

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARIES
FOREIGN LANGUAGE
2016**

Course # 310 - FRENCH I

DESCRIPTIVE OVERVIEW

This course is an introduction to the French language and the basic skills of language acquisition: listening, speaking, reading, writing, and cultural appreciation. Emphasis will be placed on integrating new material into oral expression. In addition, there will be focus on cultural awareness as well as on similarities and differences between the Francophone and our own cultures.

GOALS AND OBJECTIVES

Students will be able to:

- listen to native speakers via videos, internet, and DVDs that accompany the text and authentic French music.
- speak using new vocabulary and grammar. Emphasis will be placed on pronunciation, fluency, and accuracy.
- answer oral prompts, be able to volunteer information on simple topics, participate in skits and in class discussions.
- read short dialogues or paragraphs with full comprehension.
- write original dialogues and short paragraphs demonstrating an ability to integrate new material into their language base.
- demonstrate proper syntax, correct grammar, and accurate spelling.
- learn and discuss various aspects of French culture and demonstrate an appreciation of similarities and differences between their own culture and that of Francophone countries.

RESOURCES AND REFERENCES

- *Discovering French: Bleu*, McDougall-Littell
- Accompanying ancillary materials

INSTRUCTIONAL MODEL

Various instructional strategies will be employed including paired or small group activities, class discussions, listening, and oral exercises. Instruction will promote vocabulary and grammar acquisition, listening and reading comprehension, as well as written expression. Students will use the language laboratory at least once per cycle.

ASSESSMENT

All five skills will be assessed through both traditional and performance-based methods. Listening is assessed through daily question-and-answer activities, class discussions, and comprehension exercises on quizzes and tests. Speaking is assessed through daily classroom activities, regular participation, skits, dialogues, and conversations with the instructor. Reading is assessed through written or oral responses. Writing is assessed through open-ended responses to test questions. Cultural knowledge will be assessed through class discussions and on quizzes and tests.

Students keep folders of their written work in the classroom. Their instructor expects them to contemplate their progress over the course of the year. Students' oral recordings are also saved on the school's network and progress in this area is analyzed by both the student and teacher.

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Course # 311 – FRENCH II (2)

DESCRIPTIVE OVERVIEW

This course begins with a comprehensive review of the material covered in French I. It uses an intermediate text that emphasized all five skills: reading, writing, listening, speaking, and cultural awareness. Particular focus is placed on communicative skills as students will be expected to communicate clearly and accurately in written and oral activities. This course is for students who have the ability and motivation to progress at a faster pace. Students must be willing to devote more time to study outside of the classroom. Within the classroom, students must be committed to communicating in French and maintaining a high level of class participation. Most of the class will be conducted in French.

GOALS AND OBJECTIVES

Students will be able to:

- listen to native speakers via cassettes and DVDs that accompany the text, as well as authentic materials available online.
- speak using new vocabulary and grammar constructions. They will be expected to demonstrate accuracy, fluency, and comprehensible pronunciation.
- give oral presentations and skits, participate in class discussions, and participate in small group or paired discussions.
- read level-appropriate stories and articles in French.
- distinguish between fact and opinion and be able to draw logical conclusions.
- write logical paragraphs and essays that incorporate new expressions and grammar constructions.
- demonstrate proper word order, spelling, and punctuation in writing.
- demonstrate proper word order, syntax, and pronunciation when speaking.
- explore, research, and discuss various aspects of Francophone cultures.
- demonstrate knowledge of cultural similarities and differences between their own culture and various Francophone cultures.

RESOURCES AND REFERENCES

- *Discovering French, Blanc*, McDougall-Littell
- accompanying ancillary materials
- Various authentic sources, including websites, videos, songs, and news reports

INSTRUCTIONAL MODEL

The class will be conducted almost entirely in French. Various instructional strategies include pair and small learning groups, class discussions, original skits, listening activities, and oral activities. Instruction incorporates a variety of exercises that promote vocabulary and grammar acquisition, listening and reading comprehension, and the writing process. Students will use the language laboratory approximately once per cycle.

ASSESSMENT

All five skills will be assessed at various points throughout the term via both traditional and performance-based methods. Listening is assessed through listening comprehension exercises on tests, quizzes, daily question-answer activities, class discussions, and comprehension of audio recordings.

