the target language around the themes of self, community, and abroad. Uses the target language outside of the classroom.	Can identify extensive practices, products and perspectives of French and Francophone countries. Can make many comparisons in the target language between student's culture and the culture studied. Can make extensive connections in the target language around themes of self, community, and abroad. Uses the target language outside of the classroom frequently and fluently.	Can easily identify extensive practices, products and perspectives of French Francophone countries. Can debate on comparisons in the target language between student's culture and the culture studied. Can make extensive analysis in the target language around themes of self, community, and abroad. Uses the target language out of the classroom on a regular basis.

5. Suggested textbook(s), materials, equipment and resources:

- All TPRS Publishing novels and student books by Blaine Ray.
- "French Three Years" – Second Edition by Eli Blume – used as a supplementary grammar resource
- "Choc des Cultures" – Annette Hallum/Marc-Olivier Louveau – used as a supplementary reader
- Des voisins mystérieux – Gérard Alamargot, Hans-Georg Bläsi – used as a supplementary reader
- "Triangle" – Carolyn F. Demaray and Josette J. Smith – used as a supplementary grammar resource
- Online web resources to supplement teaching our program goals

- Authentic resources such as magazines, native French speakers, news articles and video clips, etc.
- “Bon Voyage” textbook and ancillary materials, by Glencoe Publishing
- “Trésor du Temps” – McGraw-Hill – used as supplementary material for culture/history

Some of the Online Resources we currently use for level 7-8 HONORS are:

- Online grammar support, (such as Quia, Quizlet, French conjugation trainers, etc.)
- Online and purchased videos in the target language (songs, commercials, interviews, news reports, cultural events).
- ACTFL “Can do” statements” support our program goals. See the following link for further details.
http://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements.pdf

6. Requirements satisfied: This course meets the “e” requirement for UC/CSU and is considered an elective for TUHSD graduation requirements.

7. Appendices

The content below is addressed at this level.

Students will:

- Review third year grammar structures
- Solidify passé-composé/imperfect and the difference between them
- Reinforce future and conditional tenses
- Reinforce reflexive verbs in all tenses and direct/indirect objects
- Learn relative pronouns and advanced negations
- Review compound tenses, pluperfect, and past conditional through “if-clauses”
- Solidify the subjunctive grammar and the difference between the subjunctive mood vs. the indicative mood. Subjunctive used with impersonal & adjectival phrases.
- Learn the past subjunctive
- Learn many idiomatic expressions and proverbs
- Reinforce the present participle
- Reinforce high-frequency vocabulary from past years, and teach vocabulary that aid students in communicating their childhoods, families, personal lives, hobbies, school life and higher education, community, current events and human rights issues, gender issues, environmental issues, art, social topics and beliefs/opinions, traditions, beliefs, and future possibilities
- Compulsory usage with verbs and conjunctions.
- Learn the passive form of all verbs.
- Focus on correct word order with accurate placement of the pronouns (simple & double) in all tenses.
- Use and practice complex descriptions and narration. Able to express and defend an opinion on a controversial subject with persons who do not agree. Occasional hesitation in speaking. Able to rephrase.

Language-Learning Skills/Strategies -

Students will:

- Increase their reading comprehension skills by using contextual clues to infer meaning of authentic French text.
- Demonstrate increased and more complex oral proficiency through formal and informal speaking in the target language
- Develop higher comprehension levels through access to authentic native speakers in audio clips, videos, and in person
- Write longer and more grammatically complex samples of text in the target language
- Understand most of what they hear from a variety of French speakers (teacher, peers, speakers from different cultural backgrounds with different accents – Canadian, African, online news and programming, etc.)
- students will use idiomatic expressions

SAMPLE UNIT

Program Goals: All program goals are addressed in this unit - Interpersonal Communication, Presentational Speaking, Presentational Writing, Interpretive Listening, Interpretive Reading, and Culture

Content:

- **Grammar: Subjunctive, Past subjunctive, Conditional if-clauses**
- **Compound tense agreement**
- **Vocabulary/Theme: opinions, immigration (religion, racism, human rights, legal and illegal entry, reasons for immigration, access to services: jobs, housing etc.)**

Title of Activity: IMMIGRATION: Research, Comparisons, and Debate

Critical Elements:

Knowledge of:

1. Formation of the subjunctive mood
2. Knowledge of when to use subjunctive vs. indicative
3. Formation of irregular subjunctive mood
4. Recognition of dependent clauses that initiate subjunctive mood

21st Century Skills:

1. Critical thinking/Problem Solving
2. Media literacy
3. Technology Literacy
4. Communication
5. Flexibility and Adaptability
6. Initiative and self
7. Collaboration

Assessment Tool for Writing:

	WRITING
4	My writing is comprehensible, organized, and fully developed with rich detail. I write complex sentences that are consistently grammatically and structurally sound (my sentence structures, grammar, and word order are consistently accurate). I show extensive use of present and past vocabulary and sequence words, and my spelling and accents are accurate.
3.5	All aspects of 3.0 and some aspects of 4.0
3	My writing is comprehensible, and is written in complete and developed sentences with some detail. I show consistent use of complex sentences and have a good amount of learned present and past vocabulary and sequence words in my writing. My spelling and accents are mostly accurate. My sentence structures, grammar, and word order are mostly accurate with few minor errors.
2.5	All aspects of 2.0 and some aspects of 3.0
2	My writing is somewhat comprehensible and simple, and sentences are complete. My writing is not very organized and lacks development. My writing exhibits some variety of basic vocabulary though lacks variety and has several problems with spelling or accent use. Some sequence words may be present. I might have some Frenghish present for words I should know or could have looked up. My writing exhibits inconsistencies and several errors in grammar structures that have been taught in class and taught in previous years. Word order issues are still a problem for me.
1.5	All aspects of 1.0 and some aspects of 2.0

