

FRENCH III HONORS

2007

COURSE DESCRIPTION:

French III affords students a stimulating environment in which to hone their communication skills and broaden the cultural knowledge they have acquired through previous years of study. Students will be expected to communicate predominantly in the target language, with increasing accuracy and originality. Instruction will be centered around literature, with ample opportunities to develop listening comprehension and refine oral and written expression. In addition to increasing proficiency in previously studied tenses, students will begin using the *futur simple* and the conditional. The subjunctive mood will also be introduced. Themes for the year will include hopes and fears, dreams and aspirations, personal choices, opinions, human achievement, the arts and humanities, the environment, social issues, history and current events. In addition, some topics covered in prerequisite courses will be revisited with enriched vocabulary and more complex syntax.

Students electing to enroll in the Honors section of French III should be prepared to work at a faster pace than those in the regular program. More independent work, including supplemental readings, written assignments and research, will be required of Honors students, and grammar will be covered in more detail.

CORE CURRICULUM CONTENT STANDARDS:

STANDARD 7.1: COMMUNICATION

All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

STANDARD 7.2: CULTURE

All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

STANDARD 8.1: COMPUTER AND INFORMATION LITERACY

All students will use computer applications to gather and organize information and to solve problems.

STANDARD 8.2: TECHNOLOGY EDUCATION

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

CUMULATIVE PROGRESS INDICATORS:

7.1: Communication

Intermediate-Low Learner Range

A. Interpretive Mode (understanding and interpretation of spoken or written communication)

1. Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
2. Compare and contrast the use of verbal and non-verbal etiquette in the target culture with their own culture in the use of gestures, intonation, and other visual and auditory clues.
 - Eye contact and interpersonal social distance
 - Table manners and telephone practices
3. Discuss people, places, objects, and daily activities based on oral or written descriptions.
 - Grade level appropriate social studies topics (e.g., famous historical and contemporary personalities from the target culture; regions, cities, historical and cultural sites in the target country; events from U.S. history and target culture history from a specific era)
4. Comprehend conversations and written information on a variety of topics.
 - Academic and social interests
 - Current or past issues and events at home or in the target country
5. Apply knowledge and skills gained in other core content areas to the learning of the target language.
 - Grade level appropriate social studies topics (e.g., converting maps into appropriate graphics to display geographical information about the target culture country)
 - Grade level appropriate health topics (e.g., comparing and contrasting health concerns that occur during adolescence in the target culture with their own culture)
 - Grade level appropriate mathematics concepts (e.g., selecting and using appropriate units of metric measurement to solve real-life problems)
 - Grade level appropriate science concepts (e.g., evaluating authentic weather reports from different regions of the target country to predict weather conditions)
6. Identify the main idea and theme, and describe the main characters and setting in readings from age-appropriate, culturally authentic selections.
7. Compare and contrast unique linguistic elements in English and the target language.
 - Grade level appropriate language arts literacy topics/concepts (e.g., time and tense relationships; commonly used words and phrases; idiomatic expressions)

B. Interpersonal Mode (direct spoken or written communication)

1. Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities.
2. Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations.
3. Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
 - Reactions to an incident occurring in school or an event taking place in the school, community, or world
 - Grade level appropriate science topics (e.g., characteristics and shared characteristics of major categories of organisms)
 - Grade level appropriate social studies concepts (e.g., the role of the target culture country in colonization and exploration of the Americas or in the American Revolution)
4. Engage in short conversations about personal experiences or events, and/or topics studied in other core content areas.
 - Grade level social studies topics (e.g., family celebrations and coming of age customs)
5. Describe the main characters, setting, and important events from age-appropriate, culturally authentic selections both orally and in writing.
6. Identify professions and careers that require proficiency in a language other than English.
 - Career preparation skills needed to engage in these professions

C. Presentational Mode (spoken or written communication for an audience)

1. Present student-created and/or authentic short plays, skits, poems, songs, stories or reports.
 - Grade level appropriate visual and performing arts, language arts and career education (e.g., staging a dramatic presentation of a significant aspect of the life of an important person in the target culture; doing an oral presentation on a famous person, place, or event from target culture supported by research obtained in the target language; creating a visual representation of region or country supported by technological resources and other media)
2. Use language creatively in writing to response to a variety of oral or visual prompts.
 - Grade level appropriate language arts literacy topics and career education skills (e.g., writing short, well-organized essays on personal and school-related topics; writing letters in response to ads in local or target language newspapers)
3. Engage in a variety of oral and written tasks using age-appropriate culturally authentic selections.

