

French I - PAPA - 2019/2020 Syllabus
Bienvenue à la classe de français!
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I am thrilled to be teaching French here at PAPA. I will be using a method called Dynamic Language Acquisition which uses TPR (Total Physical Response) in combination with stories, music, poetry, and culture. This innovative method of student-friendly immersion is based on the idea that we learn a foreign language most easily and most thoroughly through activities that simulate the way we learn our native language.

The text we will be using in class is a curriculum I have been developing for more than 20 years. My goal is to help students master the basic French language skills and gain cultural awareness so they will be comfortable traveling to a French-speaking country. Each day, students will be acquiring not only vocabulary and expressions, but also important cultural information that will help them gain insights into the French way of life. The units include:

Chapitre 1 Bienvenue

Students will learn basic classroom vocabulary, numbers, introductions, greetings, months of the year, days of the week, and the alphabet.

Chapitre 2 Allons au supermarché

Students will learn foods and shopping vocabulary, different kinds of markets, numbers, and the French system of money.

Chapitre 3 Allons au café

Students will learn how to order food in cafés, types of eating establishments (bistros, restaurants, salons de thé), and the variety of food and drinks in French-speaking countries.

Chapitre 4 Vive les vacances!

Students will learn about traveling to and within French-speaking countries, weather, sports, seasons, and leisure activities.

I incorporate music and film into each unit. Films include: Rataouille, Monstre à Paris, Julie et Julia, Bon baisers de France (French Kiss), Cyrano de Bergerac, and Le Ballon Rouge (the Red Balloon).

Each lesson presented is part of the whole process of learning the French language: listening speaking, reading and writing. Missing one class will put you two days behind. If you must miss class, I expect that you will stop by and get your assignments the day you return so you may complete them as quickly as possible. Nothing can replace class time except travel to a French-speaking country.

GRADING

40% Reading and Writing Activities

10% Participation & Speaking Tests

25% Written Quizzes & Tests

25% Projects

In class, please be on time, prepared, respectful and positive! If you ever need any extra help, I am available by appointment. I am really looking forward to working with you.

Bonne chance et bon courage!

-Madame Sena

Required materials: one spiral notebook, a two-pocket folder and a 1 1/2 inch 3-ring binder, 10 dividers, paper, pencil or pen

Dividers should be labeled:

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|---|--|
| I. Les phrases de classe et proverbes | VI. La culture : Le voyage |
| II. Les notes de classe | VII. Les verbes : <i>notes, charts</i> |
| III. Dictionnaire des illustrations : Vocabulaire | VIII. Des Projets |
| IV. La culture : les films français | IX. Les compositions |
| V. La culture : Les chansons | X. Course Standards |

Course Standards

As students progress in the language acquisition process they will be able to perform tasks, which demonstrate their proficiency in the New Mexico Standards for Modern and Classical Languages.

Content Standard 1 - By speaking, writing, and/or signing, students will express themselves in a culturally appropriate manner for many purposes.

Content Standard 2 - By listening, observing, reading and discussing, students will comprehend and interpret oral, written, and visual messages on a variety of topics.

Content Standard 3 - Students will understand the relationship between language and culture.

Content Standard 4 - Students will develop an understanding of other cultures, including such elements as: value systems, languages, traditions, and individual perspectives.

Content Standard 5 - Students will understand how languages work.

Content Standard 6 - Students will use the languages studied to reinforce and expand knowledge of other disciplines.

Content Standard 7 - Students will use the language studied for personal enjoyment, personal enrichment, and employability.

The goal of my instruction is:

1. to expose students to as much comprehensible input (meaningful communication) in the target language as possible through having them listen and read.
2. to have the students acquire vocabulary and grammar by using them correctly in context in stories, and in activities where they can make comparisons.
3. to have students read as much of the target language as possible as a way of providing them with more comprehensible input. Students read simple teacher and student written stories, simplified literature, children's books, and authentic documents.