



COURSE OUTLINE/ALIGNMENT TO CALIFORNIA STATE STANDARDS AND EXPECTED SCHOOLWIDE LEARNING RESULTS: (Continued)

<u>Assignment</u> <u>Course Content/Objectives:</u>	<u>Standards</u> <u>Addressed:</u>	<u>ESLRS:</u>
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Les Cles (articles)

- a) Culture
- b) Leisure
- c) Politics
- d) Science
- e) Nature
- f) Arts
- g) The world

La Belle et Bete

Au Revoir Les Enfants (Film)

Petet Nicolas

La Gloire de Mon Pere (Film)

DISTRICT/STATE CONTENT STANDARDS ADDRESSED:

**Foreign Language (Grades 9-12):**

1. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - 1.1 Students follow and give directions for participating in cultural activities and investigating the function of products of the foreign culture. They ask and respond to questions for clarification.
  - 1.2 Students exchange information about personal events, memorable experiences, and other school subjects with peers and/or members of the foreign culture.
  - 1.3 Students compare, contrast, and express opinions and preferences about the information gathered regarding events, experiences, and other school subjects.
  - 1.4 Students acquire goods, services, or information orally and/or in writing.
  - 1.5 Students develop and propose solutions to issues and problems related to the school or community.
2. Students demonstrate an understanding of and interpret written and spoken language on a variety of topics.
  - 2.1 Students demonstrate comprehension of information and messages related to other school subjects.
  - 2.2 Students demonstrate understanding of announcements and messages connected to daily activities in the target culture.
  - 2.3 Students demonstrate understanding of the main themes and significant details on topics from other subjects and products of the cultures as presented on T.V., radio, video, or live presentations.

- 2.4 *Students demonstrate understanding of the main themes and significant details on topics from other subjects and products of the cultures as found in newspapers, magazines, e-mail, or other printed sources used by speakers of the target language.*
- 2.5 *Students identify the principal characters and comprehend the main ideas and themes in selected literary texts.*
- 2.6 *Students use knowledge acquired in other settings and from other subject areas to demonstrate comprehension of spoken and written messages in the target languages.*
3. *Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.*
  - 3.1 *Students present short plays and skits, recite selected poems and anecdotes, and perform songs in the language.*
  - 3.2 *Students prepare audio or video recorded messages to share on topics of personal interest.*
  - 3.3 *Students prepare stories or brief written reports about personal experiences, brief personal events, or other school subjects to share.*
  - 3.4 *Students prepare an oral or written summary of the plot and characters in selected pieces of literature.*
  - 3.5 *Students summarize the content of an article or documentary intended for native speakers in order to discuss the topics via e-mail with other users or speakers of the language.*
  - 3.6 *Students write a letter or an article for a student-target publication describing and analyzing an issue.*
  - 3.7 *Students prepare a research-based analysis of a current event from the perspective of both the United States and target cultures.*
4. *Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.*
  - 4.1 *Students interact in a variety of cultural contexts that reflect both peer-group and adult activities within the culture studied, using the appropriate verbal and non-verbal cues.*
  - 4.2 *Students learn about and participate in cultural practices such as games, sports, and entertainment.*
  - 4.3 *Students identify, analyze, and discuss various patterns of behavior or interaction typical of the culture studied.*
  - 4.4 *Students identify, examine, and discuss connections between cultural perspectives and socially approved behavioral patterns.*
5. *Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.*
  - 5.1 *Students experience (read, listen to, observe, perform, respond creatively to) expressive products of the culture (e.g., stories, poetry, music, paintings, dance, and drama) and then explore the effects of these products on the larger community.*