Advanced students will learn at an accelerated pace. They will demonstrate creativity with the language. They will be required to sharpen writing and problem-solving skills, study in greater detail, and develop study skills for tackling rigorous course work both in this course and future courses.

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Course # 312 – FRENCH II (3)

DESCRIPTIVE OVERVIEW

This course begins with a comprehensive review of the material covered in French I. It uses an intermediate text that emphasized all five skills: reading, writing, listening, speaking, and cultural awareness. Particular focus is placed on communicative skills as students will be expected to communicate clearly and accurately in written and oral activities. This course is for students who have the ability and motivation to progress at a moderate pace. Students must be willing to devote more time to study outside of the classroom. Within the classroom, students must be committed to communicating in French and maintaining a high level of class participation. Most of the class will be conducted in French.

GOALS AND OBJECTIVES

Students will be able to:

- listen to native speakers via cassettes and DVDs that accompany the text, as well as authentic materials available online.
- speak using new vocabulary and grammar constructions. They will be expected to demonstrate accuracy, fluency, and comprehensible pronunciation.
- give oral presentations and skits, participate in class discussions, and participate in small group or paired discussions.
- read level-appropriate stories and articles in French.
- distinguish between fact and opinion and be able to draw logical conclusions.
- write logical paragraphs and essays that incorporate new expressions and grammar constructions.
- demonstrate proper word order, spelling, and punctuation in writing.
- demonstrate proper word order, syntax, and pronunciation when speaking.
- explore, research, and discuss various aspects of Francophone cultures.
- demonstrate knowledge of cultural similarities and differences between their own culture and various Francophone cultures.

RESOURCES AND REFERENCES

- *Discovering French , Blanc*, McDougall-Littell
- accompanying ancillary materials
- Various authentic sources, including websites, videos, songs, and news reports

INSTRUCTIONAL MODEL

The class will be conducted almost entirely in French. Various instructional strategies include pair and small learning groups, class discussions, original skits, listening activities, and oral activities. Instruction incorporates a variety of exercises that promote vocabulary and grammar acquisition, listening and reading comprehension, and the writing process. Students will use the language laboratory approximately once per cycle.

ASSESSMENT

All five skills will be assessed at various points throughout the term via both traditional and performance-based methods. Listening is assessed through listening comprehension exercises on tests, quizzes, daily question-answer activities, class discussions, and comprehension of audio recordings.

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Course # 313 – FRENCH III (2)

DESCRIPTIVE OVERVIEW

This course begins with a comprehensive review of the material covered in French II. It uses an intermediate text that emphasized all five skills: speaking, listening, reading, writing and cultural awareness. Particular emphasis is placed on the continued development of communication skills. The study of French grammar will be completed by utilizing a grammar workbook as a supplementary text. The class will be conducted in French and students are expected to become more proficient in the target language.

GOALS AND OBJECTIVES

Students will be able to:

- understand native speakers via cassettes and DVDs that accompany the text.
- speak using idioms, more complex expressions and grammatical structures with increased fluency, accuracy and comprehensible pronunciation.
- read level appropriate stories in the text as well as in other sources.
- begin to analyze and interpret literature.
- distinguish between fact and opinion and be able to draw and express their own conclusions.
- write paragraphs and short essays that demonstrate an ability to integrate new material into their knowledge base.
- express higher order thinking skills and respond to open-ended questions.
- demonstrate an increased appreciation of cultural similarities and differences between Francophone and their own cultures.

TEXTS

- *Discovering French, Rouge*, McDougall-Littell
- accompanying ancillary materials
- *Troisieme Livre*, AMSCO

INSTRUCTIONAL MODEL

The class will be conducted in French. Various instructional strategies will be employed including pair and small group activities, class discussions, original skits and dialogues, listening and oral activities. Instruction incorporates a variety of exercises that promote vocabulary and grammar acquisition, listening and reading comprehension as well as process writing. Students will use the language laboratory at least once per cycle.

