



le français 5-6



In this course students will speak, read, and write all in French. Input and output will be both longer and deeper and we will continue to study Francophone culture through poetry, music, film, and news. To be more precise, we will work toward the following skill-based goals:

- ✓ mastery of: le passé composé vs. l'imparfait, le plus-que-parfait, le futur simple, le conditionnel présent, le subjonctif présent and various pronouns.
- ✓ more complex and specific vocabulary.
- ✓ describing people and objects in a more detailed way.
- ✓ writing compositions which are coherent and well-organized.
- ✓ reading at the level of a daily newspaper.
- ✓ better understanding of varied oral discourses.
- ✓ impromptu speaking.
- ✓ better awareness of French culture and geography.
- ✓ existing – and even flourishing – in a completely French-speaking classroom.

In addition to such cultural and syntactic goals, each language course at Saint Mary's strives to help students find answers to more fundamental or "essential" questions which are at the heart of learning language. The essential questions for French 5-6 are:



- ❖ How do we internalize the structure of a language, making communication natural?
- ❖ How do comprehension and analysis of a variety of media (literature, art, film, etc.) increase our cultural understanding?
- ❖ How do we tailor our discourse to suit our tone or purpose (persuasion, exposition, etc.)?
- ❖ How do we use context clues and known vocabulary to arrive at an overall understanding of "the big picture"?
- ❖ How does knowledge of more complex structures permit expression of more complex ideas?
- ❖ How do we integrate all verb tenses with complex vocabulary and grammatical constructions to express, interpret and analyze abstract ideas?

Required Texts:

Discovering French Rouge Text
Discovering French Rouge Workbook
Le petit prince by Antoine de St.-Exupéry

Recommended Texts:

A good French-English dictionary (Cassell's, Collins Gem, Harrap's, Larouss, Oxford-Hachette)
A verb dictionary: *501 Verbes* or *Le Nouveau Bescherelle*

Other Materials:

A binder (1" or larger is probably best) for saving student work and my handouts

Ample looseleaf paper; no torn out spiral paper accepted

Multicolored pens for peer and self-correction

The means to record your voice as an MP3 or AAC computer audio file (by 2nd semester).

Grading:

Writing Skills 35%

Oral Proficiency and Participation 25%

Reading Comprehension 25%

Listening Comprehension 20%

*A noter: This way of breaking down your grade represents a significant change from what you have experienced in French 1-2 or 3-4.

All points in a given category will be totaled to find the average for that category. The averages will then be weighted to determine the final semester grade.

A+	98+	B+	88-89	C+	78-79	D+	68-69	F moins
A	93-97	B	83-87	C	73-77	D	63-67	que
A-	90-92	B-	80-82	C-	70-72	D-	60-62	60%

Each category includes a variety of assessments: daily homework and classwork, tests or quizzes, and longer assignments, projects, presentations, and the final exam. Many of your assessments will earn grades in more than one category.

Assessments:

Essays, Special Projects, and Oral Presentations: Students will complete 1 complete essay per semester. Corrections and revisions are an important aspect of writing regardless of a student's level of proficiency and are not remedial; learning language is messy! Special projects may include audio or video skits, PowerPoint presentations, research on French history and/or francophone culture and creation of realistic materials (such as travel itineraries medical prescriptions, etc.) to reinforce topics covered in class. Frequently, oral presentations will accompany these special projects. Students should expect a minimum of one major individual and one major group oral presentation per semester.

What's new? You will need to write in French in class without a dictionary. Similarly, you will begin to present orally in a more "impromptu" fashion; you will plan out what you mean to say but present without scripting word for word and memorizing.

Tests/Quizzes: Students should expect a quiz approximately once every two weeks. This year's grammar and vocabulary both build directly on the topics covered during the 1-2 and 3-4 years and so, though the volume of material is much greater at the 5-6 level, if students identify that which is truly new (as opposed to review), they should find the workload more manageable.

Especially at the 5-6 level, where we approach complete immersion in French, students should not expect to see or produce English on tests or quizzes. Thus, studying from French to English is counterproductive. Students should strive to study in French as much as is possible or, failing that, from English to French.

What's new? In addition to the kind of quizzes you are accustomed to, you will now have periodic oral, listening, and reading comprehension assessments which ask you to apply

your knowledge in a more “real world” way. Though they will be related to what we are studying, these are not chapter tests but more general competency assessments.

Written HW and CW: There is written homework almost every night except before tests/quizzes or when students have an oral presentation. Homework is generally in the text or workbook but may also include writing paragraphs or dialogues, conducting research, or working toward the completion of a larger project. In class assignments will include but not be limited to dialogues, internet practice activities, and reading or listening comprehension activities.

What's new? For oral homework, you will be encouraged to create an MP3 file rather than using my voice mail. For written homework, some of the text and workbook exercises will be replaced by vocabulary sentences and/or short paragraphs. You should also expect more frequent in-class dialogues and listening activities.

