

**SACRED HEART PREPARATORY
SCOPE & SEQUENCE**

COURSE TITLE: French 4 Honors
INSTRUCTOR: Department Assignment

DEPARTMENT: World Languages
TERM OFFERED: Full Year Course

I. ENDURING UNDERSTANDINGS

1. Continued study of French opens communication and knowledge of Western art, history, politics, and economics.
2. France and French-speaking countries have produced key historical figures and contributors to world art, history, and politics.
3. France and French-speaking countries share similarities in their history, language, and major religion, while each maintains its unique identity through its respective histories, French language development, and national identity.

II. COURSE CONTENT

This level 4 honors course is designed for students who have demonstrated outstanding language and communication skills. In this course, students continue to explore issues related to the French-speaking world via regular discussions and debates, readings, analyses of literary texts, movies, and/or songs. Students also refine their language skills and enhance their vocabulary acquisition as they work on the four skills of language learning: listening, speaking, reading and writing, useful to develop the three main modes of communication: interpersonal, interpretive and presentational.

This course is organized around thematic units of study guided by essential questions that focus on the following themes: traveling, school life, food and drinks, family and relationships, vacation, transportations, the media and current events, the arts, jobs and careers, housing, new technologies, and leisure activities. Vocabulary is, therefore, 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.

Grammar topics reviewed include all pronouns, the subjunctive mood, and relative pronouns.

This course is conducted entirely in French and students are required to participate in French.

III. INSTRUCTIONAL MATERIALS

- *Bravo*, 7th edition, by Muyskens, Judith, et al. (Heinle Cengage Learning): textbook, workbook, and online resources
- Other materials selected 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.

- Expresses self fully to maintain conversation on familiar topics and new concrete social, academic and work-related topics.
- Communicates in paragraph-length conversation about events with some detail and good organization.
- Comprehends and produces a broad range of vocabulary related to everyday life and current events.
- Can understand and produce discourse in oral paragraphs that are organized and cohesive, with some detail.
- Can ask questions to probe beyond basic details.
- Demonstrates consistent control of basic high frequency structures facilitates comprehension and production.
- Shows conscious awareness of significant cultural differences and attempts to adjust accordingly.

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

- Understands main ideas and some supporting details on familiar, and some new topics from a variety of texts.
- Comprehends the main ideas and supporting details of narrative, descriptive, and persuasive texts.
- Comprehends paragraph discourse such as that found in literary texts.
- Shows sufficient control of language to understand with ease more complex and descriptive texts.
- Comprehends generic and some specific vocabulary and structures, specialized and precise vocabulary on topics related to one's experience.
- Uses knowledge of cultural differences between own culture and target culture to interpret texts.

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

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

- Communicates information and expresses self with detail and organization on new topics using paragraphs.
- 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 detailed.
- Produces a broad range of vocabulary related to everyday topics of personal interest, topics that have been studied, and some topics of personal, public and community interest.
- Uses cultural knowledge appropriate to the presentational context.

V. METHODS OF ASSESSMENTS

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

VI. PRE-REQUISITES

Completion of French 3 with a grade of A.

Completion of French 3 Honors with a grade of B⁺ or higher.