ASSESSMENT

All skills will be assessed through both traditional and performance-based methods. Listening is assessed through daily question and answer activities, comprehension exercises on tests, quizzes, class discussions and comprehension of recorded materials. Speaking is assessed through daily classroom activities and participation, skits and presentations, and conversations with the instructor. Reading is assessed through written and oral responses and class discussions about the assigned material. Writing is assessed through essays and open-ended responses to test questions. Many forms of assessment are accompanied by a rubric or scoring guide that explains the criteria for evaluation to the student. Advanced students will learn at an accelerated pace, required

to sharpen writing and problem solving skills, study in greater detail, and develop study skills for tackling rigorous course work.

**HINGHAM HIGH SCHOOL
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Course #314 – FRENCH III (3)

DESCRIPTIVE OVERVIEW

This course begins with a comprehensive review of the material covered in French II. It uses an intermediate text that emphasized all five skills: speaking, listening, reading, writing and cultural awareness. Particular emphasis is placed on the continued development of communication skills. The study of French grammar will be completed and the class will be conducted in French.

GOALS AND OBJECTIVES

Students will be able to:

- listen to native speakers via cassettes and DVDs that accompany the text.
- speak using idioms, more complex expressions and grammatical structures with increased fluency, accuracy and comprehensible pronunciation.
- participate in class discussions, skits and dialogues, presentations.
- express higher order thinking skills and respond to open-ended questions in the target language.
- read level appropriate stories in the text as well as in other sources.
- begin to analyze and interpret literature.
- distinguish between fact and opinion, be able to draw and express their own conclusions.
- write paragraphs and short essays that demonstrate an ability to integrate new material into their knowledge base.
- demonstrate an increased appreciation of cultural similarities and differences between Francophone and their own cultures.

TEXTS

- *Discovering French, Rouge*, McDougall-Littell
- accompanying ancillary materials

INSTRUCTIONAL MODEL

The class will be conducted in French. Various instructional strategies will be employed including pair and small group activities, class discussions, original skits and dialogues, listening and oral activities. Instruction incorporates a variety of exercises that promote vocabulary and grammar acquisition, listening and reading comprehension as well as process writing. Students will use the language laboratory at least once per cycle.

ASSESSMENT

All skills will be assessed through both traditional and performance-based methods. Listening is assessed through daily question and answer activities, comprehension exercises on tests, class discussions and comprehension of recorded materials. Speaking is assessed through daily classroom activities and participation, skits and presentations, and conversations with the instructor. Reading is assessed through written and oral responses and class discussions about the assigned material. Writing is assessed through essays and open-ended responses to test questions. Many forms of assessment are accompanied by a rubric or scoring guide that explains the criteria for evaluation to the student.

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Course # 315 - FRENCH IV (2)

DESCRIPTIVE OVERVIEW

This is a sequential course for students who have successfully completed either French III (2) or, upon teacher recommendation, French III (3). Students will review basic grammar introduced in the three previous years of French and will be introduced to more sophisticated grammatical concepts, syntax, and idiomatic expressions. Previously acquired vocabulary will be reinforced in both written and oral approaches. Students will also continue to augment their vocabulary. Students will advance in proficiency in the four major linguistic skills: listening, speaking, reading, and writing. In addition to these skills, students will engage in literary analysis of authentic French texts. Students will share personal beliefs and opinions in various communicative exchanges: face-to-face, group, or via technology. Students will explore and compare their personal beliefs with those of others in their classroom. Students will be encouraged to become lifelong learners and to use French for personal enrichment outside the classroom.

GOALS AND OBJECTIVES

The general goals are to:

- expand students' knowledge of French grammar and syntax.
- expand students' vocabulary to enable them to speak and write confidently in a variety of situations.
- provide students strategies to be effective readers, writers, speakers, and listeners in French.
- provide students the skills to further their understanding of how language works by comparing French to their native language.
- promote students' personal use of French as a lifelong learner in the ever-changing global community.
- discuss other disciplines in the target language.
- expand and encourage the students' use of French through the internet and within their community for educational purposes and career opportunities.
- introduce students to authentic French literature and literary criticism.
- develop critical thinking that can be applied to future life situations.