Oral participation: Students must speak **in French** and should volunteer whenever possible, both for their participation grade and for actually learning the language. In addition, all students must come prepared to class with text, workbook, paper, and pens every day. Students at the 5-6 level are not expected to be fluent or to have perfect pronunciation. Frequency of participation builds fluency and mistakes are truly learning opportunities. For this portion of a student's grade (as opposed to an oral presentation on which students are evaluated against a standard of correctness) effort, enthusiasm and passion for learning are the most important criteria for success.

What's new? You will earn a weekly participation grade based on the number of times you speak in French. This will help you develop your oral skills and make you more comfortable in a French immersion classroom.

Final Exam: The exam will include a combination of vocabulary, grammar, reading comprehension, listening comprehension, oral proficiency and cultural knowledge. It is important for students to keep all notes, assignments, quizzes and tests to help them review for the final exam.

What's new? Your exams will no longer include a scantron portion. Increasingly, you will need to produce the correct response rather than merely recognize it.

Course Procedures:

The Assignment Sheet. Every Monday, students receive a list of all homework for the week. If absent on or including a Monday, they should be sure to get a copy when they return.

Homework @ saintmaryschs.org. Students can also get brief homework information through the school website by clicking on links to my name and then to this course.

No Late Homework. Homework in foreign language must be done daily and on time in order to build needed skills logically. Thus, if you have an excused absence from school, you should keep up with your work if you are not ill, but you do have as many days as you were absent to make up the work that you have missed. If you miss class for athletics, student government, or any other school event, you do not have a grace period to make up your work; you need to see me *before* class to turn in your work or obtain an extension. Bottom line: I generally do not give

points or credit for late homework if you are in class on the day it is due. While I may make exceptions, you should not expect this to be the case. Get in the habit now of doing your work on time, when it will truly help you learn and practice current material.

Très cool: For each quiz on which you earn an A or A-, you will receive one homework pass. You are responsible for keeping track of them, filling them out completely and turning them in on the day of the assignment for which you wish to be excused. These homework passes are not valid for any assignment in the “Essays, Special Projects, and Oral Presentations” category.

Academic Integrity. To truly progress in French, honest work is essential and **any** use of on line translation programs, translation software or any other more obviously unethical means of completing work is expressly forbidden. Students at the 5-6 level are not expected to be fluent but rather to practice the skills which will ultimately lead to fluency and, as such, computer translation is not only dishonest but also irrelevant to the educational enterprise.

Print Your Work. At this point, I do not accept homework or projects turned in electronically, unless expressly stated in the assignment instructions. If you do your work on the computer, make sure you have it printed *before* coming to class.

Technology Excuse. Once per semester, and once only, students can turn in a late assignment, without any grade penalty, because of uncooperative equipment or equipment failure. This excuse is only valid for assignments which specifically require some kind of equipment/machine (computer, tape recorder, video camera, etc.). It is never valid for daily homework or for oral presentations.

Tentative Syllabus

1st Semester:

Language Structures:

Units 1-4 (including the subjunctive, pronouns, and past tenses) along with an introduction to the plus-que-parfait and the futur

Reading and Culture:

Le Petit Prince, Cyrano de Bergerac (film), Introduction to French Art: Impressionisme,

Essay:

When I Was Young

Projects/Presentations:

Reunion des Artistes, Portrait of Beauty

2nd semester:

Language Structures:

Units 5-8 (including the futur, conditionnel and more work with the subjunctive) with supplementary work on appropriate verb tense selection

Reading and Culture:

Le Petit Prince, Diva (film), Introduction to French Music

Essays:

Dream Vacation

Projects/Presentations:

CD Cover Project, Current Events Oral Presentation, Une Histoire de Verbes

le contrat: le français 5-6

Étudiant(e): J'ai bien lu et compris les informations par rapport au cours *français 5-6*. Parce que ces informations peuvent m'aider à réussir, je vais garder cette fiche, et la consulter quand j'en ai besoin.

Signature d'étudiant

Nom

Parent/Guardian: Please sign below. If you have any questions you would like to ask, or information you would like me to have about your student, please feel free to phone me at 526-9242 x429 or email me at cmahoney@stmchs.org. I hope to see you at Back to School Night!

Signature

Please print your name here

***During the spring semester, to enhance our understanding of French culture and language, we view the film *Diva* which carries an R rating. Please initial below to give your student permission to view this film with us. If you would like more information, have any questions or concerns, or would like your student to have an alternate assignment for cultural enrichment, please contact me at the phone number or email above. Thanks!

Initials

Chers étudiants: S'il vous plaît, détachez cette feuille de l'autre après que vous et vos parents/gardiens l'ont signée et avant de me la donner.

***10 points -- Devoirs et petits travaux
si vous me la rendez avant jeudi le 2 septembre***