

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Drive, Chino, Ca. 91710 Phone: 909)628-1201 Web Site: www.chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum and Instruction Position/Title: Director of Secondary Curriculum and Instruction Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	French 3 Honors
2. Transcript Title/Abbreviation:	French 3 H
3. Transcript Course Code/Number:	5732
4. Seeking Honors Distinction:	Yes
5. Subject Area/Category:	Meets UC/CSU 'e' requirement language other than English (LOTE) Level 3
6. Grade Level(s):	9 - 12
7. Unit Value:	5 credits per semester/10 credits total
8. Course Previously Approved by UC:	Yes
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	YES
11. Repeatable for Credit:	No
12. Date of Board Approval:	November 21, 2002
Date of Revision Approval:	March 5, 2020
13. Brief Course Description:	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.
14. Prerequisites:	French 2; or French 2H; and/or teacher recommendation
15. Context for Course:	A key element to success in our current world is the ability to speak other peoples' languages and to function with people from other cultures. In our own state alone, proficiency in languages in addition to English is critical simply as a means for communicating with one another.
16. History of Course Development:	This course is being revised to reflect the rigor necessary for UC/CSU Honors distinction as well as the district's most recent template for course descriptions.
17. Textbooks:	D'Accord 3 Vista Higher Learning 2015 Edition
18. Supplemental Instructional Materials:	Literary Texts: Les Aventures du Petit Nicolas by Rene Goscinny/Jean-Jacques Sempe Graded French Reader by Golding/Bauer Paroles by Jacques Prevert

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C. COURSE CONTENT

1. Course Purpose:

The purpose of French 3 Honors is to provide an accelerated pace and rigor in curriculum for students intending to continue to Advanced Placement (AP) French.

2. Course outline:

Le monde du travail: a L'Ecole et au Boulot

Students will examine how educational and work environments differ throughout the Francophone world. In addition to the overview provided by the classroom text and supersite, the advanced class will use authentic sources such as Francophone news websites, magazines, French YouTube videos, and online Francophone radio talk shows. Further, analysis of these sources will lead students to analyze the organizational structures inherent in each culture's educational system and the relationship between that system and the Francophone culture and society that it represents. Current events and online journal sources will also provide a window to the employment opportunities and the effects of unemployment throughout the Francophone world, as a reflection of the economy and the culture. The unit will culminate with an analysis of the effectiveness of educational systems to prepare students for the work environment.

Students will explore the Onisep French government website that helps orient students towards careers. They will choose a career path and prepare a flowchart to show the necessary skills and education path to obtain a job in this area.

Nos Responsabilités à l'Environnement

Francophone websites, magazines, literature, news websites, and radio resources will be used in addition to the French honors textbook materials to focus on the relationship between mankind and the environment including: energy, food and water resources and reserves; global warming, climate change, natural disasters; transportation alternatives; personal responsibilities.

Classroom discussion will require students to critically analyze mankind's effects on the environment, ethics with respect to science and technology and the role of government. Students will use Francophone websites and journal articles to reflect on various local and global perspectives concerning mankind's "carbon footprint". They will draw personal conclusions with respect to their own responsibility.

Students will select an environmental issue and create a brochure that addresses this issue. They must select their audience, then refer directly to the sources provided, explaining the issue and providing possible solutions. The ap rubrics will be used to score this assignment. To achieve an a, the student must clearly and efficiently transmit the message by using a varied and somewhat extensive vocabulary, effectively using idiomatic expressions, and using some complex grammatical structures. The content must provide strong and organized links to the topics covered in class, and include personal insight, opinions and suggestions. Students must also effectively use a variety of the conventions relative to the format of the text.

Communications et Médias

Students will analyze how people interact, transmit and gather data for the purposes of information and entertainment by reading Francophone advertising and news websites, by listening to online Francophone radio, and by watching educational Francophone YouTube videos. Discussions will examine the emotional influences brought about by the linguistic and visual choices in advertising and the media, as well as bias, sensationalism and censorship. Students will be guided to a critical analysis of perspective, voice and audience.

Students present a movie review to their fellow students. They must address the film's ability to transmit the desired theme(s) through the dialogue and imagery employed by the director. The ap rubrics will be used to score this assignment. To achieve an a, the student must clearly and efficiently transmit the message by using a varied and somewhat extensive vocabulary, effectively using idiomatic expressions, and using some complex grammatical structures. The content must provide strong and organized links to the topics covered in class, and include personal

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insight, opinions and suggestions. Students must also effectively use a variety of the conventions relative to the format of the task.

Students will create an advertisement for a Francophone vacation destination. They must include cultural and historical components to their vacation package, as well as local activities that will attract tourists. Their advertisement will be presented to the class. Students will evaluate each other's work based on each advertisement's ability to engage their interest and provide sufficient information regarding the vacation package. The teacher's rubric will include advanced determinants of language fluency from the ap rubrics.

As students analyze political systems in the Francophone world and the key challenges faced in regards to the immigration crisis, the environment, the contributions and negative impacts of technology, they create an oral presentation on their political views using key vocabulary and state which issues are most important to them.

Relations Sociales:

Students will examine behaviors related to family and community groups throughout the Francophone world. They will compare their personal group dynamics with those of various Francophone cultures, including behaviors related to celebrations, religious events, minority groups, patriotism, interpersonal relationships and social behaviors. A wide variety of topics includes dating, social taboos, and social interaction through leisure activities such as sports, hobbies, and entertainment. Students will be expected to go beyond the basic understanding of cultural relativism, developing arguments to support the significance of local customs with respect to cultural identity.