The specific objectives are:

- Students will demonstrate increasing proficiency in reading, writing, speaking, and listening comprehension skills.
- Students will broaden and deepen their analytical skills with regards to authentic Francophone literature.
- Students will enhance and refine their writing skills in terms of structure, substance, and style.
- Students will demonstrate increasing proficiency in speaking and in critical listening abilities.
- Students will have opportunities to broaden their appreciation for other cultures through reading, travel, and other cultural activities.
- Students will develop skills in paraphrasing, circumlocution, and other strategies to avoid breakdowns in conversations.
- Students will infer meaning of both oral and written sources by recognizing familiar words and patterns.
- Students will be able to express personal opinions, both written and oral, in French.
- Students will demonstrate, in French, an understanding of concepts learning in other areas such as humanities, art, and music.

RESOURCES AND REFERENCES

- *Par Tout le Monde Francophone (Cours Intermédiaire)*, Longman Publishers

- Selected Francophone poetry
- Selected Francophone short stories
- « *Le Petit Prince* » Antoine de Saint Exupéry
- « *Rhinocéros* » Eugène Ionesco
- « *L'Étranger* » Albert Camus
- « *Huis Clos* » Jean-Paul Sartre
- « *Poursuite Inattendue* »: (a 12-part listening comprehension story for intermediate and advanced students) EMC Publishing
- « *Drôle de Mission* » : (a 12-part listening comprehension story for intermediate and advanced students) EMC Publishing
- Francophone films, including *Le Roi de Cœurs*, *La Bataille d'Algiers*, *Au Revoir, les Enfants*, *Le Petit Nicolas*, and *Argent de Poche*

INSTRUCTIONAL MODEL

Vocabulary and grammatical concepts are introduced and reviewed through a combination of a teacher-centered and student-centered classroom. Vocabulary and grammar are presented, practiced, and assessed by written, oral, aural, and visual techniques so as to address all styles of learners.

The main goal for the students is to be able to communicate in the target language. To work towards this goal, a variety of instructional techniques are employed. They include paired and small group communicative activities, language lab exercises, whole class discussions, listening activities, various authentic Francophone readings, and individual and paired creative and critical writings. Students gain confidence and assurance in their ability to communicate their ideas, beliefs, needs, and desires. Through formal and informal feedback, students reinforce what they have successfully learned and acquire new appropriate vocabulary, syntax, and grammar.

Reading skills develop as the students read texts that increase with difficulty over the course of the year. In class, group reading is the first step to insure that students can comprehend the surface level of the text. As students develop linguistically, individual at-home reading assignments become the basis for in-class discussions. The literary analysis introduced at this point provides students the ability to analyze authentic Francophone literature for its historical, philosophical, and political meaning. Students will use the language laboratory at least once per cycle.

ASSESSMENT

Students are assessed in a variety of ways that reflect the focus on the various linguistic skills central to the course. Assessment is both formal and informal. Informal assessment deals with the students' daily in-class participation. Students are expected to participate orally in class and to show progress in linguistic accuracy, both in listening and speaking, throughout the year. Formal written assessments include quizzes, tests, creative and critical essays, and research projects. Formal oral assessments include one-on-one or recorded oral performances, presentation of Francophone poetry, various cultural and historical topics, dictation, dialogues, skits, and multiple choice and open-ended listening exercises. Reading comprehension is assessed both formally by comprehension questions as well as informally through class discussion and teacher-lead questioning.

Students keep folders of their written work in the classroom. Their instructor expects them to contemplate their progress over the course of the year. Students' oral recordings are also saved on the school's network and progress in this area is analyzed by both the student and teacher. While enrolled in an advanced language course, students are expected to demonstrate responsibility for their progress and to take an active part in their learning process. The variety of assessments provides all styles of learners a pathway to success and encourages all students to improve in all areas of the language. This multi-faceted approach encourages students towards success and cultivates the desire to become a life-long learner

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Course # 316 - FRENCH IV (3)

DESCRIPTIVE OVERVIEW

This is a sequential course for students who have successfully completed French III (3). Students will review basic grammar introduced in the three previous years of French and will be introduced to more sophisticated grammatical concepts, syntax, and idiomatic expressions. Previously acquired vocabulary will be reinforced in both written and oral approaches. Students will also continue to augment their vocabulary. Students will advance in proficiency in the four major linguistic skills: listening, speaking, reading, and writing. In addition to these skills, students will engage in literary analysis of abridged French texts, which have been adapted for a non-native speaking audience. Students will share personal beliefs and opinions in various communicative exchanges: face-to-face, group, or via technology. Students will explore and compare their personal beliefs with those of others in their classroom. Students will be encouraged to become lifelong learners and to use French for personal enrichment outside the classroom.

