

SACRED HEART PREPARATORY
SCOPE & SEQUENCE

COURSE TITLE: Advanced French Conversation
INSTRUCTOR: Department Assignment

DEPARTMENT: World Languages
TERM OFFERED: Full Year Course

I. ENDURING UNDERSTANDINGS

1. French-speaking countries and communities share some values and cultural traditions with one's own values and culture while maintaining unique differences in values and culture from one's own.
2. Literature and films in French express values and cultural aspects of the various French-speaking communities and cultures.

II. COURSE CONTENT

This intermediate level course is designed for students who have demonstrated outstanding communication and writing skills. Through the study and discussion of articles, films, French newscasts, video-clips of films, short stories or short tales, poems and songs, students continue to develop the four skills of language learning: listening, speaking, reading and writing, useful to develop the three main modes of communication: interpersonal, interpretive and presentational.

In addition, students continue to be exposed to the French-speaking world and its cultures, and further learn about the French character and identity, France and its regions, including some overseas territories such as the French Caribbean, some major historical episodes and current issues facing French society. Moreover, some grammatical concepts previously studied are reviewed in context and further developed. Several new grammatical concepts are also introduced.

This course is organized around thematic units of study guided by essential questions that focus on the following themes: personal relationships, friendships, and love; daily routines; sports and leisure activities; Francophone peoples in the USA; Acadia and Louisiana; city life; major French cities; French celebrations such as Christmas, the New Year, “la galette des rois”; new year’s resolutions; the influence of the media; France and World War II; traditional French fairy tales and some African tales; a French novel (*Le Petit Prince*); nature and environment; and extreme sports. Vocabulary is learned in conjunction with these main themes.

These units of study develop the five C’s of world language learning (Communication, Cultures, Comparisons, Communities, and Connections) as they guide students to connect and compare their own culture(s) and communities with those of French-speaking communities and cultures in order to produce interpersonal, interpretive and presentational communication.

Authentic materials and resources (printed, digital, audio, audio-visual) are integrated with a variety of speaking, listening, reading and writing activities that enable students to also practice useful 21st century World Language skills, such as global awareness, social and cultural skills, critical thinking skills, media literacy, creativity, communication and collaboration.

This course is conducted almost exclusively in French, and students are required to use the target language.

Specifically:

- **Grammar topics include review of:** the present tense for regular and frequently used irregular verbs; adjective agreements and placement; adverb formation; idiomatic expressions with “avoir”; future; pronominal verbs in the present and “passé composé” tenses; formation of “passé composé”; “imparfait”; direct and indirect pronouns. In addition, new grammatical concepts include: the distinctions between “imparfait” and “passé composé” and using these two tenses appropriately; all verb agreements with “passé composé”; the conditional tense; and the subjunctive mood to express desires, wishes, and some emotions, and to make recommendations.

- **Communicative skills stressed include:** Describing and narrating using a variety of tenses such as present, imperative, future, conditional, “imparfait,” and “pasé composé;” expressing wishes, desires, emotions and recommendations using the subjunctive; making some cultural comparisons; summarizing a short text or video-clip; analyzing ideas, images, and metaphors; expressing and justifying one’s opinions.
- **Reading skills stressed include:** reading for detailed comprehension; being able to extract main ideas as well as supporting details; making inferences and predictions; summarizing essential points; analyzing passages focusing on character development and/or plot; making cultural comparisons; relating readings to one’s life or one’s aspirations.
- **Oral skills are developed as much as possible with authentic materials and resources, and stress:** improving one’s interpretive listening comprehension skills; developing oral fluency; practicing spoken presentational and interpersonal communication skills.
- **Cultural topics studied in this course include:** some important geographical facts about France; several major French and francophone cities; La Martinique; the history of Acadia and Louisiana; France and World War II; several typical French celebrations; French television, newspapers and ads; universal themes found in *Le Petit Prince* and other French tales or short stories. Vocabulary is learned in conjunction with these themes. These topics invite students to make frequent linguistic and cultural comparisons between their own culture and those of French-speaking communities and cultures.

