

# KAP French Syllabus for Hilliard Davidson City School 2014-2015

## Instructor:

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## Course Overview

Hilliard City Schools offers 5 years of Foreign Language study, beginning in 8th grade. The curriculum focuses on building the communicative skills of listening, reading, writing and speaking. Students' grades are calculated so that each skill area carries equal weight in the student's final average.

## Course Design

This course incorporates the Hilliard City Schools World Language curriculum, the ACTFL standards, the State of Ohio World Language learning standards and the Advanced Placement curriculum.

**Listening:** With the exception of some small administrative tasks and a few complex grammatical explanations, the course will be conducted exclusively in French, thus allowing students to hear the language on a daily basis. Within each unit, students will also have opportunities to listen to native speakers through the use of extensive media resources, including online videos, French films on DVD, and clips from authentic televised news broadcasts. Students' comprehension of these materials will be demonstrated through comprehension questions, responding to interview-style questions, and participation in large and small group discussions.

**Reading:** Units will contain a mixture of authentic fiction and non-fiction pieces, each related to the thematic unit. Non-fiction texts will come from both authentic printed resources, such as magazine articles, as well as online resources. Students will demonstrate their understanding of these texts by answering written and oral comprehension questions (via tests/quizzes/assignments), participating in small and large-group discussions (both in class and online), and incorporating information and concepts from the texts into various projects and assignments.

**Speaking:** Because the class is conducted exclusively in French, students are expected to use only the target language to communicate with the teacher and other students. Activities are designed with the goal of students achieving such a level of speaking proficiency that they can be easily understood by a native speaker. Students will be regularly assessed, both formally and informally, by the teacher on their speaking skills and will receive feedback about their strengths and weaknesses. These assessments may be planned or spontaneous in nature and will align with the current unit of study. Communication will be conducted in the interpersonal, presentational and interpretive modes.

**Writing:** Students will be given a variety of pre-assigned and impromptu writing exercises. Examples of impromptu writing samples include responding to questions about a current story or text topic, or sharing personal information/experiences in writing. Examples of pre-assigned samples include extended response compositions about the current unit of study and contributions to the course blog. Students are expected to write at such a proficiency level that a native speaker could easily understand their thoughts. To perfect their writing mechanics and style, students will also study advanced grammar concepts as outlined in the syllabus.

## Course Outline

| Unit Themes/Dates                         | Written and Recorded Texts  | Grammar Review  | Assessments  |
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| L'Education                               |   | <b>Past Tenses:</b> <ul style="list-style-type: none"> <li>• Pluperfect</li> <li>• Past Participle Agreement</li> <li>• Sequence of tenses</li> </ul>       | <b>Interpretive:</b><br>Reading/Listening comprehension of videos and articles<br><b>Interpersonal:</b> Small group discussions of articles and theme<br><b>Presentational</b><br>Oral presentation to support/dispel a given stereotype, essay on stereotypes   |
| <b>Intouchables</b><br>Sept. 8 – Sept. 26 | <ul style="list-style-type: none"> <li>• Written and recorded interviews with actors, director and men whose story is portrait in the film such as:<br/> <a href="http://www.lexpress.fr/culture/cinema/intouchables-l-interview-d-omar-sy_1084869.html">http://www.lexpress.fr/culture/cinema/intouchables-l-interview-d-omar-sy_1084869.html</a><br/> <a href="http://www.youtube.com/watch?v=pTbklUwsmX0">http://www.youtube.com/watch?v=pTbklUwsmX0</a><br/> <a href="http://www.youtube.com/watch?v=RAJAQvHpxvg">http://www.youtube.com/watch?v=RAJAQvHpxvg</a><br/> <a href="http://www.youtube.com/watch?v=fclQoWU7bas">http://www.youtube.com/watch?v=fclQoWU7bas</a></li> <li>• Excerpts from the book, <i>Le Second Souffle</i></li> <li>• Film, <i>Intouchables</i></li> </ul> | <ul style="list-style-type: none"> <li>•</li> </ul>   | <b>Interpretive:</b> <ul style="list-style-type: none"> <li>• Reading/Listening comprehension of videos, articles and excerpts</li> </ul> <b>Interpersonal:</b> <ul style="list-style-type: none"> <li>• Small group discussions of film</li> <li>• Role plays based on film</li> </ul> <b>Presentational:</b> <ul style="list-style-type: none"> <li>• Essay about film themes</li> </ul> |
| <b>La Technologie</b><br>Sept. 29-Oct. 17 | <ul style="list-style-type: none"> <li>• Videos and articles about the role of technology, with an emphasis on social media and education in schools</li> </ul>   | <b>Future and Conditional :</b> <ul style="list-style-type: none"> <li>• Future perfect</li> <li>• Past Conditional</li> <li>• <i>Si</i> clauses</li> </ul> | <b>Interpretive:</b> <ul style="list-style-type: none"> <li>• Reading/Listening comprehension of videos and articles</li> </ul> <b>Interpersonal:</b> <ul style="list-style-type: none"> <li>• Small group discussions of videos and articles</li> </ul> <b>Presentational:</b> <ul style="list-style-type: none"> <li>• Debate on a topic related to technology</li> </ul>                |

