

DUKE ELLINGTON SCHOOL OF THE ARTS

Course Syllabus

Course: French I
Credit: 1
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COURSE DESCRIPTION:

This course provides instruction that enables students to discuss the many reasons for learning languages and to develop an understanding of the people who speak them. To this end, they will be taught the rudiments of the French language by exploring the history, culture, art and architecture, literature, scientific and technological advances of France and the francophone world. This approach aims not only to help students learn and apply effective strategies for second language learning but also to develop an understanding of the people who speak French. To help students become accustomed to the sound of the French language, the teacher will deliver her lessons in French and repeat them in English to facilitate students' understanding of what they are being taught. There will be also great emphasis on pronunciation and listening practice of sound and intonation. Within this context, the course provides students with opportunities to accomplish the goals outlined below.

COURSE GOALS:

Students will...

- Respond to and give oral directions and commands and make routine requests in the classroom and in public places;
- Understand and use appropriate forms of address in courtesy expressions and be able to tell about daily routines and events;
- Ask and answer simple questions and participate in brief guided conversations related to their needs and interests;
- Read isolated words and phrases in a situational context, such as menus, signs, and schedules;
- Comprehend brief written directions and information;
- Read short narrative texts and poems on simple topics; and
- Write familiar words and phrases in appropriate contexts and respond in writing to various stimuli.

Additionally, students will learn:

- About nonverbal communication, such as gestures and body language;
- About the use of circumlocution to express themselves with a limited vocabulary;
- About awareness of current events in the culture;
- The major holidays and geographical features of the countries being studied;
- Greeting and leave taking behaviors in a variety of social situations;

- The appropriate way to respond to introductions and use courtesy behaviors; and
- Appropriate etiquette in a variety of social settings.

TEXTBOOK and MATERIALS

- copies of the textbook *C'est a toi I* and other texts will be distributed as needed
- copy of *Procedures & Routines* in the classroom (which was given and reviewed with students the first week of school)
- a separate binder for this course
- a separate composition notebook
- a dictionary (students with access to the Web can use the following link in lieu of a dictionary) www.granddictionnaire.com

COURSE REQUIREMENTS:

Reading & Writing: Students will be required to read and write both in English and in French. They will learn writing strategies that enable them to write short compositions in French and brief constructed responses in English. They will also read short narratives and poems in French on simple topics (children stories and *comptines*).

Reading selected texts and writing are incorporated in the curriculum to help students develop the habit of writing grammatically correct brief constructed responses and short compositions. Moreover, since writing clarifies thinking by helping students to synthesize what they read and because reading selected texts provide students effective models for developing good writing techniques, the process of reading and writing in English and in French facilitates students' ability to perform these two important skills while at the same time it enables them to learn about French and Francophone culture and to develop their listening comprehension and communicating skills in that language.

Homework: Homework assignments must be completed on time. Failure to do so will result in a zero for the assignments.

Journal: Writing in French on a regular basis constitutes an invaluable method of putting into practice the acquisition of new words and rules learned in the course. Because students of French I will not have a large enough vocabulary in the first advisory, they will keep a journal of daily activities, thoughts and plans in English during this time. Beginning with the second advisory, students will begin to do so in French. The composition notebook, which students are to use for class notes, will also function as their diary. At a minimum, students are **REQUIRED** to have a substantial, one paragraph entry in their journal per each class period. Nevertheless, they are encouraged to write as much as possible and not limit themselves to the required one paragraph. Journal entries must be written in complete, grammatical sentences, and I expect students to make every

effort to incorporate in their entries what we learn in class. I will request to see students' journals on short notice, so be diligent!

Students are expected to make their journal entries during the first ten minutes of class as their warm-up routine.

GRADE DISTRIBUTION/SCALE:

Homework	15%
Journal and note-taking	15%
Organization of binder	10%
Class participation*	15%
Quizzes & tests	45%

* Classroom rules that will affect students' class participation grade include the following: failure to be punctual consistently; failure to comply with the prohibition against combing/brushing hair and applying make-up in class; disregard for the rule against chewing gum, eating and drinking in the classroom; and failure to observe the school's policy against using ipods, cell phones and all other electronic devices, including laptops, in the classroom.

COURSE OUTLINE

The following theme, topics and related sub-topics will be emphasized to maximize the acquisition of vocabulary and the appropriate use of grammatical structures.

Theme: My World

Topics/sub-topics: greetings and introductions, expressing likes and dislikes, school and schedules; leisure and sports; weather and seasons; food; health, family celebrations, traditional festivities; house layout, inside the house; family life; family chores; neighborhood and town places, things to do in the community; and frequently used means of transportation.

Grammar

Verbs:

Infinitive, present tense and imperative of regular –er, ir and –re verbs and of the irregular verbs: *aller, avoir, être, venir, faire, mettre, prendre, vouloir* and *pouvoir*..

Structures:

Negation, subject pronouns, positions of adverbs, gender of nouns and indefinite articles, definite articles, possessive adjectives, agreement of adjectives, irregular adjectives, position of adjectives, the partitive article, demonstrative adjectives, comparative of adjectives.

Emphasis will be placed on identifying the parts of speech before presenting to students the grammatical structures of the French language.

APPROACHES TO REALIZE THE GOALS OF THE COURSE

To realize the goals set forth above the following methods will be used to help students achieve their potential. They will:

- Work on oral and written exercises in the classroom.
- Practice listening comprehension as teacher models correct pronunciation.
- Participate in educational games that reinforce lessons on particular topics, including structures and vocabulary.
- Take dictations to improve listening comprehension and use of acquired vocabulary.
- Learn how to use a French dictionary.
- Read short literary passages, plays, poems and stories in French as many times as necessary without the help of a dictionary and when they are finished they will be asked to write down everything they remember from the text in English. This method of testing comprehension provides the teacher student generated data for future lesson plans that address the cultural, conceptual and grammatical features that seem to interfere with comprehension.
- Write compositions both in English and French on assigned topics.
- Learn songs and occasionally watch documentary films about historical France and other selected films that bring to life the Francophone culture in all its diversity.

TECHNOLOGY IN THE CLASSROOM

Students' use of technology will be encouraged for the following activities:

1. Use of the Internet for practicing pronunciation, learning vocabulary and looking up word definitions on Web dictionaries.
2. Research an historical person, a city, an historical monument, a region, fashion, cuisine, a holiday, and so on.
3. Include correct accents on French writing assignments typed on word processing programs.
4. Listen to real time audio from a Francophone area.
5. Research the weather in various Francophone areas.
6. Research the exchange rates of the U.S. Dollar versus the Euro.
7. Study current events or situations using web resources.
8. Study traditions and customs surrounding French holidays.

CONTENT STANDARDS:

Communication:

- 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2:** Students understand and interpret written and spoken language on a variety of topics.
- 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures:

- 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
- 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

Connections:

- 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language
- 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

Comparisons:

- 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
- 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities:

- 5.1:** Students use the language both within and beyond the school setting
- 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.