GOALS AND OBJECTIVES

The general goals are to:

- expand students' knowledge of French grammar and syntax.
- expand students' vocabulary to enable them to speak and write confidently in a variety of situations.
- provide students strategies to be effective readers, writers, speakers and listeners both in French and in other situations.
- provide students the skills to further their understanding of how language works by comparing French and their native language.
- promote students' personal use of French as life-long learners in the ever-changing global community.
- discuss other disciplines in the target language.
- expand and encourage the students' use of French through the internet and within their community for educational purposes and career opportunity.
- introduce students to authentic French literature and literary criticism.
- develop critical thinking that can be applied to future life situations.

The specific objectives are:

- Students will demonstrate increasing proficiency in reading, writing, speaking and oral comprehension skills.
- Students will broaden and deepen their analytical skills with regards to abridged Francophone literature.
- Students will enhance and refine their writing skills in terms of structure, substance, and style.
- Students will demonstrate increasing proficiency in speaking skills and critical listening abilities.
- Students will have opportunities to broaden their appreciation for other cultures through reading, travel and other cultural activities.
- Students will develop skills in paraphrasing, circumlocution and other strategies to avoid breakdowns in conversation.
- Students will infer meaning of both oral and written sources by recognizing familiar words and patterns.
- Students will be able to express personal opinions, both written and oral, in French.
- Students will demonstrate in French and understanding of concepts learned in other areas such as humanities, art, and music.

RESOURCES AND REFERENCES

- « *Par Tout Le Monde Francophone* », Longman
- Selected Francophone poetry
- Selected Francophone short stories
- « *Jean de Florette* » Marcel Pagnol
- « *Le Tour du Monde en Quatre-vingts Jours* » Jules Verne
- « *Poursuite Inattendue* »: (a 12-part listening comprehension story for intermediate and advanced students) EMC Publishing
- « *Drôle de Mission* » : (a 12-part listening comprehension story for intermediate and advanced students) EMC Publishing
- Francophone films, including *Jean de Florette*, *Manon des Sources*, *Le Tour du Monde en 80 Jours*, and *Le Petit Nicolas*

INSTRUCTIONAL MODEL

In a combination of a teacher centered and student centered classroom, vocabulary and grammatical concepts are introduced by teacher presentation and the text book's presentation. Vocabulary and grammar are presented, practiced and assessed by written, oral, visual, and aural techniques as to address all styles of learners.

The main goal for the students is to be able to communicate in the target language. To work towards this goal, a variety of instructional techniques are employed. They include paired and small group communicative activities, language lab exercises, whole class discussions, listening activities, various authentic francophone readings, and individual and paired creative and critical writings. Students gain confidence and assurance in their ability to communicate their ideas, beliefs, needs and desires. Through formal and informal feedback, students reinforce what they have successfully learned and acquire new appropriate vocabulary, syntax, and grammar.

Reading skills are developed as the students read texts that increase with difficulty over the course of the year. In-class group reading is the first step to insure that students can comprehend the surface level of the text. As students develop linguistically, individual at-home reading assignments become the basis for in-class discussions. Literary analysis is introduced at this point to provide students the ability to analyze francophone literature for its historical, philosophical and political meaning. Students will use the language laboratory at least once per cycle.

ASSESSMENT

Students are assessed in a variety of ways that reflect the focus on the various linguistic skills central to the course. Assessment is both formal and informal. Informal assessment deals with the student's daily in-class participation. Students are expected to participate orally in class and to show progress in linguistic accuracy, both in listening and speaking, throughout the year. Formal written assessments include quizzes, tests, creative and critical essays, and research projects. Formal oral assessment includes one-on-one or recorded oral performances, presentation of francophone poetry or various cultural and historical topics, dictation, or dialogues. Reading comprehension is assessed both formally by comprehension questions as well as informally by class discussion and teacher-lead questioning.