III. INSTRUCTIONAL MATERIALS

- . 2013-2014: *D’accord*, Level 3 (Vista Higher Learning): textbook, workbook, and Supersite access
- . 2014-2015: *Bien Dit!*, Level 3 (Holt McDougal, Houghton Mifflin Harcourt) : e-book and workbooks
- . *Le Petit Prince*, Antoine de St Exupéry
- . Selected material provided by the teacher

IV. COURSE OBJECTIVES (Aligned with the 2012 ACTFL Performance Descriptors for Language Learners¹)

Upon completion of this course, the student will improve performance in each of the three modes of communication below for the **ADVANCED LOW** range of performance:

INTERPERSONAL: Speaking and listening (conversation); reading and writing (text messages or via social media)

- Understands paragraph-length conversations, short presentations, or interviews delivered by French native speakers.
- Maintains conversations on familiar topics mainly related to self, one’s direct environment, school, and several current events.
- Able to produce discourse in oral paragraphs that are organized and cohesive, with some details
- Able to share and justify points of view in oral discussions.
- Able to ask questions to probe beyond basic details.

¹ ACTFL Performance Descriptors for Language Learners Copyright ACTFL, Inc., 2012

- Communicates using high frequency and personalized vocabulary within familiar themes or topics while integrating a broader range of vocabulary related to school, topics of personal interest, and generic vocabulary related to current events and matters of public and community interest.
- Recognizes and uses some culturally appropriate vocabulary, expressions, and/or gestures when participating in everyday interactions.
- Recognizes that differences exist in cultural behaviors and perspectives, and can conform in familiar as well as formal situations.

INTERPRETIVE: Reading (websites, stories, articles), listening (speeches, messages, songs), or viewing (video clips) of authentic materials

- Understands main ideas and some supporting details about familiar and some new topics from a variety of texts.
- Comprehends information related to basic personal and social needs, and relevant to one’s immediate environment, such as self, everyday life, school, community, and particular interests.
- Comprehends simple stories, routine correspondence, short descriptive texts, simple newspaper articles and some texts pertaining to real-world topics of general interest relevant to personal, social, community, national, and international contexts.
- Comprehends paragraph discourse, such as that found in stories, straightforward literary works, personal correspondence, some news, and other texts dealing with topics of a concrete nature.
- Exhibits sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.) to understand fully and with ease short, non-complex texts on familiar topics; exhibits limited control of language to understand some more complex or more literary authentic texts.
- Comprehends high frequency vocabulary related to everyday topics and high frequency idiomatic expressions as well as some generic and specific vocabulary and structures related to one’s experience.
- Generally relies heavily on knowledge of own culture with increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.

PRESENTATIONAL: Writing (messages, articles, reports), speaking (telling a story, giving a speech, describing a poster), or visually representing (video or slideshow)

- Communicates information and expresses own thoughts about familiar topics, and some new concrete topics, using paragraphs with some details and organization.
- Produces narrations and descriptions in most major time frames on familiar, and some unfamiliar, topics.
- Creates messages effectively in contexts both personal and general.
- Produces paragraphs that are organized and with some details.
- Uses vocabulary related to everyday topics of personal interest, topics that have been studied, and some topics of personal, public, and community interest.
- Uses some culturally appropriate vocabulary, expressions, and/or gestures.
- Reflects some knowledge of cultural differences related to written and spoken communication.

V. METHODS OF ASSESSMENTS

The “products” created for each of the three modes of communication (interpersonal, interpretive, and presentational) are assessed using rubrics that are based on the 2012 ACTFL Performance Descriptors for Language Learners.

VI. PRE-REQUISITES

Students who receive a grade of A- or higher in French 2 Honors may take this course.

Students who receive a grade of A in French 2 may take this course but with teacher-initiated recommendation and department consent.