

Course Title: French III 775

Teacher: Milton Alan Turner, NBCT

Goals and Objectives

Course Description: Emphasis is continued on speaking French with a greater focus on reading and writing skills. Advanced grammar and the practice of these skills are organized around ten cultural themes: school, work, storytelling and legends, friendship, nature, the press, the environment, government, the arts, and travel.

All Modern Language courses are based on proficiency principles as promulgated by *the American Council on the Teaching of Foreign Languages (ACTFL)*.

Big Ideas

- being able to function in a variety of basic situations by speaking, reading, writing, or listening to French.
- acquiring knowledge of the Francophone cultures
- learning how to function in a diverse society using language as an instrument to bring about better understanding of the relationship between the Francophone and Anglo cultures.

Established Goals

Goal 1 Communication: Communicate in French

- Students will speak, read, write, listen, and comprehend French on an intermediate level as part of the language learning process.

Goal 2 Culture: Gain knowledge and Understanding of the Francophone culture

- Students will learn the background knowledge about Francophone culture in preparation for the National French Exam.

Goal 3 Connections: Connect with other disciplines and expand knowledge

- Students will recognize those elements in English which are related to French.

Goal 4 Comparisons: Develop insight into own language and culture

- Students will compare and contrast their own culture with that of the Francophone world.

Goal 5 Communities: Participate in wider communities of language and culture

- Students will use their knowledge of Francophone culture in a world of diverse cultures.

Enduring Understandings

1. Express personal feelings and opinion relating to an authentic written fictional text (folk tale, poem, short story, etc.) in the target language;

2. Answer questions relating to a sustained oral text about cultural topics and/or current events;
3. Research authentic texts, write a report and orally present the information emphasizing the contributions of the target culture to the home country;
4. Simulate a trip, emphasizing the cultural aspects of the target country;
5. Express wishes, hopes and discusses plans about the future;
6. Express doubts or denial. Emotions, likes and dislikes, wishes and preferences; give advice and offer opinions and recommendations;
7. Recall and talk about events in the past.

Course Outcomes

By the end of the course, the learner will be able to:

1. Identify, analyze and discuss various patterns of behavior or interaction typical of the Francophone cultures (e.g., use of public transportation, dating, salutations).
2. Analyze and discuss how words, proverbs and idiomatic expressions reflect the Francophone cultures.
3. Identify, analyze and evaluate themes, ideas and perspectives related to the products being studied (e.g., public transportation, architecture, music).
4. Examine media from Francophone cultures to determine social, political and economic trends.
5. Identify styles and influences of artistic forms (e.g., dance, music, literature, art) from various historical and literary periods of Francophone cultures.
6. Compare, contrast and discuss how a social issue is treated in both U.S. and Francophone media (e.g., coed schools, airport security, health care, bureaucracy).
7. Examine the influences of Francophone cultures on students' own culture and vice versa (e.g., prevalence of salsa in the U.S., spread of fast-food restaurants abroad, democracy).
8. Compare the ways people in the target culture and students' own culture express universal themes (e.g., happiness, sorrow, birth, death, humor).

Essential Questions

- How is learning a foreign language relevant in today's society?
- How will understanding a foreign language help one make the world a better place?
- To what extent is studying a foreign language satisfying, enjoyable, and confidence building?

Knowledge

- Vocabulary
- Grammar
- Knowledge of Francophone civilizations and their contributions to society as a whole

Skills

LISTENING AND ORAL COMPREHENSION

The student will work toward being able to understand spoken French from a variety of speakers through teacher's instruction, in-class listening activities, and practice with peers. The student will understand spoken questions and statements about various topics in the present and past.

SPEAKING AND ORAL PROFICIENCY

The student will be able to make statements, ask questions, express opinions, and discuss basic aspects of life within the framework of the curriculum. Students will also incorporate previously learned material into their oral work. Oral proficiency will be attained through in-class practice with the teacher and peers as well as through oral quizzes.

READING

The student will be able to understand written materials in French, such as brochures, poems, newspaper, magazine, and internet articles, songs, fables, and short stories.

WRITING

The student will be able to supply written French on forms, e-mails, diaries, and other documents in paragraph form applying grammatical concepts learned in class.

GRAMMAR

The student will be able to identify the concept of varying verbs, their forms, and their uses. In addition to vocabulary and sentence structure, the student will learn and review the subjunctive mood and future, conditional, compound and *passé simple* (literary past) tenses.

VOCABULARY

The student will learn and be able to use vocabulary in areas such as school, work, storytelling and legends, friendship, nature, the press, the environment, government, the arts, and travel.

