

DUKE ELLINGTON SCHOOL OF THE ARTS

Course Syllabus

Course: French III-Honors
Credit: 1
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COURSE DESCRIPTION:

The level III-honors French course is designed to enable students to participate in guided classroom conversations that enable them to understand and appreciate French and Francophone cultures by comparing social behaviors and values of people using the language. French will be the official language of the classroom. (English will be used occasionally when clarifications are needed to ensure students' understanding of the concepts and structures being taught). The teacher will deliver her lessons in French to increase students' listening comprehension skills and to encourage them to produce the French language. Students are expected to practice speaking French by initiating and participating in discussions concerning French and Francophone cultures. They will be encouraged to use circumlocution to compensate for their limited vocabulary as a way to help them achieve intermediate high-level proficiency in French. The themes, topics and reading selections are chosen to give students the opportunities to accomplish the following goals.

COURSE GOALS:

Students will be able to:

- Respond to factual and interpretive questions and interact in a variety of social situations, such as expressing regrets, condolences, and complaints, and using more than rote memory formula phrases;
- Read for comprehension literary works and from a variety of authentic materials, such as news and magazine articles and personal correspondence;
- Write paraphrases, summaries and brief compositions;
- Describe different aspects of the culture in French, including: (1) major historical events, (2) political structures, (3) value systems, (4) visual arts, (5) architecture, (6) literature, (7) music, and (8) films.
- Seek help in a crisis situation and participate appropriately at special family occasions, such as birthdays, weddings, funerals, and anniversaries.

TEXTBOOK and MATERIALS

- *Panorama Lectures Faciles 2* as well as copies of selected texts on structures from various sources.
- 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 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 also read short narratives, plays and poems in French appropriate to their level (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 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 rules 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 II-Honors. 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: Transitioning To Adulthood

Topics: school and leisure, human relations, the arts, the world of work, traveling, health, the environment, technology, French history, Francophone Africa.

Grammar

Verbs:

Review, infinitive, present tense, passé composé, future and imperative of regular –er, -ir, –re and reflexive verbs, review present tense, passé composé with *être* and *avoir* and future of irregular verbs, and passé composé and future of reflexive verbs.

Study present tense of irregular verb *plaire*, the imperfect tense, the present participle, compare the imperfect and the passé composé, the subjunctive of regular verbs after *il faut que*, the subjunctive after expressions of wish, will or desire, the subjunctive after expressions of doubt and uncertainty, future and conditional.

Structures:

Disjunctive pronouns, direct and indirect object pronouns, the pronouns *y* and *en*, double object pronouns, the relative pronouns *qui* and *que*, *ce qui* and *ce que* and *dont*, the collective adjective *tout*, possessive adjectives and pronouns, expressing possession after the verb *être* (à moi, à toi), demonstrative adjectives and pronouns, the interrogative adjective *quel*, the interrogative pronoun *lequel*, *duquel*, *auquel*, etc., demonstrative pronouns, possessive pronouns, indefinite adjectives *assez de*, *beaucoup de*, etc., and indefinite pronouns *personne*, *rien*, *aucun*, etc.

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.