Students keep folders of their written work in the classroom and are expected to contemplate their progress over the course of the year. Students' oral recordings are also saved on the school's network, and progress in this area is analyzed by both student and teacher. Being an upper level language course, students are expected to demonstrate responsibility for their progress and to take an active part in their learning process. The variety of

the assessments provides all styles of learners a pathway to success and also encourages all students to improve in all areas of the language. This multi-faceted approach encourages students towards success and cultivates the desire to become a life-long learner.

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Course # 317- FRENCH V (2)

DESCRIPTIVE OVERVIEW

The course offers an overview of French literature across the centuries as well as analysis of contemporary issues being discussed in France. Students read excerpts of literary masterpieces in historical and cultural context. In addition, using a college level text, they read, discuss and debate topics of current interest in French society. Both orally and in writing, students will be asked to connect and compare the similarities and differences of these issues between France and the United States. During the last term they will study different film genres in an introduction to film studies of the Francophone world. Grammar will be reviewed on an as needed basis.

GOALS AND OBJECTIVES

Students will be able to:

- appreciate the value of speaking a second language as a useful life-long skill in a global community.
- continue to develop oral proficiency in order to be able to converse with native speakers on a variety of subjects.
- read, interpret and analyze literature or representative Francophone authors.
- write essays that express ideas, opinions, feelings in French.
- recognize and appreciate different cultures.
- develop the ability to express higher order thinking

INSTRUCTIONAL MODEL

The class will be conducted entirely in French. Various instructional strategies include pair and small learning groups, class discussions and debates, original skits, listening and oral activities. These strategies will allow students to connect language and community in a variety of formats. Instruction incorporates a variety of exercises which promote vocabulary acquisition, listening and reading comprehension as well as process writing. A weekly French TV news program will summarize headline news. Students will use the language laboratory at least once per cycle.

RESOURCES/REFERENCES

- *Controverses* with accompanying ancillary materials
- *Les Contes de Fee*, Charles Perrault
- A variety of literary genres from various sources
- Current event articles from various publications

ASSESSMENT

Performance assessments will be widely used to determine what students know and, more importantly, how they are able to express themselves both orally and in writing. The focus is on how well students can apply what they have learned. All five skills are evaluated through both traditional and performance – based assessments. Listening is assessed through listening comprehension exercises on tests, quizzes, daily question and answer activities, class discussions, and comprehension of recorded media or live presentations. Speaking is assessed through daily question and answer activities, individual, paired or group discussions or presentations, and daily participation. Reading is assessed through written or oral responses or class discussions about reading selections

or literary works. Writing is assessed through compositions, essays, open-ended questions, and creative writing projects.

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Course # 318- FRENCH V (3)

DESCRIPTIVE OVERVIEW

This course offers an overview of contemporary French culture through literature and film with a review of vocabulary and grammar as needed. Students read, analyze and discuss the various literary genres. In addition, they write original endings or chapters for certain works and organize student led discussions. They choose themes related to the Francophone world, do research and make presentations in class. During the last term, they study La Nouvelle Vague – a French film movement in the 1950's.

GOALS AND OBJECTIVES

Students will be able to:

- Read, interpret and analyze French literature
- Analyze the themes and characteristics of literary and film movements in French
- Discuss the significance of French literature and film in French
- Recognize and appreciate different cultures
- Appreciate the value of speaking a second language as a useful life-long skill in a global community.
- Continue to develop oral proficiency in order to converse with native speakers on a variety of subjects.

INSTRUCTIONAL MODEL

This class will be conducted in French. Various instructional strategies include pair and small learning groups, class discussions, skits, listening, writing and speaking activities. Instruction incorporates a variety of exercises which promote vocabulary acquisition, listening and reading comprehension as well as process writing.

RESOURCES AND REFERENCES

- *La Tête d'un Homme*, George Simenon
- *L'Etranger*, Albert Camus
- *Le Petit Prince*, Antoine de Saint-Exupery
- *Une Fois Pour Toutes*, Pearson
- La Nouvelle Vague films

ASSESSMENT

Assessments include vocabulary and grammar quizzes as necessary. The primary focus is on how well students can apply what they have learned and how well they are able to express themselves both orally and in writing. Students prepare for and lead discussions, write original chapters or endings for *Le Petit Prince*, and prepare a debate for the second half of *L'Etranger*. All five skills are evaluated through both traditional and performance-based assessments on formal and informal bases.

