

Credit:	<input checked="" type="checkbox"/> Number of credits: 10 <input checked="" type="checkbox"/> Meets graduation requirements (subject Foreign Language) <input checked="" type="checkbox"/> Request for UC "a–g" requirements CSU/UC requirement g	<input checked="" type="checkbox"/> College Prep
Prerequisites:	Completed French 3 with an A or teacher approval.	
Department(s):	World Language	
District Sites:	ORHS	
Board of Trustees COS Adoption Date:	06/08/2021	
Textbooks / Instructional Materials:	T'es Branché 3; Allons Au-dela; news articles; magazines; excerpts of novels	
Funding Source:	General Fund	
Board of Trustees Textbook Adoption Date:	05/13/2014	

Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

EDUCATIONAL SERVICES**Course Title: French 4 Honors****TABLE OF CONTENTS**

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EDUCATIONAL SERVICES

Department: **World Language**

Course Title: **French 4 Honors**

Course Number: _____

Unit Title: **Personal and Public Identities**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Communication 1 Interpretive

WL.CM1.I

Demonstrate understanding of the main idea and some details on some informal topics related to self and the immediate environment. Demonstrate understanding of sentences in authentic texts that are spoken or written.

Communication 2 Interpersonal

WL.CM2.I

Participate in real-world, spoke or written conversations related to self and the immediate environment. Create sentences and strings of sentences to ask and answer a variety of questions in transactional and some informal settings.

Communication 3 Presentational

WL.CM3.I

Make simple presentations in culturally appropriate ways on transactional and informal topics related to self and the immediate environment. Use sentences and strings of sentences through spoken, written, or signed language using the most suitable media and technologies to present and publish.

Communication 4: Settings for Communication

WL.CM4.I

Participate in opportunities to use age-appropriate, culturally authentic, real-world, and academic language in transactional and some informal settings within target-language communities in the United States and around the world.

Culture 1: Culturally Appropriate Interaction

WL.CL1.I

Interact with understanding in a variety of familiar age-appropriate transactional situations and common daily and informal settings.

Culture 2: Cultural Products, Practices and Perspectives

WL.CL2.I

Experience, recognize, and explore the relationships among typical age-appropriate target cultures' products, practices, and perspectives in culturally appropriate ways in transactional situations and some informal settings.

Culture 3: Cultural Comparisons

WL.CL3.I

Exchange information about similarities and differences among common daily products, practices, and perspectives in the immediate environment in the mainstream cultures of the United States, the students' own cultures, and the target cultures.

Connections 2: Diverse Perspectives and Distinctive Viewpoints

WL.CN2.I

Identify diverse perspectives and distinctive viewpoints on topics related to self and the immediate environment in the target language from age-appropriate authentic materials from the target cultures.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- Students will review the future tense and be able to use it to talk about the future and hypothetical situations in the future.
- Students will review the conditional and will be able to talk about hypothetical situations that have not happened.
- Students will learn how to write sentences using indirect speech. They will be able to report what speakers and writers have said.
- Students will review the use of demonstrative pronouns and learn how to use interrogative pronouns. Students will be able to ask and answer questions in an advanced way that does not require the repetition used in lower levels. They will be able to make comparisons among various things and people.
- Students will review and expand on their use of relative pronouns so that they will be able to write complex sentences that connect multiple ideas.
- Students will learn vocabulary related to personal values; alienation and assimilation; gender issues; language and identity; multiculturalism; nationalism and patriotism.
- Students will read and listen to authentic documents (videos, excerpts from novels, etc.) related to World War II specifically as it affected daily life in France, specifically of marginalized communities such as Jewish people. Students will be able to understand details of these materials and integrate this information into their own writing and speaking. Students will be able to make comparisons to events and treatment of people during WWII in France to how people across time have been and are treated in the U.S.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- Class will be conducted primarily in French with English usage being very limited.
- Students are expected to speak French in class with each other and with the teacher.
- Instructional strategies will include:
 - Lecture
 - Student / teacher question and answer
 - Interviews and partner dialogues; role play
 - Partner and group cooperative learning
 - Group and class discussions and debates of class readings and activities
 - Informational, persuasive speeches & oral presentations
 - Online: French news programs, podcasts with transcripts, cultural readings and audio
 - Online native speaker conversations and readings of literary works or news
 - Reading and listening for comprehension
 - Writing letters, articles and presentations
 - Analyze songs, including cloze activities and translation
 - Videos corresponding to text vocabulary and grammar
 - French films

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- Students will have daily homework which will include: book and / or workbook exercises, short writing assignments which reflect the vocabulary and /or grammar topic studied, internet activity such as “RFI” summary, online vocabulary activities, dialogues, article activities or reviews, and others.
- Students take quizzes on unit grammar in small chunks and on vocabulary.
- Students take a summative exam on all the unit grammar using it in context.
- Student comprehension of reading and listening as well as their writing and speaking performance (interpersonal and presentational) on the topic of life for Jewish people in World War II is tested through an Integrated Performance Assessments (IPA) using the national ACTFL rubrics to grade. There are 2-3

formative assessments for each of the four skills (reading, writing, listening and speaking) before the summative IPA on the four skills.

