**Curriculum**

**MS Advanced French**

**Course Overview**

The main purpose of this course is to enable Middle School Students to enhance competency in French through a communicative, linguistic and cultural approach to language learning. Throughout the course there is continued emphasis on the development of listening, speaking, reading, and writing skills and on the acquisition of the fundamentals of applied grammar. Cross-cultural understanding of the Francophone world is fostered and real-life situations are emphasized on this course. As resources, we use the manual *Discovering French Blanc* in addition to a variety of other materials including: games, films, ipods, ipads, songs, books, computer programs and the new TASIS LMS.

**Department Standards**

**Communication:**

1. Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (Interpersonal)
2. Understand and interpret written and spoken language on a variety of topics. (Interpretive)
3. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Presentational)

**Cultures:**

1. Demonstrate an understanding of culture through the study of the relationship among practices, perspectives, and products.

**Comparisons:**

1. Demonstrate an understanding of the nature of language and culture through comparisons of the language studied and their own.

**Connections and Communities:**

6. Use the language to connect with other disciplines, access information through authentic language sources and experience language and culture in multiple settings.

**Benchmarks**:

The overall objective of this course is for students to be proficient in a variety of everyday situations and to wish to continue their study of this language, and perhaps others, using the knowledge they have acquired here as a good platform.

At the end of this course students will be expected to demonstrate ability to:

* Convey detailed information and discuss basic/personal ideas clearly and accurately in a range of situations.
* Express opinions, suggestions, commands, and predictions.
* Narrate events with increasing flair, panache, and sophistication.
* Understand/apply acquired skills accurately and eloquently in spoken and written forms in a defined range of situations.
* Understand and manipulate a wide range of vocabulary and grammar structures.
* Use a register that is appropriate to the situation.
* Show an awareness/appreciation of various elements of Francophone culture.
* Demonstrate understanding of how a language works through comparisons of French with their own language.
* Communicate clearly and effectively.
* Understand and respond appropriately to written and spoken material of average difficulty.

**Performance Indicators**

**Students should be able to:**

* Convey detailed information and discuss basic/personal ideas clearly and accurately in a range of situations.
* Express opinions, suggestions, commands, and predictions.
* Narrate events in the past with increasing flair, panache, and sophistication.
* Understand/apply acquired skills accurately and eloquently in spoken and written forms in a defined range of situations.
* Understand and manipulate a wide range of vocabulary.
* Use a register that is appropriate to the situation.
* Show an awareness/appreciation of various elements of Francophone culture.
* Demonstrate understanding of how a language works through comparisons of  French with their own language.
* Plan one’s free time.
* Extending, accepting, and turning down invitations.
* Talk about concerts and movies.
* Talk about places to go and things to do.
* Talk about different types of movies.
* Discuss relations with others.
* Asking others for assistance.
* Describe services of others.
* Talk about friends and neighbourhood.
* Describe people and places.
* Writing a letter to a friend.
* Discuss what one likes to read.
* Talk about what others have written or said.
* Talk about losing and finding things.
* Talking about where one practices sports and when.
* Describe one’s daily routine in the past .
* Discuss where one lives.
* Describe the location of a house or apartment .
* Describe what a house or apartment looks like.
* Describe the rooms, the furniture and the appliances

 of the house.

* Explain what one used to do in the past andgive background information about specific past events.
* Talk about clothes.
* Talk about vacation plans.
* Plan a camping trip.
* Name vacation destinations.
* Buy tickets and check schedules.
* Express polite requests.
* Describe cars and name the parts of a car.
* Ask for having one’s car serviced.
* Getting one’s driving license.

**Assessments**

Daily written exercises

Oral presentations

Written work

Poster exercises

Role- plays

Listening and reading comprehensions

Homework assignments

Unit tests that include vocabulary and grammar

**Core Topics**

Quarter 1

The individual and society

Oneself and others

Weekend activities/ Leisure and travel

Revision of essential grammar points

Quarter 2

Food and drink

Leisure and health

Quarter 3

Towns and services

Individual and Society

Quarter 4

Leisure and travel

Environment

Technology

**Specific Content**

Quarter 1

The individual and society

Education and work

Review: All the grammar points and vocabulary taught during beginners and Intermediate course.

Quarter 2

Meals, drinks and food shopping

Free time and entertainment

Sports and health

Parts of the body

The verbs: “ préférer, acheter, payer, boire, devoir, savoir, connaître, pouvoir, écrire, lire, dire, courir et vouloir”; Expressions of quantity; Partitive articles ; The adjective “tout” .

The expression: “ il faut” ; The object pronouns “ le, la, les “ ; Verbs using indirect objects ; the direct and indirect pronouns; The pronouns “ en and y ”; The expression “avoir mal à.....”; Reflexive verbs.

Quarter 3

House and home

Clothes and accessoires

The verb “ vivre”; Relative pronouns with “ qui and que ”; Prepositions of time ;The imperfect ; Contrasting the imperfect and the passé composé; Adjectives “ beau, nouveau, vieux”; Descriptive adjectives ; Ordinal numbers ; Comparisons with adjectives ; Superlative constructions ; Pronouns lequel? and celui; Adverbs ending in “ -ment”; Comparison with adverbs.

Quarter 4

Travel and vacation: discussing vacations plans

Getting around by car

Prepositions with names of countries; The verbs: “ recevoir and apercevoir “;

The use of the conditional to make polite requests; Verbs followed by infinitives;

Talking about the future and the conditional with the if-clauses; The verbs “ conduire and suivre”; Prepositions; The subjunctive: regular forms.

**Resources**

In addition to course text ( “Discovering French Blanc ”) students have access to LMS, hand-outs, films, ipods, ipads, musics, leaflets, newspapers, magazines and internet links.

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