

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 V AE: COURSE #542

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

Credits Offered: Five

Prerequisites: 70 or higher in French IV

Background to the Curriculum

This course was developed through an R and D project by Deborah Leavitt and Sherill Sebesta in the summer of 2002 as an alternative to a grammar-based curriculum in order to meet the needs of students who wish to continue with French, but not at the AP level.

The French V AE curriculum is aligned to national and state standards.

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

Core Topics/Questions/Concepts/Skills

Vocabulary for Communication: expressions associated with the following themes: love/deception, youth, racism, sadness, family, war, prejudice, French gastronomy, and current events; expressions for discussing the following works: Le Petit Nicolas and excerpts from classic French literature

Functions for Communication: introducing oneself and meeting new people, accepting and refusing invitations, asking and giving information, expressing needs and preferences, expressing emotions and opinions, telling stories and describing events

Culture for Communication: select topics and vocabulary related to music, current events, French gastronomy, French family life, images of France, French slang, and readings about French youth

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 V AE 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 functions in their communication.	1, 2, 3
3] Compare and contrast this vocabulary, these functions, and the lexical structures encountered with those of the English language.	5

4] Demonstrate an understanding and appreciation of the culture of France and the French-speaking world.	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 through study of current events.	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 and French-speaking countries.	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>
1] Students will use the technologies of the Sony Lab (audio video, laser disk) to practice language skills.	
2] Students will use the technologies of the Sony Lab (video laser disk, VID) to make presentations in French.	
3] Students will access the Internet to do French projects or activities.	
4] Students will use online sources to access information from or about the French-speaking world to do projects or papers.	
5] Students will create multimedia projects in French about France and its culture.	

Materials and Resources

Print: Sempé, Jean Jacques and René Goscinny, Le Petit Nicolas et les copains Denoël, 1963.
White, Renée, En d'autres termes Concord, Massachusetts: Wayside Publishing, 1995.
Nusbaum, Marlene A. and Liliane Verdier, Parlez sans peur! New York, New York: Holt, Rinehart and Winston, 1983.
Comeau, Raymond and Lamoureux, Normand and Marie-Paul Tranvouez, Ensemble: Culture et Société Boston, Massachusetts: Heinle and Heinle, 6th edition, Thomson Learning, 1999.
Comeau, Raymond and Normand Lamoureux, Ensemble: Littérature New York, New York: Harcourt Brace College Publishers, 1999.
Sempé, Jean Jacques, Face à face France: Denoël, 1972.
Sempé, Jean Jacques, La Grande Panique France: Denoël, 1965.
Sempé, Jean Jacques, Sauve qui peut France: Denoël, 1964.
Sempé, Jean Jacques, Tout se complique France: Denoël, 1962.
Watterson, Bill, On est fait comme des rats! France: Presse de la cité, 1992.
Watterson, Bill, En avant, tête de thon! France: Presse de la cité, 1991.
Peterson, JoAnne, Mots Croisés Culturels Guilford, Connecticut: Audio-Forum, 1995.

Audio: Poursuite inattendue
Branché I, II
Drôle de maison

Video: Au Revoir les enfants (feature film)
Ponette or La Fracture du myocarde (feature film)
Les Parapluies de Cherbourg (feature film)
Chocolat (feature film)
France from Within
Le Café des rêves