

# DUKE ELLINGTON SCHOOL OF THE ARTS

## *Course Syllabus*

**Course:** French II-Honors/French III      **Teacher:** Primrose Tishman, Ph.D.  
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### **COURSE DESCRIPTION:**

This course is designed to enable students to participate in guided classroom conversations about their daily activities and personal interests. French will be the official language of the classroom. The teacher will deliver her lessons in French to increase students' listening comprehension skills and to encourage them to produce the French language. (English will be used occasionally when clarifications are needed to ensure students' understanding of the concepts and structures being taught). Students will be encouraged to use circumlocution to compensate for their limited vocabulary as a way to help them achieve intermediate mid-level proficiency in French. There will be also great emphasis on oral and listening practice of sounds and intonation. In addition, students will be introduced to more complex grammatical constructions and new vocabulary to enable them to communicate about their life experiences. Finally, they will read and analyze poems and stories to gain a greater understanding of the history and cultures of France and selected Francophone countries. The themes and topics as well as selected readings are chosen to give students the opportunity to accomplish the goals outlined below.

### **COURSE GOALS:**

Students will be able to:

- Ask questions regarding routine activities;
  - Participate in conversations on a variety of topics;
  - Relate a simple narrative about a personal experience or event;
  - Interact in a variety of situations to meet personal needs, such as asking permission, asking for or responding to an offer of help, and expressing preferences pertaining to everyday life;
  - Understand main ideas and facts from simple texts over familiar topics and literary selections;
  - Read aloud with appropriate intonation and pronunciation; and
  - Write compositions and entries in their diary as well as brief constructed responses to given situations, for example writing postcards, personal notes, phone messages, directions and letters using culturally appropriate format and style.
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- **Additionally, students will become:**
  - Familiar with major geographical features, historical events, and political structures of the country(ies) being studied;
  - Familiar with different aspects of the culture, including the visual arts, architecture, literature, music and films;
  - Able to extend and respond to hospitality as a host or a guest; and
  - Aware of time expectations, such as arriving for appointments and social engagements.

## TEXTBOOK and MATERIALS

- copies of the textbook *C'est à toi 1 & C'est à toi 2* 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](http://www.granddictionnaire.com)

## COURSE REQUIREMENTS:

**Reading & Writing:** Students will be required to read and write in French. They will learn writing strategies that enable them to write compositions, summaries, and persuasive essays and analyses based on their reading assignments. They will read short narratives and poems in French on simple topics (selected fables of *La Fontaine* with emphasis on the important moral lessons they teach as well as selections from writers of Francophone Africa and the Caribbean to show the diversity of the Francophone world).

Reading selected texts and writing are incorporated in the curriculum to help students develop the essential skills of critical thinking by showing them the many intellectual perspectives that guide the interpretation of texts. 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 French facilitates students' ability to perform these two important skills while at the same time it enables them 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 assignment.

**Journal:** Writing in French on a regular basis constitutes an invaluable method of putting into practice the acquisition of new words and structures learned in the course. Students will keep a journal of daily activities, thoughts and plans in English during the first two weeks of reviewing the structures and vocabulary they acquired in French I. Subsequently, students will begin to write their entries 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:** Life Experiences

**Topics/sub-topics:** Memories of holidays, changes in physical appearance, changes in character traits and changes in interests, memories of childhood, school ( schedules, subjects and activities) shopping (food and clothing), sports and leisure, travel and health.

#### **Grammar**

##### **Verbs:**

Review of infinitive, present tense, passé composé with avoir, future and imperative of regular *-er*, verbs and review of the irregular verbs: *aller, avoir, être, venir, faire, mettre, prendre, vouloir* and *pouvoir*.

Study infinitive, present tense, passé composé with *avoir* and *être*, future and imperative of regular *-ir*, and *-re* verbs and of irregular verbs *voir, partir, sortir, dormir, lire, dire, écrire, ouvrir, devoir, falloir, s'asseoir, croire, boire, recevoir, vivre, savoir, connaître*, and reflexive verbs.

##### **Structures:**

Negation, subject pronouns, positions of adverbs, gender of nouns and indefinite articles, definite articles, possessive adjectives, agreement of adjectives, irregular adjectives, the partitive article, demonstrative adjectives, comparative of adjectives, superlative of adjectives, prepositions before cities, countries and continents, ordinal numbers, direct object pronouns, indirect object pronouns, double object pronouns, stress pronouns.

*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 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.