

# DUKE ELLINGTON SCHOOL OF THE ARTS

## *Course Syllabus*

**Course:** French II-Honors/French III      **Teacher:** Primrose Tishman, Ph.D.  
**Credit:** 1      **Room:** 220  
**Phone:** (202) 282-0123      **Email:** [primrose.tishman@dc.gov](mailto:primrose.tishman@dc.gov)

### **COURSE DESCRIPTION:**

This course reinforces the four second language acquisition skills (listening, speaking, reading and writing) students developed in French I. It emphasizes the three modes of communicative competence: interpersonal, interpretative and presentational. To this end, students interact with others, understand oral messages and written texts, interpret aurally and make oral and written presentations in French. The goal is to enable them to function in real-life situations using simple language structures and a wider range of vocabulary at the same time that they are being exposed to more complex features of the language. Lessons are based on a single theme, *My World*, which expands upon the structures and vocabulary students have learned in French I while making it possible to introduce them to new structures within the same thematic context to increase their level of proficiency. This approach allows them to show at this stage of their second language acquisition a greater level of accuracy when using basic language structures. They read authentic materials on familiar topics and write short, directed compositions in French. They also learn more about the history, geography and customs of contemporary Francophone cultures. Upon completion of the course, students are expected to achieve the Novice Mid-High proficiency level described in the Proficiency Guidelines of the American Council on the Teaching of Foreign Languages (ACTFL)

Instructions to students will be primarily (at least 90% of the time) in French so that they become familiar with new structures and idioms before they are introduced to them formally. This approach, which immerses students in the language and culture they are learning, has the benefit of promoting confidence in their own ability to communicate in the target language. Within this methodological context, the course provides students a wide-range of opportunities 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.

- 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

- *Discovering French Blanc* and accompanying *Workbook* as well as handouts of reading materials
- copy of *Procedures & Routines* in the classroom
- a folder/binder in which to store handouts neatly
- a separate composition notebook for note taking in class
- 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)
- students are encouraged to use as additional resources the following websites: [www.laits.utexas.edu/tex/gr/overview.html](http://www.laits.utexas.edu/tex/gr/overview.html) and [www.quizlet.com](http://www.quizlet.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 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 communication 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 few 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	25%
Journal and note-taking	15%
Class participation*	15%
Quizzes & tests	45%

\* Classroom rules that will affect students' class participation grade include the following: failure to be punctual consistently; disruptive behavior; 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:** 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, and professional interest.

#### **Grammar**

##### **Verbs:**

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

Introduction to present and imperative of *-re* verbs, passé composé with *avoir* and *être* of regular verbs, reflexive verbs in present and passé composé, and present and imperative of irregular verbs *voir, partir, sortir, dormir, lire, dire, écrire, ouvrir, devoir, falloir, s'asseoir, croire, boire, recevoir, vivre, savoir, connaître*, among others.

### ***Structures:***

Review simple negation, subject pronouns, positions of adverbs, gender of nouns and indefinite articles, definite articles,

Introduction to negations other than *ne...pas*, 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, relative pronouns and disjunctive pronouns.

*Emphasis will be placed on identifying the parts of speech before the formal presentation of 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 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 a historical person, a city, a historical monument, a region, fashion, cuisine, a holiday, and so on.

3. Include correct accent marks 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.