**FrenchIII Syllabus**

**Lincoln Public Schools**

**Course Overview**

This course is designed to meet the needs of motivated students interested in a language study and is a continuation of French II. French III uses the same textbook series (*Bien dit*!) with supplement material listed below. French III is taught increasingly in French and requires good reading, writing, listening and speaking abilities. Students engage in learning verb tenses and grammatical points, as well as continue reading and writing in French through poems, articles, short stories, and a short novel. The textbook covers Francophone countries from early history to current events. This class is taken by students who plan on continuing to AP French, which also offers the AP exam and Wesleyan Honors Academy credits (where offered).

**Primary Texts**

Holt, Reinhart and Winston (2008) French III *Bien dit!* ISBN # 0-03-079624-5

**Primary Workbooks**

Holt, Reinhart and Winston French III *Bien dit! Cahier d’activités* and French III *Bien dit! Cahier de vocabulaire et grammaire* ISBN # 0-03-092037-X and ISBN # 0-03-092039

**Supplementary Novels, Textbooks and Books**

McDougal Littell (1999) Images II & III ISBN # 0-669-43524-4 and #0-669-43539-2

Holt Rinehart and Winston (2003) Joie de Lire 3 ISBN # 0-03-065628-1

**French Novels (Examples)**

Les Chandeliers de l’Évêque by Victor Hugo

Le Fantôme de L’Opéra by Gaston Leroux

Suivez la Piste by Emile de Harven

Le Comte de Monte Cristo by Alexandre Dumas

**Other Resources**

*Le français dans le monde* – Magazine of current cultural articles

Various French and Francophone poetry books, from the Middle Ages to present

Various French websites/blogs

**Available Films (Examples)**

*La Gloire de mon Père L’Argent de Poche*

*Le Château de ma Mère Cross My Heart*

*Jean de Florette Camille Claudel*

*Manon des Sources (more as available/released)*

*Joyeux Noël*

*Le Comte de Monte Cristo*

*Cyrano de Bergerac*

**Course Objectives**

**Listening**

• Identify and summarize the main points and details and make appropriate inferences and predictions from a spoken source, such as a broadcast news report or a lecture on an academic or cultural topic related to the French-speaking world.

• Identify and summarize the main points and details and predict outcomes from an everyday conversation on a familiar topic, a dialogue from a film or other broadcast media, or an interview on a social or cultural topic related to the French-speaking world.

**Speaking**

• Describe, narrate, and present information or your opinion on general topics with grammatical control and good pronunciation in an oral presentation of one to two minutes.

• Initiate, maintain and close a conversation on a familiar topic.

• Formulate questions to seek clarification or additional information.

**Writing**

• Write cohesive and coherent essays in reaction to a text or on a personal, academic, cultural or social topic, with relative control of grammar and syntax.

• Write email, journal entries, greeting cards and letters, poems and creative writing.

**Reading**

• Identify and summarize main points and details and make appropriate inferences and predictions from a written text such as a newspaper or magazine article or contemporary literary excerpt.

**Culture and Social Register**

· Recognize cultural elements implicit in oral and written texts.

· Interpret linguistic cues to infer social relationships.

**Course Outline**

The principal text for French III is *Bien dit!,* which will be supplemented by authentic materials such as: art, broadcast media (TV 5 MONDE, a free, daily/weekly French news subscription which provides authentic newscasts, grammar lessons and other cultural items with student self-quizzes), drama, literature, poetry, music, news, magazines (*Paris Match, France-Amérique*, Scholastic’s *Môme*, *Ensemble, Allons-y* Magazines) and other on-line sources. Students will have the opportunity to practice with native speakers in the community, as available.

**Unit/Chapter Achievement and Pacing for Primary Textbook:**

French III will cover chapters 1-4, and students will master the following concepts, in conjunction with ACTFL progress indicators:

* Back to school activities and classes
* After school activities
* Irregular verbs in the present
* Conditionnel de politiesse
* Adjective placement and meaning
* Imperative
* Voir and regarder
* Reciprocal verbs

Each *Bien dit!* chapter provides students with opportunities to increase their vocabulary, read authentic texts, study elements of literature, write compositions about various topics, participate in authentic topical discussions and, as a result, learn more about the culture of the French-speaking world. Focus is on vacation, family life, story-telling, and current events.

**Assessment and district common expectations**

French III students will consistently demonstrate that they are achieving the course goals as stated in this syllabus. They will demonstrate these course goals in daily achievement, unit/chapter achievement and semester achievement.

**Daily**: Students and teacher will use French as the language of communication the majority of the time (grammar and other points may be explained in English at teacher’s discretion). Students are expected to use French in the classroom progressively throughout the semester/year.

**Formative assessments:** Formative assessments will include daily use of French in the classroom, and completed homework and classwork.

**Summative assessments:** A variety of summative assessments will be given for each chapter, and include (but are not limited to) quizzes, tests, projects and presentations.

All courses will include a semester final that will comprise roughly 15-20% of the student’s overall grade, depending on the progress of the individual class, and can vary from year to year.

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