CULTURE

The student will be familiar with the prevalent use of the French language around the world. The student will recognize and appreciate the differences in culture between Francophone countries. The student will discuss traditions of Francophone culture as they differentiate and compare it to American way of life, such as school, work, relationships, the environment, government and mass media

Assessments

HOMEWORK POLICY

In French class, there is no credit for doing homework. It is what students are expected to do. However, missed homework counts against students. For example, if you earn a 91.5 (a B+) during a grading period, one missed homework automatically lowers the grade by one letter step to a B. Two missed homeworks automatically lower the grade by two letter steps to a B-.

Homework is a student's key to success. It allows him to practice the tasks he will be required to perform in class, in oral presentations, and on quizzes, tests, and exams.

GRADING POLICY

- 20% Orals
- 20% Compositions
- 40% Tests
- 20% Final

Please note that copying, cheating, or plagiarism will not be tolerated. Any of these offenses will result in failure of the assignment and further disciplinary action.

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TARDY/ABSENCE POLICY

The student guidelines are specific on the policy of tardiness and absences. If a student is tardy 3 or more times, a demerit (JUG) will be issued. If a student is absent, he will provide the teacher with a re-admit slip upon his return in order to receive credit for his missed work.

MAKE-UP POLICY

It is the student's responsibility to approach the teacher about missed work and make-up work. The amount of time given to complete make-up assignments depends upon the length of the student's absence. The teacher and the student will determine this timeline on an individual basis.

If a student is absent on the day of a test, he will make the test up at a time that is convenient to both the teacher and the student.

Methodologies and Instructional Strategies

Various methodologies are used in the classroom. The class will begin with a prayer each day, which will be student led and used as a way to get into the French mode. Lectures are used in order to teach new material. Throughout each chapter, CD's are used for listening exercises and students will make flashcards in order to practice vocabulary and prepare for oral quizzes. Vocabulary and grammar games are often used to review and learn new concepts as well.

Cooperative learning is essential in the French classroom because proficient communication is a highly important goal of the class. Students often learn with their peers through practicing their French together, working on assignments, or preparing for an oral quiz. When students prepare for a quiz, they will speak with another student with whom they did not practice in order to prevent memorization and encourage working toward normal conversation.

In order to learn a language, it is imperative to practice it through speaking. Thus, it is vital that students participate often in class. A large part of the oral grade will be based on pair and group activities in class.

Movies, music, and interactive tutors are also used in the classroom. The video program that accompanies the text, which follows Francophone teenagers through school and homelife, will be frequently implemented.

Computers and the internet are important tools as well. They will be used to help the students practice grammar skills along with allow them to become a part of the Francophone world. Using the internet, students can access French newspapers, radio,

and television.

Learning Experience

- *Lecture/class discussions
- * Activities via games, challenges, computer programs
- * Movies and class discussions
- * Co-operative learning activities

Intervention Strategies

- *Individual tutoring
- *Peer tutoring

Text

Textbook: ***Bien Dit! Level 3*** –Holt, Rinehart, and Winston 2008

Class Rules/Expectations

All students should respect each other, themselves, all property, and the teacher at all times. In foreign language, respect is most important because students must step outside their comfort zones and take risks to practice and learn. Disrespect will not be tolerated and will be dealt with according to school policy and the teacher's discretion.

The students will be presented with numerous opportunities for success in the class via homework and quizzes. The successful student will take advantage of these opportunities and consistently turn in complete homework that is complete and on time. Test will be challenging but students who are prepared will capitalize on their early preparation via quizzes and homework. If a student is struggling tutoring is available to them at a mutually acceptable time.

Technology Integration

- On-line textbook <http://my.hrw.com>
- Faculty web site <http://faculty.ignatius.edu/turner/>
- DVD's/Clips/Power

Academic Integrity Policy

Refer to student hand book for the school's policy regarding academic integrity.

Department Plagiarism Policy

Refer to student hand book for the school's policy regarding plagiarism.

Teacher Availability

During the school year, I will usually be available to students at school during the mornings between 7:30 to 8:00 a.m. on Monday-Friday and mostly everyday after school until around 4:00 p.m. If a student needs to see me at another time, arrangements will gladly be made.

*Parents: If you have any questions/concerns, I can be reached by email at MTurner@ignatius.edu .

Grades will be posted on Net Classroom every two weeks.

Units, Scope, and Sequence

Région: La France

Chapitre 1 Retour de vacances

Chapitre 2 Le monde du travail

Région: L’Afrique francophone

Chapitre 3 Il était une fois...

Chapitre 4 Amours et amitiés

Région: L’Amérique francophone

Chapitre 5 En pleine nature

Chapitre 6 La presse

Région: L’Europe francophone

Chapitre 7 Notre planète

Chapitre 8 La société

Région: L’Outre-mer

Chapitre 9 L’art en fête

Chapitre 10 Bon voyage !