

## Foreign Language Department Guide French V Honors Overview

### Course Description: French V Honors

French V Honors is offered to students in twelfth grade. In a seven day cycle, the class meets four times for sixty minutes and one time for one hundred minutes.

This course is designed to interest and challenge capable students who enjoy their study of French but do not opt for the rigors of the French V AP. These students wish to develop a greater degree of proficiency in the French language. The basic elements of grammar are reviewed, refined, and practiced as students examine the Francophone world of today and yesterday, concentrating in the areas of art, music, foods, sports, politics, travel, technology, and communication. Compositions, research papers, and oral reports are assigned to develop mastery of the grammar and vocabulary studied. Various genres of film and artistic masterpieces are analyzed. During the course of the year, the student is required to explore a variety of media: film, television and radio broadcasts, newspaper and magazine articles from Francophone publications, classical and popular music as well as literary texts. Lectures and discussions are in French with the student playing a much more central role than in earlier levels. Students are also expected to interview native speakers and report their findings to the class. At least two major literary works will be studied. An independent study of another work will be assigned as well.

**Prerequisites: B average or better in French IV  
Recommendation of Fourth Year teacher**

### Major Course Objectives

**When students have completed French V Honors they will know and be able to:**

1. Accomplish all the objectives of French IV
2. Demonstrate, when writing and speaking, good control of all major tenses, except imperfect and pluperfect subjunctive.
3. Explain personal judgments.
4. Describe in depth daily routines or situations.
5. Make comparisons.
6. Write a multi-paragraphed composition of at least 150 words on a variety of personal, literary or cultural topics.
7. Deliver a report from memory on a researched cultural topic.
8. Express personal reactions to literature, films, music and political events.
9. Discuss, using appropriate vocabulary, certain French artists and their works.
10. Read, comprehend, discuss, summarize and analyze short stories, poems, songs, newspaper articles, excerpts from original literary works or informational texts, as well as one complete literary work.
11. Initiate, sustain, and close a conversation.
12. Suggest possible solutions to a problem.
13. Understand and react to telephone conversations and written correspondence.
14. Identify significant political, intellectual and cultural figures and events of the target culture.
15. Compare and contrast how international events are or have been reported in the US media as well as in the target culture's media.
16. Interview a native French speaker about differences and similarities in the world of work in the US and in his own country.

### 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 IV Learning Standards. (1, 2, 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 materials such as narratives, newspaper articles, advertisements and brochures (2)
6. Understand important ideas and details in highly contextualized authentic and adapted texts. (2)
7. Write compositions of several paragraphs using appropriate tenses and other grammatical structures to express an opinion, recount an event or analyze a literary text. (3)
8. Read, interpret signs, + excerpts from original literary + informational texts. (2)
9. Describe fully people, places and things. (3)
10. Write greeting cards, notes, letters and e-mails. (3)
11. Give presentations on planned activities or on cultural topics. (1, 3)
12. Share personal reactions to authentic literary texts such as poems, plays and short stories. (3)

13. Identify themes in fictional works and relate them to personal experiences. (2)
14. Read articles in a magazine, journal or newspaper and understand the main ideas (2)
15. Describe elements of stories such as characters, events and settings . (2)

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 3 Learning Standards
2. Identify patterns of social behavior that are typical of the target culture.
3. Interact appropriately in social and cultural activities.
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 historical and/or cultural figures from the target culture and describe their contributions.
6. 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 3 Learning Standards. (5, 6)
2. Recognize and identify in French grammatical categories such as tense, gender, agreement in French + English. (5)
3. 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)
4. Continue to compare, contrast and report on cultural traditions and celebrations.
5. Compare the reporting of international and national events in US papers with the reporting of similar events in the media of the target culture ( 6)
6. Compare and contrast careers and business practices in France and the US (6).

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; Studying and analyzing artistic movements and artists of the target culture.

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 V Honors 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 using several complete sentences.
7. Role-playing using appropriate vocabulary in social situations.
8. Questions on current events from the French-speaking world.
9. Map identification of Francophone countries, regions, and capitals.
10. Written and oral quizzes and discussions of films such as *Sugar Cane Alley*, *Indochine*, *Etre et Avoir*.
11. Oral interviews with teacher.
12. Written compositions on selected topics in a variety of tenses
13. Reports and posters on historical and literary figures.
14. Internet Activities.
15. Discussions with native-speakers
16. Comprehension and analysis questions of various texts.
17. Memorization, recitation and analysis of poetry.
18. Note-taking and discussion of Radio France broadcasts and TV5.
19. Résumés of newspaper articles.
20. Interview of French Assistant with each student treating a different topic of interest.
21. Preparation and explanation of Francophone culinary dishes following original directions in French.
22. Analysis and presentation of a major theme of a film.

**Instructional Strategies**  
**Foreign Language Teachers will employ a variety of strategies to meet the diverse learning needs of their students. These strategies include**

1. The use of French as the priority language in all classes.
2. Lecture and note-taking with the aid of pertinent information written on the board.
3. The use of pictures, posters, transparencies, and film segments to illustrate grammatical structures and stimulate conversation.
4. The physical manipulation of words and parts of sentences to practice new structures.
5. The use of white boards to demonstrate comprehension of stories, and to drill vocabulary and grammar.
6. The use of songs, taped conversations, and recited poetry to practice auditory comprehension and reinforce new material.
7. Role playing to reinforce new material as well as to demonstrate control of vocabulary and structures.
8. Carrousel brain-storming to review learned material.
9. Visits by native speakers to speak about customs of countries where the French is spoken.
10. Memorization and recitation of prose passages or poetry for pronunciation practice.
11. Physical demonstration of actions and key vocabulary by students or teacher to relate a concept or story.
12. Oral and written completion exercises or substitution exercises.
13. The use of board games to review vocabulary.
14. Regular journaling
15. dictations
16. Jeopardy, pictionary, charades, placemat, concentration, relay races, flyswatter to practice vocabulary and grammatical structures.
17. micrologs
18. peer editing

**Materials and Resources**

*Montage, Deuxième Niveau*, McGraw Hill, 1992  
*Connaissances et Réactions*, Heinle & Heinle, 1995  
AMSCO, French Three Years, 2006  
*French in Action*, video program.  
*France-Amérique*, newspaper  
*Tous Les Poèmes*, Longman, 1988  
TV5.org ; Radio France Internationale  
*Le Petit Prince* (St. Exupéry), or *L'Homme qui plantait des arbres* (Giono), *Haïti, chéri*, (Maryse Condé)  
Cassette tapes, transparencies, and videos which accompany the course.  
Films: (listed above)

**Relationship to the High School Expectations:**

Given a basic vocabulary and grammatical structures suitable to Level IV Honors, V AP, 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.