

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

<b>Department:</b>	Foreign Language
<b>Course Title:</b>	French 3
<b>Course Number:</b>	4220
<b>Grade Level:</b>	11-12
<b>Length of Course:</b>	Year
<b>Prerequisite:</b>	Completion of French Level Two with a grade of A or B, or a C with the approval of the instructor.

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

**I. Goals**

The student will:

- A. Develop an advanced intermediate level of written and oral fluency in French to express original and creative thought in the target language.
- B. Continue to develop a more advanced level of listening proficiency to comprehend more in depth French communication
- C. Write analytical and critical paragraphs and essays in the French language using the grammar, vocabulary and structures studied in the textbook
- D. Make oral presentations in French based on the variety of subjects, themes, philosophies and concepts presented through the literature and classroom textbook, and using the grammar, vocabulary and structures studied in the textbook
- E. Comprehend and discuss contemporary issues and situations, and developments in the French social, political and economic world as presented through current events and textbook topics in the target language
- 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 the relations between francophone countries and other parts of the world

- H. Develop a greater ability to correctly use 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 this textbook, video and listening CD program. They will participate in classroom projects and simulations of situations encountered when living in France, including, but not limited to:

- A. Review topics studied in French 1 and 2, including discussing likes and dislikes; talking about travel plans, clothing, leisure activities and schedules as they relate to levels of interest, the seasons and weather, and regional opportunities and customs
- B. Review topics studied in French 1 and 2, including describing people and places, asking about and expressing feelings, comparing American homes and family life styles to those of francophone countries; using a wide variety of regular and irregular adjectives, possessive and object pronouns, speaking in the present and the past using the **imperfect** tense and the *Passé Composé*
- C. Expanding on dining and meal planning in a variety of francophone regions, preparing regional recipes, planning a vacation on a Caribbean island, describing quantities and giving directions; using the *plus-que parfait, future, future antérieur, conditionnel* and the *passé conditionnel*
- D. Comparing American school routines with those at a university or a French *lycée*; expressing concern, satisfaction and frustration; sympathizing, consoling, congratulating and reprimanding; giving reasons and making excuses; using reflexive verbs and relative pronouns
- E. Discussing the influence of French artists and writers such as Molière and Rodin.

Students 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.

### 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 participate in classroom simulations of situations encountered when living in France, including, but not limited to:

- A. Discussing health and exercise habits; expressing concern and complaining; finding supplies in a pharmacy; figures of speech

- B. Discussing types of *châteaux* and French history; asking opinions, expressing enthusiasm, indifference, dissatisfaction, and doubt; planning and journaling a trip to an historic French region
- C. Telling what or whom you miss; reassuring someone, reminiscing; wondering what happened and offering possible suggestions; breaking some news; using relative pronouns; using the **subjunctive**
- D. Sharing a confidence, asking for and giving advice, favors or excuses; making and accepting apologies
- E. Emphasizing likes and dislikes; making and responding to suggestions; discussing music and the movie industry in France; giving opinions and summarizing
- F. Planning a camping trip; discussing the environmental concerns and ecology; using the **future** and **conditional** tense

Students 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.

### III. Accountability Determinants

- A. Teacher observation of daily classroom participation, effort, behavior and achievement
- B. Free response questions
- C. Projects, simulations and presentations
- D. Teacher generated tests
- E. In class discussions and assignments
- F. Homework each class meeting
- G. Formal written essays
- H. Time spent in French language 70% – 95%

### IV. Required Texts

DeMado, John and Emmanuel Rongi eras d'Usseau, *Allez, Viens!* Level 2, Chapters 7-12, and Level 3, Chapters 1-4, First edition, Text, Holt, Rinehart and Winston, New York, 2000.

DeMado, John and Emmanuel Rongi eras d'Usseau, *Allez, Viens!* Level 2, Chapters 7-12, and Level 3, Chapters 1-4, First edition, Practice and Activity Workbook, Holt, Rinehart and Winston, New York, 2000.

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

## **V. Supplementary materials**

Including but not limited to:

Newspapers

Periodicals

Videos

CD-ROMs

The Internet

DeMado, John and Emmanuel Rongi eras d'Usseau, *Allez, Viens!* Level 2, Chapters 7-12, and Level 3, Chapters 1-4, First edition, Grammar and Vocabulary Workbook, Holt, Rinehart and Winston, New York, 2000.