

DUKE ELLINGTON SCHOOL OF THE ARTS

Course Syllabus

Course: French IV

Credit: 1

Phone: (202) 282-0123

Teacher: Primrose Tishman, Ph.D.

Room: 220

Email: primrose.tishman@dc.gov

COURSE DESCRIPTION:

This course is designed to help students who are at the threshold of become bilingual reach their goal. To this end, they will review and solidify basic concepts, explore new areas of knowledge, and put to practical use the structure and general knowledge they already have. All communication in the classroom between teacher and students will be in French. Students will be introduced to diverse themes, varied topics and a multitude of activities aimed at developing their critical judgment through frequent oral and written practice. Grammar is reviewed and emphasis is placed on the development of an enriched vocabulary. The reading and analysis of French history and exemplary literary texts for each historical period are stressed. The classics, when read, are those recommended by the **Advanced Placement Program**.

COURSE GOALS:

This course will help students to:

- Develop greater intellectual curiosity through exposure to the rich history of France and its various contributions to Western civilization;
- Respond to factual and interpretive questions, express opinions and make judgments;
- Give presentations on cultural topics including: (1) traditions, (2) historical and contemporary events, and (3) major historical and artistic figures;
- Paraphrase or restate what someone else has said;
- Read for comprehension from a variety of longer authentic materials, such as newspapers and magazine articles, excerpts from novels, essays, plays and poems and judge their contents;
- Write well-organized compositions on selected topics; and
- Begin using the language creatively in writing simple poetry and prose.

TEXTBOOK and MATERIALS

- *Trésors du temps* textbook and its accompanying Writing Activities Workbook and Listening Comprehension Activities and copies of selections from the textbook *Connaissances et réactions* 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 in French. They will learn writing strategies that enable them to write compositions, summaries, and persuasive essays and analyses based on their reading assignments.

Reading selected texts and writing are incorporated in the curriculum to help students develop the essential skills of critical thinking and encourage them to examine information objectively to form their own opinions and discover their own truths about the human things. 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 sharpen 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 lower grade, i.e., a 5 points deduction for each day after the due date.

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 III-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 themes and topics will be emphasized to maximize the acquisition of new vocabulary and review the appropriate use of grammatical structures.

Themes:

Emphasis will be on the history of France and the literary genres specific to certain historical periods.

Topics:

The focus here will be on the intractable human problems of poverty, violence and politic.

Grammar Review

Verb tenses:

Infinitive, present, passé composé, simple past, present and past participles, imperfect, pluperfect, reflexive verbs, future, future perfect, conditional, subjunctive, preterit.

Structures:

Adverbs, adjectives, nouns, pronouns, passive voice, negative expressions, adjective possessive and prepositions.

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.