

le français avancé: 7-10

Welcome back! In this course you will:

1. Expand your language skills to the point where you would be able to travel easily in a Francophone country. Most grammar will be a review and refinement of topics already covered, but there is a great deal of new vocabulary. Prepare yourself!
2. Further your knowledge of the Francophone world through literature, film, current events, music, and other means.
3. Practice deeper analyses of the texts, films, articles, and song lyrics, using your own analyses in combination with the ideas of others to further your understanding of the human condition.

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 7-10 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?

Le français avancé is a French-only classroom. Instruction occurs exclusively in French and students are expected to ask and respond to questions in French as well. If necessary, students may come at lunch or after school to seek extra support in English.



Required texts/materials:

Allons Au Delà

French Three Years

Moderato Cantabile by Marguerite Duras

Recommended Online Resources:

- ❖ The online dictionary available at www.tv5.org. This valuable resource includes a French to English, English to French, French to French, and verb conjugation dictionaries. You can also download it so that is always available in your toolbar.
- ❖ Spell/grammar check in Microsoft Word. Typing homework in Word is recommended (but not required). When you start a document, make sure the language is set to French and before printing, go to tools and do a spell/grammar check.
- ❖ Quizlet.com for creating your own active review materials for quizzes. (Remember, “reading over” is an ineffective way of studying. Create a quiz for yourself early in a unit and use it for practice before the assessment.
- ❖ *Note:* Audio and or audio-visual assignments as well as on-line conversations in this course will be conducted through moodle. You should go to <http://moodle.smpanthers.org/> and enroll in French 7-8 as soon as possible so that you are prepared for your first assignment through moodle.

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

Grading:

Writing Skills	35%
Oral Proficiency and Participation	25%
Reading Comprehension	25%
Listening Comprehension	15%

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, and/or presentations. Many of your assessments will earn grades in more than one category.

Assessments:

Performance Assessments: Writing assignments and oral presentations become a primary means of evaluation in this course and, while there are some pre-prepared discourses, you will find yourself more “on the spot.” You can get a sense of these assessments from the tentative syllabus at the end of this document. You may also have general skills assessments in reading and listening and/or reading and listening components that form part of performance assessments which are primarily written or oral.

Tests: You should expect this style of assessment approximately four times each trimester. Each test will evaluate your understanding in the four main skill areas: writing, reading, listening and speaking and will also simultaneously evaluate both a vocabulary unit and a language structure. At the end of each trimester, in place of one final exam, there will be a 4-part cumulative assessment testing your performance in each of these areas. It is important to keep all notes, assignments, quizzes and tests for review.

Homework and Classwork: There is homework almost every night, including but not limited to: grammar exercises, vocabulary practice sentences, comprehension questions based on reading, audio, or video, response paragraphs, recordings, and on-line quizzes and conversations. Classwork includes but is not limited to: dialogues, impromptu orals, listening exercises, internet-based culture activities, and the “jeu du jour” class opening activities.

Oral Participation: Students must speak **in French** and should volunteer whenever possible, both for their participation grade and for actually learning the language. 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. Students at the 7-10 level are not expected to have a far-ranging vocabulary, impeccable grammar or perfect pronunciation. Frequency of participation builds fluency and mistakes are truly learning opportunities. Thus, students are both expected and required to speak NO ENGLISH in the classroom, even when speaking to peers. 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. In addition, all students must come prepared to class with relevant texts/materials, paper, and pens every day.

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 view the homework sheet 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. Occasionally I may give half credit, depending on the circumstances, but 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.

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. Even students at this advanced 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.

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 oral presentations.

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



Tentative Syllabus: Fall Trimester, 2012

Unit One: Beauty and Aesthetics (Weeks 1-3)

- Students will consider what defines art in a variety of genres.
- Students will consider compare how art (film, music, and literature) are reviewed in the United States as compared to how they are reviewed in France.
- Students will consider the role art plays in our daily lives and the effects it has on our emotions.