- 5.2 *Students identify, discuss, and analyze such intangible products of the target culture as social, economic, and political institutions, and explore relationships among these institutions and the perspectives of the culture.*
- 5.3 *Students experience, discuss, and analyze expressive products of the culture including selections from various literary genres and the visual arts.*
6. *Students reinforce and further their knowledge of other disciplines through the foreign language.*
  - 6.1 *Students discuss topics from other school subjects in the target language including political and historical concepts, world-wide health issues, and environmental concerns to demonstrate understanding of the topics.*
  - 6.2 *Students acquire information from a variety of sources written in the target language about a topic being studied in other school subjects.*
  - 6.3 *Students combine information from other school subjects with information available in the foreign language in order to complete activities in the foreign language classroom.*
7. *Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.*
  - 7.1 *Students use a variety of sources intended for speakers of the target language to prepare reports on topics of personal interest, or with which they have limited previous experience and compare these to information obtained on the same topics written in English.*
8. *Students demonstrate an understanding of the nature of language through comparisons of the language studied and their own.*
  - 8.1 *Students recognize that cognates have the same as well as different meanings among languages and speculate about the evolution of language.*
  - 8.2 *Students demonstrate an awareness that some phrases and idioms do not translate directly from one language to another.*
  - 8.3 *Students analyze elements of the target language, such as time and tense, and comparable linguistic elements in English and conjecture about how languages use forms to express time and tense relationships.*
  - 8.4 *Students report on the relationship between word order and meaning and hypothesize on how this may or may not reflect the ways in which cultures organize information and view the world.*
9. *Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.*
  - 9.1 *Students discuss the origins of idioms as reflections of culture, citing examples from the language and cultures being studied and their own.*
  - 9.2 *Students compare nuances of meanings of words, idioms, and vocal reflections in the target language and their own.*
  - 9.3 *Students analyze the relationship of perspectives and practices in the target culture and compare and contrast these with their own.*

- 9.4 *Students analyze the relationship between the products and perspectives in the culture studied and compare and contrast these with their own.*
- 9.5 *Students identify and analyze cultural perspectives as reflected in a variety of literary genres.*
- 10. *Students use the language both within and beyond the school setting.*
  - 10.1 *Students communicate orally or in writing with members of the other culture regarding topics of personal interest or community or world concern.*
  - 10.2 *Students participate in a career-exploration or school-to-work project which requires proficiency in the language and culture.*
  - 10.3 *Students use community resources to research a topic related to culture and/or language study.*
  - 10.4 *Students present information about the language and culture to others.*
  - 10.5 *Students participate in club activities which benefit the school or community.*
  - 10.6 *Students write and illustrate stories to present to others.*
- 11. *Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.*
  - 11.1 *Students consult various sources in the language to obtain information on topics of personal interest.*
  - 11.2 *Students play sports or games from the culture.*
  - 11.3 *Students read and/or use various media from the language and culture for entertainment or personal growth.*
  - 11.4 *Students establish and or maintain interpersonal relations with speakers of the language.*
  - 11.5 *Students attend or view via media culture events and social activities.*
  - 11.6 *Students listen to music, sing songs, or play musical instruments from the target culture.*
- 12. *Students engage in the activities which prepare them to use the target language to achieve career goals.*
  - 12.1 *Students compare and contrast a variety of career options in which the use of languages other than English is critical.*
  - 12.2 *Students demonstrate an understanding that professional roles are shaped by different cultural norms such as age, gender, and class.*
  - 12.3 *Students choose a career objective and outline a plan of language study to enhance the achievement of that objective.*

OUTCOMES:

At the end of French IB HL2, students should be able to do many things in a foreign language:

1. The focus of this class is to prepare the students for the International Baccalaureate French exam.
2. The class focuses on reading, writing, speaking, and listening at the advanced level.
3. The students will be able to read all types of written materials on a variety of advanced subjects: political, environmental, professional, and others.
4. Students will do their own advanced studies. Literature, poetry, grammar, and essay activities will be included.
5. Students are expected to perform at a much higher level than in level 4. They are expected to write longer essays and study, literary concepts.

INSTRUCTIONAL STRATEGIES:

Direct explanation, conversations, question/answer, written response, pictures, audio cassettes, power point presentations, projects, readings, songs, film clips, object identification, research/Internet, film stories, audio/book stories, readers.

ASSESSMENT:

Oral responses, presentations, conversations; written exercise, presentations, conversations, 5 per day sponge/check; chapter tests; unit exams; semester exams and/or projects; research report.