1 My writing is hard to comprehend and/or lacks organization. It may not be in complete sentences, might lack development and may not meet minimum length requirements (not enough to adequately assess). My writing exhibits little knowledge of learned vocabulary, or sequence words, and lacks variety and/or spelling and accent use impedes comprehension. There might be a lot of Frenghish present for words that I should know or could have looked up. Excessive use of translation devices and/or native speaker to complete work. I have so many inconsistencies and errors in word order and sentence/grammar structures that have been taught in class and over the past years, that the meaning of my story may be unclear.

Assessment Tool for Presentation:

	1	2	3	4
Presentational Speaking Student can present information to others in the target language about various topics.	Can make presentations on a wide variety of familiar topic using connected sentences. Presenter may have used a translating device heavily to aid in the presentation and because of this many parts of the presentation are incomprehensible to the audience. Pronunciation may have a heavy English influence making comprehension difficult.	Makes presentations in a generally organized way on school, work, and community topics, and on topics the student has researched. Can make presentations on some events and experiences in various timeframes. All presentation is completed in the target language but there are some rough spots in comprehension. Accent may have a heavy English influence.	Can deliver organized presentations appropriate to the student's audience on a variety of topics. Can present information about events and experiences in various timeframes. All presentation is completed in the target language and is comprehensible to the audience. Pronunciation is mostly fluent.	Can deliver detailed presentations, usually with accuracy, clarity, and precision, on a variety of topics and issues related to community interests and some special fields of expertise. All presentation is completed in the target language and is completely comprehensible to the audience. Pronunciation is fluent.

Unit details:

This unit is focused on combining the elements of subjunctive/past subjunctive, conditional grammar, and compound tense agreement and new vocabulary with the cultural goal of comparing, contrasting, and debating the issue of Immigration in both France/Francophone countries and the United States. Students will use the grammar to form their own opinion in order to participate in a class debate and to write a persuasive essay outlining their opinion backed by facts that they accumulated in their research assignment on Immigration. All of these tasks throughout this project will be performed in the target language.

To begin the unit, students will do the following in class leading up to the final project:

- A. Review of the subjunctive mood and conditional if-clauses and compound tense agreement
- B. Introduction to the past subjunctive and practice with direct instruction
- C. Play games to reinforce understanding of verb tenses above
- D. Read samples from various texts (novels, TPRS story-books, authentic resources such as French-speaking newspapers, online video clips, etc.) to reinforce these verb tenses in context
- E. Speak on a daily basis using prompts such as a "question of the day" that requires use of the subjunctive mood
- F. Basic vocabulary to talk about Immigration - introduction and activities to practice it (Simon Says, translations, reading, games, pair shares, etc.)
- G. Practice writing journal entries and reactions to controversial themes

After ample time of exposure and practice with the verb tenses listed above students will apply and demonstrate their knowledge of it by doing a research project on Immigration in the target language in both France/Francophone countries and the U.S. and will present their findings to the class, also in the target language. They will give their written opinions on their classmate's project themes, be able to ask and answer questions on each theme, will have a debate on a controversial issue inside Immigration, and will finally write a persuasive essay outlining their opinion backed by facts they accumulated in their research. All students will be graded on their written work and oral presentation using the rubric provided.

The basic components of the project are:

1. Students will work in small groups of two to three students and will be given a resource website full of links to news articles, videos, etc. in French in order to perform their research. They will also be given these questions and guided instruction to direct their research:

QUESTIONS AND GUIDED INSTRUCTION:

- a. In relation to immigration, how is your theme similar and how is it different in France/Francophone countries vs. the U.S.A.? Compare and contrast.
 - b. How is your theme perceived in France/Francophone countries vs. the U.S.A.?
 - c. As you read, write down facts (carefully omit opinions) in French. You will use them both in the written assignment and also in your oral delivery to the class
 - d. As you read in the target language, form your own opinion about your theme in relation to immigration based on your research. You will need this for the final written part of the project (persuasive essay).
2. The small groups will create a rough draft that includes their facts and their opinion as a group. This is edited twice by the teacher (one for feedback and corrections, and final edit)
 3. Small groups create and present a power point presentation to the class that includes facts and images for their theme. The group will post their power point along with crucial vocabulary (outside of what is taught in the unit) on Edmodo
 4. After the presentation, each group will post a question to Edmodo for the group to address to the entire class and the presenting group has a chance to respond to the questions
 5. All students will respond in blog form to the theme presented with their personal opinion (anonymous – except the teacher knows who they are). All students will read through the opinions in order to prepare to participate in a debate
 6. Class debates on one of the most compelling themes of Immigration in the target language chosen by the class.
 7. The culminating product will be an essay. Each individual student will write a persuasive essay in the target language that supports their opinion on immigration with facts presented by each group in the class.

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