

**Murrieta Valley Unified School District**  
**High School Course Outline**  
**April 2011**

**Department:** Foreign Language

**Course Title:** French 4

**Course Number:** 4225

**Grade Level:** 12

**Length of Course:** Year

**Prerequisite:** An A or B in French 3, or a C with the instructor's approval.

**UC/CSU (A-F) REQUIREMENT:** E

**I. Goals**

The student will:

- A. Study and analyze French literature, including short stories, novels, newspaper articles and comic books, the philosophies presented through the literature, and the context from which it was created, in the target language.
- B. Write critical paragraphs and essays in French analyzing the literature studied, and using the grammar, vocabulary and structures studied in the textbook.
- C. Discuss orally in French the themes, philosophies and concepts presented through the literature and classroom textbook.
- D. Comprehend and discuss developments in the French social, political and economic world as presented through current events and textbook topics in the target language.
- E. Express and describe in oral and written French contemporary issues and situations as presented through authentic French literature and the classroom textbook.
- F. Study and analyze French films, the philosophies presented through the films, and the context from which they were created, in the target language.
- G. Evaluate in French the relations between France and other parts of the world.
- H. Develop a high level of written and oral fluency in French to express original and creative thought in the target language.

- I. Develop a greater ability to correctly use higher grammatical structures as studied within the context of literature, discussions, textbook cultural units and film. Grammar texts will supplement student understanding where necessary.

## II. Outline of Content for Major Areas of Study

### Semester 1

Students will continue to study French language, customs and philosophies through the cultural units presented in the textbook, video and listening CD program. They will study the grammar and vocabulary activities in these chapters to broaden their ability to express themselves in French. They will participate in classroom projects and simulations of situations encountered when living in France, including, but not limited to:

- A. Traveling, making plans, exchanging information, describing experiences
- B. Discussing responsibilities, obligations, work ethics, making requests and excuses
- C. Demonstrating the importance of fashion in culture, paying and responding to compliments, giving opinions
- D. Discussing career planning, job training, overseas career opportunities, writing formal letters, expressing intentions, conditions and possibilities
- E. Discussing family relationships, accepting and refusing suggestions, showing and responding to hospitality, quarreling, making apologies, expressing and responding to thanks
- F. Examining francophone cultures including that of France, Belgium, Switzerland, Senegal and Morocco

Students will also begin to analyze authentic French literature through the excerpts presented in this text to further increase their vocabulary, and to study and discuss French politics, economics, culture, and society. Students will also read short stories, fables, a comic book and a novel. They will write paragraphs and participate in oral discussions in French, which will critique the literature, as well as discuss the culturally diverse philosophies and customs presented in each unit and compare them to life in the United States. In addition, students will read a French newspaper, prepare and discuss current events in French. They will participate in activities, which include:

- A. Reading comprehension
- B. Vocabulary Extension
- C. Descriptive and narrative paragraphs

- D. Discussions
- E. Comic book writing

## Semester 2

Students will continue to study French language, customs and philosophies through the cultural units presented in this textbook, video and listening CD program. They will study the grammar and vocabulary in the text, as well as in a variety of authentic French materials and literature, to broaden their ability to express themselves in French. They will participate in classroom simulations of situations encountered when living in France, including, but not limited to:

- A. Discussing environmental concerns, making preparations for an African safari; making suppositions, expressing doubt and certainty, expressing astonishment and fear, cautioning and reassuring someone and expressing relief
- B. Comparing fast paced, crowded modern cities and traditional small village culture; complaining and expressing annoyance
- C. Discussing multilingual Canadian broadcasting, and favorite movies and television programs; asking about and summarizing a story; asking for and making judgments and recommendations; agreeing, disagreeing, and expressing indifference
- D. Comparing the daily routines of francophone teenagers with those of their American counterparts; bragging, flattering and teasing; breaking some news; showing interest; expressing disbelief; telling a joke
- E. Planning parties and celebrations; asking for confirmation and explanations; writing thank you notes
- F. Preparing for sporting events in francophone countries; discussing stereotypes of people in francophone countries; expressing excitement and disappointment; expressing anticipation, certainty and doubt, making suppositions, and inquiring
- G. Examining francophone cultures including that of Central Africa, Tunisia, Canada, Guadeloupe, Louisiana and the Cajun people

Students will also continue to analyze authentic French literature through the excerpts presented in this text to further increase their vocabulary, and to study and discuss French politics, economics, culture, and society. Students will also read short stories, and novels. They will write paragraphs and participate in oral discussions in French, which will critique the literature, as well as discuss the culturally diverse philosophies and customs presented in each unit and compare them to life in the United States. In addition, students will read a French newspaper, prepare and discuss current events in French. They will participate in activities, which include:

- A. Reading comprehension

- B. Discussion of the political world which inspired the novel
- C. Discussion of the philosophies and themes in the novel
- D. Vocabulary Extension
- E. Essays
- F. Discussions

### **III. Accountability Determinants**

- A. Teacher observation of daily classroom participation, effort, behavior and achievement
- B. Free Response Questions and teacher generated tests
- C. Oral quizzes and presentations
- D. Taped oral response activities
- E. In class assignments and discussions
- F. Homework and projects
- G. Reading comprehension activities
- H. Paragraphs and Essays

Time spent in French language 90% – 100%

### **IV. Required Texts**

DeMado, John and Emmanuel Rongi eras d'Usseau, *Allez, Viens!* Level 3, Chapters 5-12, First edition, Text, Holt, Rinehart and Winston, New York, 2000.

DeMado, John and Emmanuel Rongi eras d'Usseau, *Allez, Viens!* Level 3, Chapters 5-12, First edition, Practice and Activity Workbook, Holt, Rinehart and Winston, New York, 2000.

### **IV. Supplementary materials**

Including but not limited to:  
 Newspapers  
 Periodicals

Videos  
CD-ROMs  
The Internet

DeMado, John and Emmanuel Rongi ras d'Usseau, *Allez, Viens!* Level 3, Chapters 5-12, First edition, Grammar and Vocabulary Workbook, Holt, Rinehart and Winston, New York, 2000.

Blume, Eli, *French Two Years Workbook*, Workbook Edition, AMSCO School Publications, Inc., New York, 1979

Literature will include, but will not be limited to:

*Les Aventures du Petit Nicolas*, Kaplan (in class only)

*Tintin en Am rique*, Herg 

*Le Petit Prince*, Saint-Exup ry (novel)

*Fables de la Fontaine*

*Le Journal Fran ais d'Am rique*