Primary Assessments:

- Test: Advanced vocabulary of the arts, Future tense, Futur antérieur (future perfect)
- Oral Presentation: Why this is a work of art
- Film Review: Best Film of the Summer

Unit Two (Focus Unit): Personal and Public Identities (Weeks 3-8)

- Students will identify ways gender shapes identities.
- Students will identify ways nationality shapes identities.
- Students will place themselves in the role of the other, considering how they would think, behave, and be treated differently if they were the opposite gender, immigrated to another country, or came from a different part of the world.

Primary Assessments:

- Test: Vocabulary drawn from “Boule de Suif,” Negative expressions
- Test: Vocabulary of immigration, inclusion and exclusion, Participles: present and perfect, active and passive
- Oral Presentation: If I were (a nationality not one’s own), I would be different in that I...
- Personal Narrative: Me and My Gender

Unit Three: Science and Technology (Weeks 9-12)

Students will identify ways in which such technologies as the internet and text messaging have changed modern life.

- Students will consider the effects of modern technologies on the ways we read, write, think, and speak.
- Students will analyze our desire for technological innovation and the sources from which it emerges.
- Students will compare, contrast and evaluate the positive and negative effects of such technologies.

Primary Assessments:

- Vocabulary of the internet and advertising, Comparatives and superlatives, Geography and related prepositions
- Oral Presentation: Sales pitch
- In class writing: Technology and Education

Tentative Syllabus: Winter Trimester, 2012-2013

Unit Four: Global Challenges (Weeks 1-3)

- Students will identify ways in which the environment is threatened in the modern world.
- Students will compare and contrast the need to preserve the environment with the need to solve other societal problems.
- Students will compare and contrast various countries with respect to their carbon emissions and their attitude towards working for climate change.
- Students will propose possible solutions or ways of working towards climate change.

Primary Assessments:

- Test: Vocabulary of the environment and energy use, indirect discourse
- Oral Presentation: How to save the planet
- Email: Write to a Congressional Representative

Unit Five (Focus Unit): Family and Communities (Weeks 3-10)

- Students will compare and contrast the characteristics of love in family relationships, friendships, and romantic relationships.
- Students will develop their own personal definitions of love, distinguishing love from both dependence and unhealthy obsession.
- Students will consider love in societal context and analyze how our world might be different if political action were undertaken from a motivating force of love.

Vocabulary:

- Test: Vocabulary from *Moderato Cantabile* and of the family, subjunctive and past subjunctive
- Test: Vocabulary from *Moderato Cantabile* and of the family (Part 2), Past tense review, Demonstrative pronouns: forms of *celui*
- Oral Presentation: Actualité (Current Events)
- Essay: In love, how much of ourselves should we give?

Unit Six: Contemporary Life (Weeks 9-11)

- Students will analyze the role that heroes and role models play in both society and in shaping individual identity.
- Students will compare and contrast various heroes and role models from different societies.
- Students will consider the benefits of leisure and entertainment for psychological health.

Primary Assessments:

- Test: Vocabulary of Comic Strips/Graphic Novels, Sports and Leisure, Imperatives and Verb Tense sequencing
- Oral Presentation: My Comic Strip
- In Class Writing: Role models

le contrat: le français 7-10

Étudiant(e): J'ai bien lu et compris les informations par rapport au cours français 7-10. Car ces informations peuvent m'aider à réussir, je garderai cette fiche et la consulterai quand j'en aurai besoin.

Signature

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 write your name here

*** To enhance our understanding of French culture and language, we will make frequent use of film. Our major films for the year are *La Haine* (Not Rated) and *Indochine* (PG-13). We will also view short film excerpts and previews which are unrated and/or short clips from other films which may carry an R-rating (though it is highly unlikely that the selected clips would contain the material necessary for such a rating). Please initial below to give your student permission to view this material with us. If you would like more information, have any questions or concerns, or would like your student to have alternate assignments for cultural enrichment, please contact me at the phone number or email above. Thanks!

Initials

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

À rendre avant le 5 septembre !