

Honors French III-French III Syllabus

Mrs. Boumediene

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Location: room 105

Office Hours: Monday after school or by appointment

Course Description:

In this course, students will review and strengthen their knowledge of the French language, which will be presented within the context of the contemporary Francophone world and its culture. All language skills are equally emphasized and regularly assessed so that students demonstrate their acquisition of new grammatical structures and vocabulary in compositions and presentations.

Computer technology and diverse audio material complement the course to further help students attain a near-native speaking, listening and reading proficiency.

While the syllabi for French III and French III honors are similar in most aspects, the following additional expectations will apply to French III Honors.

1. Tests are longer and more difficult than for French III.
2. Additional assignments are given to Honors French III.
3. Grading for Honors French III students is more stringent than for French III on both daily participation and on tests.

Academic Content Standards:

The primary goal of the foreign language department is to help the students attain proficiency in the skills of listening, speaking, reading and writing the target language. Upon the completion of three years of language study, each student will:

1. Express herself in the target language with native-like pronunciation using a variety of everyday vocabulary.
2. Understand native speakers from a wide variety of countries where the language is spoken
3. Write coherent paragraphs, letters, resumes, and essays using a variety of vocabulary and correct grammatical structures.
4. Read and comprehend written material including textbooks, novels, poetry, magazines, newspapers, and multi-media materials.
5. Understand traditional ideas and perspectives, institutions, literary and artistic expressions, and other components of the target culture.

Benchmarks and Performance Standards:

A student who has successfully completed level III course of studies will:

- Use verbal exchanges to share personal data, information, and preferences (e. g., events in one's life, past experiences, significant details related to topics that are of common interest, preferred leisure activities, likes, dislikes, needs). (Content Standard #1)
- Use vocabulary and cultural expressions to express the failure to understand the message or to request additional information (e. g., requests that the speaker restate the message, asks appropriate questions for clarification). (Content Standard #1)
- Maintain extended conversations. Use appropriate verbal strategies and cues (e. g., rephrasing, circumlocution, repetition, tone, stress, intonation) to communicate. Able to use most verb tenses. (Content Standard #1)
- Give and follow directions in the target language (for travel, recipes and other tasks) and successfully participate in more challenging conversations. Be able to create with the language. (Content Standard #1)
- Understand routine speech and conversations. (Content Standard #2)
- Understand spoken announcements and messages from peers and adults on a variety of familiar topics (in a variety of verb tenses). (Content Standard #2)
- Understand the main ideas, themes, and basic details from diverse, authentic, ability-appropriate spoken media (e. g., radio, television, and ability appropriate videos). (Content Standard #2)
- Narrate past, present, and future events, with particular emphasis on the ability to use the preterit, imperfect, and compound tenses. (Content Standard #3)
- Summarize the plot and provides brief descriptions of characters, in selected short stories, and movies (Content Standard #3)
- Write in the target language in a variety of forms such as: descriptions, narrations, summaries, correspondence, and personal essays. (Content Standard #3)
- Understand short stories, news, letters and magazine or newspaper

articles appropriate for this level. (Content Standard #4)

- Understand the main ideas and basic literary elements (e.g., principal characters, sequence of events, simple themes) in written poems, and stories that are appropriate at this developmental level (Content Standard #4)
- Guess the meaning of words through context, cognates and related words. (Content Standard #4)
- Demonstrate a working knowledge of world geography. (i.e. locates on a world map countries where the target language is spoken; names and locates significant geographical features of countries where the language is spoken). (Content Standard #5)
- Demonstrate an understanding of customs, manners and the most common social conventions. (Content Standard #5)
- Identify the artistic, scientific and philosophical contributions of the target culture(s). (Content Standard #5)
- Identify important literary works. (Content Standard #5)

Required Materials:

Discovering French Rouge, J.P. Valette, Rebecca Valette.
D. C. Heath and Co., Lexington, Mass., 2005 (textbook and work book).

The course will be supplemented by additional, reading, videos and activities in class such as performance of skits.

Classroom Expectations:

- Participation: Students are expected to participate actively in class discussions and to work efficiently with their peers.
- Make-Up Work: Students need to be ready to make up all missed quizzes and tests. They should talk to me if they do not feel ready to retake a work after an absence of more than 2 days.
- Academic Integrity: No credit will be given to plagiarized work.

Types of Assignments:

- **Writing: complex sentences in short compositions and essays.**
- **Reading: stories from the textbook**

- **Listening: radio and TV**
- **Speaking: preparing and presenting oral presentation on different subjects.**

Grading Policy:

Attendance and participation: 5%

Homework, class work: 10%

Tests: 30%

Quizzes: 25%

Semester Project: 10%

Semester exam: 20 %