

WORLD LANGUAGE DEPARTMENT

The Department's Educational Philosophy

The study of a language that is not our own provides new opportunities to communicate with speakers of other languages, understand how others think and express their thoughts, perceive the world around us differently, and enhance our appreciation and understanding of ourselves and of others.

Because of the unique rewards of this discipline, we believe that all students should become proficient in at least one language other than English. We believe that language learning is a lifelong undertaking that ideally should begin in elementary school and continue beyond high school. We believe that the study of language cannot be separated from the study of its culture, including daily living, history, literature, and the arts. We believe that there are natural connections between the study of language and other disciplines. We believe that language learners should interact with other speakers of the language locally and globally.

Our philosophy parallels that of the Massachusetts Foreign Languages Curriculum Framework and the national Standards for Foreign Language Learning.

Guiding Principles

All students of modern languages should:

- Develop proficiency in the target language through listening, reading, viewing, speaking, writing, and presenting in the target language.
- Develop an understanding of the target culture – its daily life, history, literature, arts, mathematics, and science.
- Develop insight into languages and cultures through comparison and contrast.
- Acquire information in and make connections with other disciplines such as the arts, English, history, and social studies.
- Communicate with local and international speakers of the language.
- Develop critical and creative thinking, organizational, cooperative, and study skills.
- Use technology as a tool for communicating, developing language skills, and accessing authentic cultural material from around the world.

FRENCH II H: COURSE #511

Course Frequency: Full-year course, five times per week

Credits Offered: Five

Prerequisites: 70 or higher in French I

Background to the Curriculum

The 7-12 McDougal Littell Discovering French program was adopted and phased in beginning September, 1997. The program was selected by a committee of French teachers, including the AB World Language Regional Department Leader.

The French II H curriculum is aligned to national and state standards.

For more information, contact a current teacher of French II H, as indicated on the A.B.R.H.S. World Language Department website.

Core Topics/Questions/Concepts/Skills

Vocabulary for Communication: discussing professions and nationalities, using vocabulary related to leisure activities, shopping for food, dining out, going to the movies, spending time with friends, playing sports, using vocabulary related to the house, buying clothes

Structure for Communication: expressions with *avoir, être, faire, venir de* with the infinitive, adjectives, adverbs, use of the partitive, the present with *depuis*, spelling change verbs, expressions of quantity, direct and indirect object pronouns, the pronouns *y* and *en*, relative, interrogative, and demonstrative pronouns, the imperfect tense, use of the imperfect and the passé composé, reflexive verbs, the irregular verbs *prendre, sortir, partir, dire, lire, écrire, mettre, savoir, pouvoir, vouloir, connaître, venir, aller, devoir, boire, vivre, dormir, courir, ouvrir*

Culture for Communication: select topics and vocabulary related to France, French holidays, Le Tour de France, the Paris métro, French cuisine, the movies, French-speaking America, the overseas territories of France, and clothing

Skills for Communication: reading, writing, listening, and speaking

Course-End Learning Objectives

<u>Learning objectives</u>	<u>Corresponding state standards, where applicable</u>
<i>By the end of the course, successful French II H students will:</i>	
1] Communicate through reading, writing, listening, and speaking at an appropriate level of proficiency.	1, 2, 3
2] Incorporate the afore-mentioned vocabulary and structures in their communication.	1, 2, 3
3] Compare and contrast this vocabulary and these structures with those of the English language.	5
4] Demonstrate an understanding and appreciation of the culture of France.	4
5] Be able to compare and contrast these cultures.	6
6] Be able to make connection to other disciplines, specifically science, health, English, social studies, history, art, and music.	7
7] Have had opportunities to communicate with speakers of French.	8
8] Have used the technology of the Sony Language Lab and the Mac Labs to practice their language skills, to view and hear French media, and to access authentic material from France.	1 – 8

Assessment

Assessment is an integral part of World Language instruction and learning. At a minimum, students are given four major assessments per term, one of which measures the students' speaking proficiency. When feasible, this assessment is administered in the Sony Language Laboratory. Modern language students are assessed in a variety of ways: written tests and quizzes, oral proficiency tests, compositions, journal writing, projects, and oral presentations. When appropriate, students are encouraged to incorporate technology in their written assignments, projects, and presentations. Due to the building block nature of language learning, homework is assigned nightly to reinforce class work. Students are encouraged to participate in the classroom by using the modern language individually, in pairs, and in group work. In addition, all modern language students are encouraged to access the Sony Laboratory for individual practice. The final examination evaluates the four major modern language skills: reading, writing, listening, and speaking.

Technology and Health Learning Objectives Addressed in This Course

(This section is for faculty and administrative reference; students and parents may disregard.)

<u>Course activity: skills and/or topics taught</u>	<u>Standard(s) addressed through this activity</u>
<ol style="list-style-type: none">1] Students will use software in the Mac Lab to prepare for the National French Competition.2] Students will use software in the Mac Lab to practice verb tenses, moods, and vocabulary.3] Students will use the technologies of the Sony Lab (audio, video, laser disk) to practice language skills.4] Students will use the technologies of the Sony Lab (video, laser disk, VID) to make presentations in French.5] Students will access the Internet to do French projects or activities.6] Students will use online sources to access information from or about France.7] Students will create multimedia projects in French about France.	

Materials and Resources

Print: Valette, J.P. and R.M. Valette, Discovering French Blanc Evanston, Illinois: McDougal Littell, 1998.
Valette, J.P. and R.M. Valette, Discovering French Blanc Audio Program Evanston, Illinois: McDougal Littell, 1998.
Valette, J.P. and R.M. Valette, Discovering French Blanc Video Program Evanston, Illinois: McDougal Littell, 1998.
Beaumont, Mme Leprince de, "La Belle et la bête," Graded French Reader Première Etape Lexington, Massachusetts: D.C. Heath, 1987.

Video: Jeunes Francophones 3, 4, 9
Ici Paris 5
France
La Belle et la bête
La Fracture du myocarde (feature film)

The French Way VI, VII3, VII4, IX1, IX2, IX3, X1
Carnavals, fêtes, festivals
Videos for Language Teaching (part II), French Couture
L'Argent de poche (feature film)
Discovering French Blanc

Software: Discovering French Blanc CD-ROM
National French Contest

France CD-ROM