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|  |  |   | <ul style="list-style-type: none"> <li>Persuasive essay related to technology</li> </ul>  |
| <b>M. Lazhar</b><br>Oct. 20-Nov. 7                               | <ul style="list-style-type: none"> <li>Written and recorded interviews with actors, director</li> <li>Articles about the film</li> </ul> | <b>Direct and Indirect Discourse</b>  | <b>Interpretive:</b> <ul style="list-style-type: none"> <li>Reading/Listening comprehension of videos and articles</li> </ul> <b>Interpersonal:</b> <ul style="list-style-type: none"> <li>Small group discussions of videos and articles</li> <li>Role plays based on film</li> </ul> <b>Presentational:</b> <ul style="list-style-type: none"> <li>RAFT writing activity</li> </ul>       |
| <b>Les Arts Visuels</b><br>Nov. 10-Nov. 25                       | <ul style="list-style-type: none"> <li>Videos and articles related to the visual arts.</li> <li><i>Camille Claudel</i></li> </ul>        | <b>Pronoun Review</b> <ul style="list-style-type: none"> <li>Relative Pronouns</li> <li>Demonstratives</li> <li>Possessives</li> <li>Disjunctive pronouns</li> <li>Direct/Indirect Objects</li> </ul> | <b>Interpretive:</b> <ul style="list-style-type: none"> <li>Reading/Listening comprehension of film, videos and articles</li> </ul> <b>Interpersonal:</b> <ul style="list-style-type: none"> <li>Small group discussions of videos and articles</li> <li>Role plays based on film</li> </ul> <b>Presentational:</b> <ul style="list-style-type: none"> <li>RAFT writing activity</li> </ul> |
| <b>La Gastronomie/La Faim</b><br>Dec. 1 – Dec. 12                | <ul style="list-style-type: none"> <li>Videos and articles related to the theme of food and hunger.</li> </ul>                           | <b>Adjectives and Adverbs</b> <ul style="list-style-type: none"> <li>adjective placement</li> <li>comparative</li> <li>superlative</li> <li>adverb formation</li> </ul>                               | <b>Interpretive:</b> Reading/Listening comprehension of videos and articles<br><b>Interpersonal:</b> Small group discussion of articles/videos.<br><b>Presentational:</b> <ul style="list-style-type: none"> <li>Oral Presentation on a topic related to food/hunger.</li> </ul>  |
| <b>Jan. 5-Jan. 9</b><br><i>Le Petit Prince</i> :<br>Introduction | <ul style="list-style-type: none"> <li>Articles and videos about the life of Antoine de Saint-Exupery</li> </ul>                         | <b>Le Passé Simple</b>  | <b>Interpretive:</b> Reading/Listening comprehension of videos and articles   |

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| Jan. 12-Feb. 12<br><b>Le Petit Prince</b>                   | <i>Le Petit Prince</i>  | Grammar review in the context of the novel         | <b>Interpretive:</b> Reading comprehension of the novel.<br><b>Interpersonal:</b> Small group discussion regarding the themes of the novel.<br><b>Presentational:</b><br><ul style="list-style-type: none"> <li>Essays related to the themes of the novel</li> </ul> |
| <b>Le Petit Prince</b><br>(Spectacle Musical)<br>Feb. 18-24 | <i>Le Petit Prince</i> (DVD of musical)   | N/A  | <b>Interpretive:</b> Listening comprehension of the film.<br><b>Presentational:</b> Review of film   |
| <b>Molière</b><br>Feb. 25-March 20                          | <ul style="list-style-type: none"> <li>Excerpts from <i>Le Bourgeois Gentilhomme</i></li> <li>Videos of scenes from <i>Le Bourgeois Gentilhomme</i></li> <li>Film : <i>Molière</i></li> </ul> | Interrogative expressions                          | <b>Interpretive:</b> Reading comprehension of the play. Listening comprehension of the film.<br><b>Interpersonal:</b> Role plays based on the film.<br><b>Presentational:</b> Persuasive essay based on the film.  |
| <b>March 30-April 10</b>                                    | <ul style="list-style-type: none"> <li>Current events articles and news videos</li> </ul>   | Grammar review based on written and recorded texts | <b>Interpretive:</b> Reading comprehension of current events articles<br>Listening comprehension of news videos<br><b>Interpersonal:</b> Small group discussions of current events<br><b>Presentational:</b> Presentation of a current event.                        |
| <b>April 13-April 30</b>                                    | Preparation for French AP Test  | N/A  | Practice AP tests  |
| <b>May 1-May 8</b>  | AP Tests  | N/A  |  |
| <b>May 11-May 22</b>  | <i>Au Revoir les Enfants</i><br><i>Les Choristes</i>  | N/A  | <b>Interpretive :</b> Listening comprehension of films. Reading comprehension of articles related to films.<br><b>Interpersonal:</b> Discussion of films.  |

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|  |  |  | <b>Presentational:</b> Essay comparing two films. |
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