With a partner, students will select a rite of passage from a Francophone country according to interest. The students will be required to research customs relevant to that culture and provide an organized presentation. Students will evaluate each other's oral presentations based on the presentation's ability to engage their interest, and to provide sufficient information regarding the rite of passage unique to that culture. The teacher's rubric will include advanced determinants of language fluency from the ap rubrics. Students present on a relationship important to them and how it helps them cope with everyday life. Students analyze how the qualities of significant others can impact their well-being. Students give some thought of the impact of personality attributes.

La Diversité Culturelle:

Students will continue their studies of ethnic, racial, ideological and socio-economic diversity throughout the Francophone world through further examination of customs and traditions. Topics include regional culinary specialties, as well of concepts of human beauty and fashion. In addition to information provided in the French 3 honors textbooks and supersite, students will read excerpts from Francophone literature that provides personal perspectives with respect to family, religious and regional celebrations.

To demonstrate an understanding of the relationship between culture and celebrations, small groups will each create a mini-fête for the class. They must prepare the food and decorations associated with a holiday or celebration, describe a brief history of the holiday, including symbols and traditions associated with that holiday, and explain the significance of that celebration to the group studied. The ap rubrics will be used to score this assignment. To achieve an A, the student must clearly and efficiently describe the celebration by using a varied and somewhat extensive vocabulary, effectively using idiomatic expressions, and using some complex grammatical structures. The content must provide strong and organized connections to regional culture and include personal insight and opinions. Students will write and illustrate a book on a subject of their choice about contemporary life for other students to read. They will share their personal identity by writing a brief autobiography for the "about the author".

Communication et L'Art:

Students will examine mankind's expression through the various genres of art. They will do a literary analysis of selections of literature such as *le petit prince*, by Saint-Exupéry, *Persepolis* by Marjane Satrapi and the poems of Jacques Prévert discussing the imagery, themes and relevance to today's society. They will also examine famous quotes by French philosophers. They will do a virtual tour of le Musée du Rodin, le Musée du Louvre and discuss various genres of visual arts. They will discuss the impact of music and compare both traditional and contemporary compositions. They will examine the visual imagery and messages portrayed in films such as Jean Cocteau's *la Belle et la Bête*, *la Vache*, and *un Peu, Beaucoup, Aveuglement*.

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Students will be provided with the photograph of a work of art, or a scene from a film. They will have fifteen minutes to prepare, then five minutes to discuss the significance of the subject of the photograph with respect to Francophone culture, communication, philosophy, and/or social relations. Following their oral analysis, they will respond to several follow up questions. Students will be graded using the advanced determinants of language fluency from the ap rubrics.

3. Key Assignments:

Semester 1 comprehensive written final and oral project:

Students demonstrate competence and mastery of all knowledge and skills learned throughout the semester through the semester comprehensive final and final project.

Semester written final:

Part 1 - Students read three Francophone selections within the categories of *le monde du travail*, *nos responsabilités à l'environnement* and *communications et médias*. They respond to a variety of questions including multiple choice, true and false and constructed written response to demonstrate their level of reading fluency as well as their ability to accurately use vocabulary and grammatical structures.

Part 2 - The instructor provides three writing topics within the categories of the units studied. Each writing prompt is linked to a specific writing format (ie: brochure, formal letter, newspaper article). The student selects one of these three topics and has an hour and a half to write 200-250 words within the writing format indicated for that topic.

Semester oral final:

They will be given a list of essential questions from the topics studied during the semester. They will research these questions prior to the final. Students will be asked one question, will have two minutes to prepare, and two minutes to speak on the topic one-on-one with the teacher.

Semester 2 comprehensive written and oral final:

Students demonstrate competence and mastery of all knowledge and skills learned throughout the year through the comprehensive final.

Semester written final:

Part 1 - Students read four Francophone selections that reflect components of the three units studied this semester. They respond to a variety of questions including multiple choice, true and false and constructed written response to demonstrate their level of reading fluency as well as their ability to accurately use vocabulary and grammatical structures.

Part 2 - The instructor provides five writing topics within the categories of the units studied. Each writing prompt is linked to a specific writing format (ie: brochure, formal letter, newspaper article). The student selects one of these three topics and has an hour and a half to write 200-250 words within the writing format indicated for that topic.

Semester oral final:

Students will be given a list of essential questions from the topics studied during the semester. They will research these questions prior to the final. Students will be asked one question, will have two minutes to prepare, and two minutes to speak on the topic one-on-one with the teacher.

4. Instructional Methods and/or Strategies:

- Collaborative academic discussions
- Provide language models including sentence frames, starters, word walls and anchor charts
- Information systems including graphic organizers, thinking maps, multimedia sources, technology
- Metacognitive development through think-alouds and self-assessments
- Explicit vocabulary instruction including morphology, context clues, and cognates
- Gradual release of responsibility/direct instruction
- Computer-based research projects
- Non-linguistic graphic representations
- Writing samples/exemplars, rubric scoring with peers and teacher
- Modeled writing

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- Linking prior/background knowledge
- Collaborative learning
- Questioning that promotes critical thinking and extended discourse
- Sentence unpacking
- Checking for understanding through engagement strategies: quick writes, give one get one, fist to 5

5. Assessment Including Methods and/or Tools:

All modes of language are included in testing: reading, writing, listening, and speaking. The grading rubrics require a more advanced level of fluency (grammar, syntax, content) than the rubrics for the regular French 3 course. To achieve an A, the student must clearly and efficiently transmit the message by using a varied and somewhat extensive vocabulary, effectively using idiomatic expressions, and using some complex grammatical structures. The content must provide strong and organized links to the topics covered in class and include personal insight and opinions. Students must also effectively use a variety of the conventions relative to the format of the text.

The evaluation of student progress and evaluation will be based on the following criteria outlined in board policy:

- Assessments: 60-75% of the final grade
- Assignments and class discussions: 25-40% of the final grade