

**MT. DIABLO UNIFIED SCHOOL DISTRICT
COURSE OF STUDY**

COURSE TITLE:	<u>FRENCH HONORS</u>
COURSE NUMBER:	
DEPARTMENT:	Foreign Language
LENGTH OF COURSE:	One Year
CREDITS PER SEMESTER:	5
GRADE LEVEL(S)	10-12
REQUIRED OR ELECTIVE:	Elective
PREREQUISITES:	French III or consent of instructor

BOARD OF EDUCATION ADOPTION:

COURSE DESCRIPTION

French Honors is an exciting, performance-based course which exposes students to selected pieces of literature and culture while progressing on the continuum of developing fluency in French. They become independent users of the language as they participate in activities spanning a variety of themes and topics. They transition from topics of the immediate environment to those of more global perspectives. While perfecting their grammar and phonology, students will begin to adapt vocabulary to personal needs and increase their listening and speaking confidence levels. As they continue the study of literature of the target cultures, they further expand their intercultural knowledge and awareness. Students will develop both practical and long-range intellectual benefits.

(Aligned with State Framework and National Standards)

COURSE OUTLINE

1. MAJOR GOALS

- 1.1 To communicate effectively in the target language.
- 1.2 To develop a broader understanding of appropriate cultural perspectives and attitudes through literature.
- 1.3 To participate in appropriate cultural behaviors.
- 1.4 To appreciate cultural values essential to a perceptive, educated human being.
- 1.5 To increase intellectual acuity and multicultural understandings critical to the

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harmony of the interdependent world community.

2. PERFORMANCE OBJECTIVES

At the Honors Level , there is a continuation and expansion of the communicative functions, cultural understandings, and content components introduced in Levels I, II, and III. In addition, students will be able to meet the following objectives:

2.1 Communicative Functions

- 2.1.1 Comprehend text or dialogue involving speculation and current events.
 - 2.1.2 Support an expressed opinion by offering reasons, examples and details.
 - 2.1.3 Provide a comprehensive explanation of oral and written texts.
 - 2.1.4 Make predictions about possible outcomes.
 - 2.1.5 Read and understand authentic materials and resources.
 - 2.1.6 Use previously introduced figurative language.
 - 2.1.7 Discuss and interpret literary works.
 - 2.1.8 Discuss and comment on current events from various sources such as newspaper, magazine articles, television, internet, etc.
 - 2.1.9 Give and follow multi-step and detailed instructions.
 - 2.1.10 Develop note-taking skills in the target language.
 - 2.1.11 Summarize or paraphrase presented material.
 - 2.1.12 Initiate, engage in, and close a conversation.
- 2.2 Cultural Understandings**
- 2.2.1 Identify and appreciate the works of significant authors.
 - 2.2.2 Broaden student’s understanding of the significance of religious, political, and economic influences on the target culture(s).

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- 2.2.3 Understand the significance of artists who have made major contributions to the world of fine arts.
- 2.2.4 Identify recurring cultural and literary themes.
- 2.2.5 Compare and contrast the target culture(s) with the American culture.
- 2.2.6 Develop a historical perspective of different cultural viewpoints through literature.
- 2.2.7 Research further career possibilities dealing with world languages.

3. CONTENT COMPONENTS

At the Honors Level, there is a continuation and expansion of the content components introduced earlier. In addition, the following are developed:

- 3.1 Themes/Topics/Vocabulary Focus
 - 3.1.1 Enriched practical vocabulary
 - 3.1.2 Literary terms appropriate for literary study
 - 3.1.3 Current events in historical and literary contexts
 - 3.1.4 Active verbs appropriate for expository writing
- 3.2 Structure, Syntax, and Idioms
 - 3.2.1 Relative, interrogative and demonstrative clauses
 - 3.2.2 Passive and active voice
 - 3.2.3 Indirect discourse
 - 3.2.4 Logical sequence and review of all tenses
 - 3.2.5 Idiomatic Expressions

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- 3.3 Cultural Awareness
 - 3.3.1 Expansion of the range of literary works
 - 3.3.2 Cross-cultural communication such as letter writing, pen pals, social media, etc.
 - 3.3.3 Concepts of broader cultural, artistic, and social significance
 - 3.3.4 Contemporary France
 - 3.3.5 La Francophonie
 - 3.3.6 Career exploration

4. TIME ESTIMATES

- 4.1 Instructional sequences vary in length from a few days to several weeks.
- 4.2 Instructional components may be recursive, with reinforcement provided in an integrated way.

5. INSTRUCTIONAL MATERIALS

- 5.1 District-adopted textbooks
- 5.2 Supplementary materials
- 5.3 Audiovisual materials
- 5.4 Technology materials (e.g. computers, document cameras, etc.)
- 5.5 Artifacts and realia

6. EVALUATION OF STUDENT PROGRESS: Performance-based and Ongoing

- 6.1 Oral participation
- 6.2 Oral presentations
- 6.3 Writing assignments

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- 6.4 Quizzes and tests
- 6.5 Research papers and projects
- 6.6 Interpretive communication

COMMITTEE MEMBERS

<u>NAME</u>	<u>TITLE</u>	<u>SCHOOL</u>
Lucia Amerson	Teacher	Sequoia Middle School
John Altschull	Teacher	College Park High School
Eric Berson	Teacher	Concord High School
Hellena Postrk	School Support Administrator	Dent Center