

Foreign Language Department Guide French III Overview

Course Description: French III

French III is offered to students in classes 10-12. The class meets six days out of seven for fifty-seven minutes. All students are required to take both a mid-term and a final exam which each count for 10% of the semester average.

Third Year French establishes a more thorough knowledge of the language. Important principles of grammar are reviewed and expanded, and new grammatical elements are introduced. The student is assigned oral and written reports on texts studied in class. This course examines the historical, literary, artistic and cultural heritage of France through the centuries. Brief texts from important original works are studied and discussed. Students are expected to follow current events in the Francophone world. Various Francophone regions of the world are examined in depth, and students are expected to research and deliver an oral presentation on one of them. A transitional reader may be used to prepare the student for further study of literature. Classes are conducted almost exclusively in French.

Prerequisites:

- C average or better in French II
- Recommendation of French II teacher
- Writing sample

Major Course Objectives

When students have completed French III, they will know and be able to:

1. Demonstrate in writing good control of present, passé composé, imperfect, future tenses.
2. Demonstrate in writing, good control of subjunctive forms and certain uses.
3. Explain personal judgments.
4. Describe in depth daily routines or situations, including health and travel.
5. Make comparisons.
6. Summarize cultural and literary readings.
7. Write a composition of at least 100 words.
8. When speaking, use accurately the more common verb tense forms.
9. Sustain coherent structures in short and familiar communicative situations.
10. Deliver a report from memory on a researched cultural topic.
11. Express personal reactions to literature, films, and political events.
12. Discuss, using appropriate vocabulary, certain artists and their works.

Relationship to the Massachusetts Curriculum Framework

Students fulfill the requirements of the **Communication Strand (Standards 1-3)** as they do the following using selected words, phrases and expressions with no major repeated patterns of error:

1. Perform French 2 Learning Standards. (1-3)
2. Ask and respond to questions to gain or clarify information (1, 2)
3. Exchange opinions and ideas about people, activities or events. (1, 3)
4. Discuss class readings. (1)
5. Read authentic and adapted materials such as narratives, advertisements and brochures (2)
6. Understand learned expressions, sentences, questions and polite commands in messages. (2)
7. Understand important ideas and details in highly contextualized authentic and adapted texts.
8. Write simple paragraphs. (3)
9. Read and interpret signs, simple stories, poems and informational texts. (2)
10. Describe more fully people, places and things. (3)
11. Write greeting cards, notes, letters and e-mails. (3)
12. Give presentations on planned activities or on cultural topics. (1, 3)

Students fulfill the requirements of the **Culture Strand (Standard 4)** as they do the following using selected words, phrases and expressions with no major repeated patterns of error in the target language, and English when necessary:

1. Perform French 2 Learning Standards
2. Identify patterns of social behavior that are typical of the target culture.
3. Interact appropriately in social and cultural activities such as exchanges in a restaurant, at a bus stop, in a store, or in a classroom.
4. Identify distinctive aspects of the target culture presented in print literature, visual arts, films, videos, and relate these to the cultural perspectives of the target culture.
5. Identify, place in chronological order and describe the significance of important historical events in the target culture.
6. Identify historical and/or cultural figures from the target culture and describe their contributions.
7. Identify on maps and globes the locations and major geographic features of countries where the target language is or was

used.

Students fulfill the requirements of the **Comparisons Strand (Standards 5, 6)** when they do the following using selected words, phrases, and expressions with no major patterns of error:

1. Perform French 2 Learning Standards. (5, 6)
2. Recognize and identify in French grammatical categories such as tense, gender, agreement in French and English. (5)
3. Analyze how idiomatic expressions work in both languages. (5)
4. Analyze differences and similarities between the writing systems of both languages. (5)
5. Give examples of words or word parts from the target language that have been adopted into the English language. (5)
6. Discuss basic needs of people for food, clothing and shelter, and compare how they have been met in various cultures. (6)
7. Discuss cultural characteristics and traditions of the target culture, including folktales, music, visual arts, and theater and compare and contrast to cultural characteristics of their own culture. (6)
8. Compare, contrast and report on cultural traditions and celebrations.

Students fulfill the requirements of the **Connections Strand (Standard 7)** when they do the following using selected words, phrases, and expressions with no major patterns of error:

1. Obtain more detailed information and knowledge related to other disciplines from sources in the target language. Examples of this include: obtaining political and economic information from newspapers, other print sources, and interactive CD roms in the target language and using this information to achieve the learning standards of the Civics and Government and Economic Strands of the History and Social Science Framework. Learning songs or poetic lyrics written in the target language and applying the learning standards of the Music Strand of the Arts Framework when singing.

Students fulfill the requirements of the **Communities Strand (Standard 8)** when they do the following using selected words, phrases, and expressions with no major patterns of error:

1. Apply knowledge of the target language and culture beyond the classroom setting. Examples of this include: conversing with speakers of the target language, reading and writing e-mails or letters to speakers of French, or making and exchanging videotapes, photographs, diaries and artwork and discussing them orally or in letters and e-mail with students in another community in Massachusetts, the U.S., or another country.

Assessment Tools

Success in French III will be assessed by the following methods:

1. Vocabulary/grammar quizzes and tests.
2. Skit presentations.
3. Prepared dialogues.
4. Dictées to test spelling and grammar.
5. Cloze exercises to determine comprehension of songs or conversations.
6. Oral questions to which students write or speak responses in complete sentences.
7. Role-playing using appropriate vocabulary in social situations.
8. Questions on current events from the Francophone world.
9. Map identification of Francophone countries, regions, and capitals.
10. Written and oral quizzes on films such as *Le Roi Lion*, *La Boum*, *Les Misérables*.
11. Oral interviews.
12. Written compositions on selected topics in a variety of tenses
13. Reports and posters on geographical regions and historical figures.
14. Internet Activities.
15. Letter-writing and e-mailing in French to French pen-pals
16. Discussions with native-speakers
17. Comprehension and analysis questions of various texts.

Materials and Resources

Allez, viens! Level III, Holt, Rinehart and Winston Publishers, 2002
Akkez, viens! Level III Grammar and Vocabulary Workbook
Cassette tapes, transparencies, and video which accompany the course.

Relationship to the High School Expectations:

Given a basic vocabulary and grammatical structures suitable to Level III, the student is offered the opportunity to be:

- An effective reader of French.
- An effective writer of French.
- An effective speaker/presenter/performer of selected topics.
- An effective problem solver when decoding grammar and comparing cultures.
- An effective information seeker when preparing short French presentations.
- Interact in French with the community at large through excursions and guest speakers.

