

## 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 III CP: COURSE #523**

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

**Credits Offered:** Five

**Prerequisites:** 70 or higher in French II

### **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 III CP curriculum is aligned to national and state standards.

For more information, contact a current teacher of French III CP, as indicated on the ABRHS World Language Department website.

### **Core Topics/Questions/Concepts/Skills**

**Vocabulary for Communication:** playing sports, using vocabulary related to the house, buying clothes, going on vacation, taking the train, driving a car, traveling

**Structure for Communication:** the pronouns *y* and *en*, reflexive verbs, relative pronouns, interrogative pronouns, demonstrative pronouns, the imperfect tense, expressions of time, use of the imperfect and the passé composé, adjectives, adverbs, use of prepositions with cities and geographical expressions, verbs followed by an infinitive, the future tense, the conditional, if clauses, the present participle, the subjunctive after *il faut* and *vouloir que*, the irregular verbs *courir*, *ouvrir*, *vivre*, *recevoir*, *apercevoir*, *conduire*, *suivre*

**Culture for Communication:** select topics and vocabulary related to France and different areas of the French-speaking world

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

### **Course-End Learning Objectives**

<b><u>Learning objectives</u></b>	<b><u>Corresponding state standards, where applicable</u></b>
<b><i>By the end of the course, successful French III CP students will:</i></b>	
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 with their own.	6
6] Be able to make connections 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.)**

<b><u>Course activity: skills and/or topics taught</u></b>	<b><u>Standard(s) addressed through this activity</u></b>
1] Students will use software in the Mac Lab to practice verb tenses, moods, and vocabulary. 2] Students will use the technologies of the Sony Lab (audio, video, laser disk) to practice language skills. 3] Students will use the technologies of the Sony Lab (video, laser disk, VID) to make presentations in French.	

<p>4] Students will access the Internet to do French projects or activities.</p> <p>5] Students will use online sources to access information from or about France to do projects or papers.</p> <p>6] Students will create multimedia projects in French about France.</p>	
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### **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 Activity Book 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.  
 Hugo, Victor, “Les Chandeliers de l’évêque,” Graded French Reader Première Etape, Lexington, Massachusetts: D.C. Heath, 1987.

Video: Jeunes Francophones 3  
The French Way VII3, VII4, IX3  
Ici Paris 5  
Videos for Language Teaching (part II), French Couture  
Les Misérables (feature film)  
France  
La Fracture du myocarde (feature film)  
Discovering French Blanc  
 French Commercials

Software: Discovering French Blanc CD-ROM  
Je, Tu, Il  
France CD-ROM