- Students will prepare a summative project in which they create their own testimonial to the events of WWII in the form of artwork, song, literature (poem or prose), or film and for which they include a written explanation in French that identifies and explains the themes you wanted to highlight with your work, as well as the relevant factual information brought from the unit upon which your work was based.
- Students will take an active role in daily activities.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Students have access to tutoring from me as well as from French Honor Society students. Students who score less than 80% on any section of a grammar assessment may retake that assessment for up to 80% following supplemental practice exercises and tutoring sessions to prove preparedness.

EDUCATIONAL SERVICES

Department: **World Language**

Course Title: **French 4 Honors**

Course Number: _____

Unit Title: **Ideals of Beauty in the World**

Communication 1 Interpretive

WL.CM1.I

Demonstrate understanding of the main idea and some details on some informal topics related to self and the immediate environment. Demonstrate understanding of sentences in authentic texts that are spoken or written.

Communication 2 Interpersonal

WL.CM2.I

Participate in real-world, spoke or written conversations related to self and the immediate environment. Create sentences and strings of sentences to ask and answer a variety of questions in transactional and some informal settings.

Communication 3 Presentational

WL.CM3.I

Make simple presentations in culturally appropriate ways on transactional and informal topics related to self and the immediate environment. Use sentences and strings of sentences through spoken, written, or signed language using the most suitable media and technologies to present and publish.

Communication 4: Settings for Communication

WL.CM4.I

Participate in opportunities to use age-appropriate, culturally authentic, real-world, and academic language in transactional and some informal settings within target-language communities in the United States and around the world.

Culture 1: Culturally Appropriate Interaction

WL.CL1.I

Interact with understanding in a variety of familiar age-appropriate transactional situations and common daily and informal settings.

Culture 2: Cultural Products, Practices and Perspectives

WL.CL2.I

Experience, recognize, and explore the relationships among typical age-appropriate target cultures' products, practices, and perspectives in culturally appropriate ways in transactional situations and some informal settings.

Culture 3: Cultural Comparisons

WL.CL3.I

Exchange information about similarities and differences among common daily products, practices, and perspectives in the immediate environment in the mainstream cultures of the United States, the students' own cultures, and the target cultures.

Connections 2: Diverse Perspectives and Distinctive Viewpoints

WL.CN2.I

Identify diverse perspectives and distinctive viewpoints on topics related to self and the immediate environment in the target language from age-appropriate authentic materials from the target cultures.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- Students will review and expand on the use the comparative and superlative forms. Students will be able to make comparisons between two people/things or between one person/thing and a whole group.
- Students will review forms and uses of the subjunctive mood. They will expand on the uses and be able to distinguish when to use subjunctive in place of the indicative. Students will be able to write complex sentences that talk about doubts, wishes, emotion and obligations.
- Students will learn the forms of the past subjunctive. Students will be able to write sentences using this verb tense and be able to recognize it in reading to understand more complex sentences.
- Students will learn vocabulary related to architecture, ideals of beauty, performing and visual arts. Students will be able to talk about how ideals of beauty in various cultures effect self-esteem and standards one strives for and compare these ideals and feelings with their own and those of other American students. Students will also be able to discuss architecture and art in the francophone world and attitudes in these communities related to art and how that compares to American attitudes toward art.
- Students will read articles and listen to podcasts related to ideals of beauty in the world and be able to write and talk about this theme while making comparisons to the U.S. Students will also be able to talk about how ideals of beauty effect women’s place in society.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- Lecture
- Student / teacher question and answer
- Interviews and partner dialogues; role play
- Partner and group cooperative learning
- Group and class discussions and debates of class readings and activities
- Informational, persuasive speeches & oral presentations
- Online: French news programs, podcasts with transcripts, cultural readings and audio
- Online native speaker conversations and readings of literary works or news
- Reading and listening for comprehension
- Writing letters, articles and presentations
- Analyze songs, including cloze activities and translation
- Videos corresponding to text vocabulary and grammar
- French films

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- Students will have daily homework which will include: book and / or workbook exercises, short writing assignments which reflect the vocabulary and /or grammar topic studied, internet activity such as “RFI” summary, vocabulary flashcards, dialogues, article activities or reviews, and others.
- Students will have grammar and vocabulary quizzes in chunks on the unit material.
- Student will have a unit exam including all the grammar and vocabulary in context.
- Student comprehension of reading and listening on the theme of beauty ideals as well as their writing and speaking performance is tested through an Integrated Performance Assessments (IPA) using the national ACTFL rubrics to grade. Students will complete 2-3 formative assessments in each of the four skills on this theme before the summative IPA.
- Students will complete a collaborative project comparing styles of architecture in the francophone world throughout time.
- Students will take an active role in daily activities.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Students have access to tutoring from me as well as from French Honor Society students. Students who score less than 80% on any section of a grammar assessment may retake that assessment for up to 80% following supplemental practice exercises and tutoring sessions to prove preparedness.