Syllabus Middle School French 3

2014-2015

Madame Maryline Pimentel Room A3 / Block E
mpimentel@lsnepal.com

Welcome to Lincoln Middle School's French 3 language class! I am delighted to help you develop curiosity, interest, and enjoyment in learning one of the most beautiful and widely spoken languages in the world. The French 1B Advanced Beginner's course will focus on developing sound communicative skills: listening, speaking, reading, and writing of the French language. In addition to introducing vocabulary concepts and grammatical structures, the coursework will also include an introduction to geographical distribution of French-speaking cultures in the francophone world. During the course of study students will be completing a variety of internet-based language and culture projects that are closely linked to our curriculum and emphasize creativity and real-world application to our French lessons.

Philosophy

The World Language Department at Lincoln School recognizes that « the purposes and uses of foreign languages are as diverse as the students who study them… It's with this philosophy in mind that five goal areas that encompass all of these reasons have been identified ». The **five C's** of Foreign Language Education serve as support and reference of French classes at Lincoln School : **C**ommunication (communicate in French), **C**ultures (gain knowledge and understanding of Francophone culture), **C**onnections (connect with other disciplines and acquire information), **C**omparisons (develop insight into the nature of language and culture) and **C**ommunities (participate in multilingual communities at home and around the world).

For more information, please check the website « Standards for Foreign Language Learning. Preparing for the 21st
century » http://www.actfl.org/files/public/StandardsforFLLexecsumm_rev.pdf

Course description

Middle School French 1B class focuses on continuing and developing basic and more advanced language skills (listening, reading, writing and speaking) and grammatical structures. Main aspects of French culture are introduced to allow students to acquire an appreciation of the customs, traditions and expressions of the French speaking world. By introducing the French language through culture (history, art, news, etc) students will be able to make important interdisciplinary connections.

Objectives

1. Students will communicate in the target language. Give directions, ask and answer questions and provide information.

2. Students will speak with understandable pronunciation and syntax within the limits of their vocabulary and grammatical structures.

3. Students will write for simple communication using clear, grammatically correct sentences within the limits of their grammar and sentences structures.

4. Students will listen and read for comprehension within the limits of their vocabulary.

5. Students will broaden their cultural background by studying, researching and presenting information about the products and practices of the target country or countries.

6. Students will use the information acquired from the study of world language to make connections with other disciplines.

7. Students will seek to compare their new information about language and culture to their own culture to look for similarities and differences.

8. Students will make world language part of their community by using it within the school on a daily basis in class and outside of school for personal fulfillment (films, short stories, current events, field trips, etc.).

Material

Textbook/Workbook T'es branché? French 4 (EMC and CLE International)

Cds, DVDs, T'es branché ? French 4

Quizzes, tests, situation cards, communicative activities and Internet activities.

For more info, please refer to the following website:

http://store.emcp.com/world-languages/t-es-branche-level-two.html

Methods of evaluation

> **"Formative assessment** (assessment **for** learning) is the process of gathering information during the learning process. It involves constructive and specific feedback for students designed to improve learning. This evidence will have limited weight in the determination of final grades or levels of achievement.

Summative assessment (assessment **of** learning) may occur throughout a course. Summative assessment is designed to allow students to demonstrate achievement toward the expectations of a course. It forms the primary basis for establishing levels of achievement and report card grades."

In order to honor this evaluation process the following sections will be evaluated.

1. Oral and written understanding.

2. Oral and written expression and presentation.

3. Structural and lexical application, grammar and vocabulary quizzes/tests (listening, reading, speaking and writing). Quizzes will be given frequently as a regular check for learning. The students should review the material covered in class on a daily basis.

4. Homework (home learning).

"Homework is defined as any assignment or activity given to students which, by design, is undertaken outside regular class time without teacher supervision or support.

Homework, where it is given, should be as differentiated as instruction. Where homework is given, it should be made relevant through follow-up in class.

Students frequently take home with them work they have begun at school with teacher support; and assignments may have many components, some of which might be better undertaken at home. Similarly, a student might choose to continue her work independently at home. An assignment begun in class under teacher guidance and support, that may be completed at home, does not constitute "homework" per se.

Grades at Lincoln School represent summative evaluation of a student's progress towards a standard. Because students working at home are subject to factors which might result in a misleading or incomplete picture of their learning, a student's grades are calculated based upon work whose progress was observed and supported by the teacher, at school. Work assigned to be entirely done at home, whether as practice, preparation or independent learning, is not used in calculating grades." (cf.Assessment for Learning at Lincoln School)

5. Projects (oral and written).

6. Website research.

7. Semester exams.

In each category grading will be based on performance standards for Modern Language preparing for the 21st Century.

Students should take pride in their work and only hand in assignments to the teacher that they are proud of. Papers should be neat, legible and double-spaced.

I am sincerely looking forward to spending this new academic year with all of you.

Maryline Pimentel

French Teacher

"One language sets you in a corridor for life. Two languages open every door along the way."
Frank Smith

P.O. Box 2673, Ravi Bhawan, Kathmandu, Nepal
Phone: 977-1-4270482, Fax: 977-1-4272685 Website: www.lsnepal.com