- Grade level appropriate language arts literacy topics (e.g., summary of the plot and characters; dramatization of principal scenes in the text; role-playing a film critic to express opinions about the text)
4. Describe orally, in writing, or through simulation, similarities and differences among products and practices found in the target culture with their own.
 - Grade level appropriate language arts literacy and social studies topics (e.g., origin and development of a product or practice; physical characteristics of the product; use of the product within the culture; role-playing cultural practices)

7.2: Culture

Intermediate-Low Learner Range

A. Interpretive Mode (understanding and interpretation of spoken or written communication)

1. Explain how the attitudes and beliefs (perspectives) of the target culture(s) are reflected in cultural practices.
2. Investigate how geography and climate influence the lives of people in the target culture(s) country(ies).
3. Show the relationship between the cultural characteristics found in films or videos to the cultural perspectives of the target culture(s).
4. Examine tangible products of the target culture(s) and begin to infer why people produce and use them.

B. Interpersonal Mode (direct spoken and written communication)

1. Use culturally appropriate etiquette in verbal and non-verbal communication in a variety of social situations.
2. Discuss various elements of age-appropriate, culturally authentic selections and identify how they reflect certain aspects of the target culture.
3. Demonstrate and discuss in some detail observable patterns of behavior and social conventions of the peer group in the target culture(s) and make comparisons with the U.S.
4. Discuss the characteristics of the school community in the target culture and compare with those in the U.S.
5. Describe past and present issues, events, and/or trends from the target culture perspective and the U.S. perspective.

C. Presentational Mode (spoken and written communication for an audience)

1. Present the results of research showing the extent of diversity in products and practices that exist within the target language/culture(s).
2. Prepare an analysis showing how expressive products or innovations of the target culture(s) influence the global community.

8.1: Computer and Information Literacy

A. Basic Computer Skills and Tools

1. Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print.

B. Application of Productivity Tools Information Access and Research

7. Evaluate information sources for accuracy, relevance, and appropriateness.

8.2: Technology Education

A. Nature and Impact of Technology

3. Provide various examples of how technological developments have shaped human history.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

- Produce a television talk show about teen/family issues.
- Study grammar rules related to *si*-clauses and practice developing them in various tenses.
- Infer grammar rules related to the order of double object pronouns.
- Copy, translate and discuss quotes and expressions of the day.
- Discuss body language and gestures used in French video clips.
- Discuss stereotypes apparent in movies such as *Les Triplettes de Belleville* and *Flushed Away*.
- Play a variety of language- and culture-based games such as Mad Libs and French Cultural Trivia.
- Read about and discuss historical events such as the French Revolution.
- Research and report on current events in Francophone countries on a weekly or monthly basis.
- Read and discuss magazine interviews of French celebrities.
- Listen to French contemporary music and watch appropriate music videos.
- Watch and discuss a variety of informative and entertaining video clips via the Internet.
- Watch educational videos and participate in related activities using Unitedstreaming.
- Research Doctors Without Borders/Médecins Sans Frontières and discuss the health problems the organization battles.
- Students create a multicultural cookbook by translating favorite family recipes into French, using metric measures.
- Graph average Celsius temperatures in Francophone regions over a period of time.

- TPR Storytelling activities: Complete a variety of oral and written activities after reading short stories, readers and simplified novels. For example:
 - Answer questions about stories and of a personal nature orally and in writing.
 - Retell stories to a partner.
 - Invent questions about a story to ask a partner.
 - Compare and contrast characters orally and in writing.
 - Summarize the plot of a short story.
 - Invent a solution for a problem faced by a character in a short story.
 - Predict an ending for a short story.
 - Create a sequel for a story read in class.
 - Rewrite a story from the viewpoints of two characters involved in a conflict.
 - Role-play a telephone conversation between characters from a story.
 - Write an alternative ending for a story read in class.
 - Discuss how events in a story might be different if certain facts were changed.
 - Draw or paint a scene from a novel.
 - Videotape a student-directed movie version of a story read in class.
- Compare idiomatic expressions and grammatical features in French and English.
- Read and discuss horoscopes in a French magazine or newspaper.
- Chat about home life and school events in the target language.
- Discuss in French what is being learned in other classes.
- Describe events and images in a video clip for someone who can't see it.
- Role-play scenes from the airport, train station and hotel.
- Plan the best routes between various monuments and tourist attractions using authentic *Métro* maps and *Bateau-Mouche* schedules.
- Role-play exchanging money at a bank in a foreign country after checking the latest exchange rates.
- Prepare a skit about a visit to a psychic.
- Prepare a dialog about the worst date ever, using as many negative expressions as possible.
- Students write and respond to "Dear Abby" letters seeking advice on various problems.
- Partners role-play interviews for various positions.
- Imagine and write about a typical day at a dream job.
- Students give speeches explaining why they should be elected to an (imaginary) office.
- Write a letter of interest to a French family looking for an *au pair*.
- Write a letter to a company about a defective product.
- Write a poem in the target language.
- Write short essays in response to various prompts.
- Keep a diary, journal or learning log in French.
- Students use the *Movie Talk* DVD-ROM to record their own dialog voice-overs, listen to interviews of the main characters, and participate in an interactive quiz.
- Sing a variety of French songs.
- Analyze the lyrics in songs sung by Nana Mouskouri.
- Present oral reports on French cultural events and personalities such as Josephine Baker, Django Reinhardt, and Léopold Senghor.
- Create a timeline of French history and/or artistic movements.
- Create a bulletin board about career opportunities for speakers of French.