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Course #308 - AP FRENCH

DESCRIPTIVE OVERVIEW

AP French Language and Culture is open to highly motivated students who have successfully completed French IV level 2 and who plan on taking the French Language and Culture AP exam. The course seeks to develop language skills (reading, writing, listening, and speaking), to broaden cross cultural understanding, and to introduce students to literary analysis of representative works of prose, poetry, and drama. The course, being conducted exclusively in French, improves students' comprehension and ease of expression on a daily basis. Students are encouraged to use the language as a tool to express personal beliefs and opinions on a variety of topics as well as to explore concepts that fluency in French provides the learner.

GOALS AND OBJECTIVES

The general goals are to:

- provide students the ability to understand spoken French in various contexts.
- introduce students to cultural topics of the Francophone world based on the Cultural themes and sub-themes laid out by the College Board.
- enable students the ability to express themselves coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken French.
- provide students a French vocabulary sufficiently ample for reading newspaper and magazine articles, literary texts, and other nontechnical writings without dependence on a dictionary.
- enable students to formulate and express critical opinions and judgements in correct oral and written French.
- develop the students' ability to read and analyze critically and to discuss perceptively representative works of French literature.

The specific objectives are:

- Students will demonstrate increasing proficiency in critical reading skills and critical thinking abilities.
- Students will enhance and refine their writing skills in terms of substance, structure, and style.
- Students will demonstrate increasing proficiency in understanding authentic Francophone oral recordings.
- Students will understand authentic Francophone literary works and will further develop skills used in literary analysis.
- Students will refine their oral communication and be able to express themselves on a variety of topics.
- Students will improve skills in circumlocution and paraphrasing in order to maintain conversation.
- Students will continue to work towards mastery of French grammar and will continue to develop vocabulary.
- Students will make comparisons between Francophone cultures and their own.

RESOURCES AND REFERENCES

- *Cours supérieur*, Amsco
- *AP French: Preparing for the Language and Culture Examination*, Richard Ladd
- Released exams and free response questions from previous AP exams
- *Candide*, Voltaire
- *Moderato Cantabile*, Duras
- *L'école des femmes*, Molière
- *Les grandes marées*, Jacques Poulin
- *Je ne suis là pour personne*, Ceciel Philippe

INSTRUCTIONAL MODEL

Instructional techniques include essay and e-mail writing based on previous AP prompts, self -assessment of these writings, speaking exercises based on previous year's AP questions, in class debates, small group or whole class discussions on a variety of topics, listening exercises in the language laboratory with multiple choice questions, various games reinforcing vocabulary and circumlocution, creative writing, oral presentation of cultural topics, and reading exercises with multiple choice comprehension exercises. Various strategies helpful to prepare for the various parts of the AP exam are presented by the instructor and practiced throughout the course of the year. Various grammatical areas that are typically challenging for upper level students are reviewed based on students' needs. Vocabulary needed to perform successfully on the AP exam is introduced and practiced. The intensive reading and writing components of the AP curriculum are addressed by reading authentic French novels and plays, in class discussions of these works, and writings based on students reactions to these works. Students will use the language laboratory at least once per cycle.

ASSESSMENT

Students are assessed in a variety of ways that reflect the focus on the various linguistic and cultural topics dealt with in the course. Assessment is both formal and informal.

Informal in-class assessment includes students' daily speaking and oral comprehension. Daily homework informally assesses students' mastery of various grammatical concepts. Formal assessments include listening and reading exercises with multiple choice questions, essays and emails based on AP questions, written grammar quizzes and tests, written vocabulary quizzes, dictations, recorded speaking exercises, creative skits and presentations based on various cultural topics.

Students keep folders of their written work in the classroom and are expected to contemplate their progress over the course of the year. Students' oral recordings are also saved on the school's network and progress in this area is analyzed by both student and teacher over the course of the year and from year to year.