- As a group project, simulate staging a rock concert tour:
 - Develop an itinerary and plot the tour on a map.
 - Role-play making travel arrangements and booking venues by telephone.
 - Prepare cultural briefings for the band members.
 - Translate and perform some popular songs.
 - Create a video documenting the tour, including interviews with band members.
 - Evaluate each group's project as a class using a rubric.
- Discuss aspects of culture found in authentic readings such as *Petit Nicolas* and the comic book *Les Profs*.
- Research and report on French-speaking islands and/or regions in Africa, detailing the lifestyles, attitudes and beliefs, and cultural products and practices of the people as well as the geography and climate of the area. Present findings to the class using PowerPoint.
- Analyze the global effects of French cultural products and technological innovations.
- Invite guest speakers into the classroom.
- When possible, participate in field trips and excursions to theatrical presentations, French restaurants, French-speaking regions, etc.
- Interdisciplinary projects:
 - Science: Life cycles of animals; classification of plants
 - History: French involvement in the American Revolution;
 - English: Compare and contrast literary techniques used in various works.
 - Music: Compare music from various Francophone regions and from different eras.

It should be noted that Honors classes are expected to cover material at a faster pace, allowing for more in-depth study of certain topics and a greater number of enrichment and extension activities related to various projects. Students will be asked to do research and report findings to the class in the target language more frequently. More independent reading and creative writing will also be assigned. In addition, Honors students will be challenged through:

Questioning strategies requiring higher-level thinking.

Sophisticated listening comprehension activities.

More instructions and information given in the target language.

Opportunities for real-world interaction in the target language (e-mailing organizations, etc.).

Invitations to share experiences from other courses in the target language.

Incorporating cultural research into creative projects and performances.

Projects involving more sophisticated use of technology.

INSTRUCTIONAL STRATEGIES:

- Teaching Proficiency through Reading and Storytelling (TPRS) techniques
- Total Physical Response (TPR) activities
- Cooperative learning activities such as think-pair-share, inside-outside circles, and jigsaw lessons
- Paired oral practice
- Teacher-led, shared writing activities using the board or (overhead) projector
- Peer and group editing

- Group and individual (research) projects and presentations
- WebQuests and Internet scavenger hunts
- K-W-L procedure
- Cloze activities
- Sequencing activities
- Brainstorming
- Mind-mapping
- Graphic organizers
- Gouin series
- Dialog journals/learning logs
- Free writing
- Living sentences
- Interviews
- Discussions and debates
- Interactive activities such as skits, role-playing and dialogs
- Direct instruction and drills
- Puzzles, word games and worksheets
- Individual oral questions
- Conferencing with individual students
- Mnemonic devices
- Use of a variety of visuals and realia
- Multimedia, PowerPoint and slide presentations using laptop computer and projector

EVALUATION/ASSESSMENT OF STUDENTS:

- Class participation, including daily attentiveness and oral and written classwork, as well as role-plays, skits, dialogs, oral reports, performances and presentations
- Homework, including oral practice logs, supplemental readings and written exercises
- Notebook checks/open notebook quizzes or tests
- Oral and written quizzes and vocabulary mini-quizzes
- Tests including vocabulary, reading, writing, listening, speaking and culture sections
- Various creative writing assignments
- Creative and research-based projects
- Video and/or audio recordings
- Dictations
- Translations
- Performance tasks
- Rubrics tailored to various tasks to be scored by the teacher and/or students
- Self-assessment checklists
- Portfolios
- Final exam/project

EVALUATION/ASSESSMENT OF CURRICULUM:

This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-Year Curriculum Review schedule (see attached).

RESOURCES/BIBLIOGRAPHY:

- *Standards for Foreign Language Learning in the 21st Century* (1999)
- New Jersey Core Curriculum Content Standards for World Languages (2004)
- New Jersey World Languages Curriculum Framework (1999)
- *Look, I Can Really Talk!* and supplemental materials by Blaine Ray
- *Petit Nicolas* by René Goscinny and Jean-Jacques Sempé with audiobook
- *Charlie et la Chocolaterie* Junior Edition by Roald Dahl with audiobook
- *Le Monstre dans le Métro* reader
- French children's books and comics including *La Chèvre de Monsieur Séguin* by Alphonse Daudet, *Les Profs* by Pica and Erroc and Mad Libs in French
- *French Three Years* grammar workbook
- *30 Projects on Communicating in French* by Wade Petersen
- *44+ Internet Projects and Activities for French Class* by Tom Alsop
- Various Internet resources including french.about.com and unitedstreaming
- Videos including *Les Triplettes de Belleville* and *Wallace and Gromit*
- *Movie Talk* DVD-ROM
- Music by Nana Mouskouri, Josephine Baker, Django Reinhardt and other artists
- Realia including maps and schedules