

LAN2800_202338_Staging_EMBR_TEM

LAN-2800

2023 05/01/2023 to 04/30/2024 Modified 03/27/2023

Course Description

This year-long course includes a review of and mastery of essential concepts in the French language. Students will develop more complex grammatical concepts and targeted vocabulary. Students will also be exposed to culture, geography, and history of the francophone world. Using web-based technology, students will use and improve their skills in writing, listening, reading, and speaking. Additionally, students will gain a better understanding of biblical worldview as we encounter and appreciate a new cultural perspective.

Rationale

Foreign language learning has many benefits, including improved cognitive development and increased memory skills. Learning French will also enable students to communicate with more people from around the world. French is also considered an international language of business, preparing students to participate in the global community.

Course Learning Outcomes

- A. Students will be introduced to several new verb tenses, including the subjunctive and more complicated grammatical constructions.
- B. Students will be expected to read and understand lesson content and articles and realia from French websites.
- C. Students will read the classic novel *Le Petit Prince* in its entirety, unedited.
- D. Students will be expected to create original passages using a variety of tenses: present, near future, future, preterit, imperfect, pluperfect, conditional, and the subjunctive mood.
- E. Students will be expected to incorporate a variety of verb tenses in original sustained writing and speaking activities while demonstrating a heightened awareness of cultural sensitivity.

Biblical Integration Outcomes

- A. The student will understand that learning a language is part of the redemptive process.
- B. The student will understand that learning a language is valuable to God and the mission of the church.
- C. The student will understand that learning a language helps us to fulfill the Great Commission.
- D. The student will understand that God, in His creativity, created us with different cultures for diversity.

Course Resources

See Ember's [Systems Requirements](#) for computer specifications necessary to operate this curriculum.

- Note: Embedded YouTube videos may be utilized to supplement Ember's YouTube videos are the property of the respective content creator, licensed to YouTube for distribution and user access. As a non-profit educational institution, Ember is able to use YouTube video content under the YouTube Terms of Service. For additional information on copyright, please contact the [Jerry Falwell Library](#)

* Course Policies

Types of Assessments

To simplify and clearly identify which policies apply to which assessment, each assessment has been categorized into one of four categories: Lesson, Assignment, Quiz, or Test. Each applicable item on the course Modules page has been designated with an identifier chosen from among these categories. Thus, a Quiz on the American Revolution may be designated by the title, “1.2.W Quiz: The American Revolution.”

- **Lesson:** *Any item on the Modules page designated as a “Lesson”*

These include instructional content and sometimes an assessment of that content. Typically, a Lesson will be the day-to-day work that a student completes.

- **Assignment:** *Any item on the Modules page designated as an “Assignment”*

Typical examples of Assignments include, but are not limited to, papers, book reports, projects, labs, and speeches. Assignments are usually something that the student should do his or her best work on the first time.

- **Quiz:** *Any item on the Modules page designated as a “Quiz”*

This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Quizzes cover a smaller amount of material than Tests.

- **Test:** *Any item on the Modules page designated as a “Test”*

This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Tests cover a larger amount of material than Quizzes.

Materials Selection Policy

Ember curates educational materials that are consistent with the school’s philosophy; however, the fallen human condition depicted in literature (as in Scripture itself) is not always pleasant. Valuable works sometimes have objectionable or profane elements. Good books provide four (4) recognized values.

- They build godly attitudes and character traits.
- They deepen our social and cultural awareness.
- They strengthen our use of written language.
- They provide a lifelong source of enjoyment and relaxation.

In order to instill these values in students and fulfill the stated objectives of the school, all Ember students are expected to read and study good books on a regular basis. Recognizing that materials designed for one level may not be appropriate for another, three (3) levels of criteria are applied:

- Elementary materials must contain no objectionable material,
- Objectionable elements in sixth through eighth-grade materials must be limited and must serve a specific educational purpose, and
- Objectionable content may be included in high school materials but must be outweighed by positive literary, curricular, and/or Christian values.

The curriculum department has approved required educational materials for students.

Resubmission Policy

Students are expected to submit their best work on the first submission for every Lesson, Assignment, Quiz, and Test. However, resubmissions may be permitted in the following circumstances:

- **Lesson:** Students are automatically permitted two attempts on a lesson. Students may freely resubmit for their first two attempts without the need for teacher approval.

If a student feels that he or she deserves a resubmission on a Lesson, Assignment, Quiz, or Test due to a technical issue such as a computer malfunction, the student should message his or her teacher to make the request. With Ember, the teacher may be a physical school teacher or the student’s parent/guardian. The teacher can give another attempt from his or her Canvas account.

Schedule

Module 1: L'Éducation dans le Monde Francophone

- Week 1: L'Éducation Française
- Week 2: L'Éducation dans Les Pays Francophones
- Week 3: Le LEP et Les Stages

Module 2: Trouvons un Emploi

- Week 4: Les Occupations et Le Conditionnel
- Week 5: Écrivons un C.V.
- Week 6: Préparez un Entretien d'Embauche

Module 3: Passé Composé, Imparfait et La Reforme Protestante

- Week 7: Le Passé Composé et La Reforme Protestante
- Week 8: Imparfait et La Reforme Protestante
- Week 9: Le Plus-que-parfait et La Reforme Protestante

Module 4: Les Marginalisés

- Week 10: Les Musulmans
- Week 11: Les Retraités
- Week 12: Les Juifs

Module 5: Qu'est-ce que Chez Vous?

- Week 13: Les Maisons
- Week 14: Les Sans-Abris
- Week 15: Les Maisons Francophones

Module 6: Les Sports et L'Examen

- Week 16: Le Football et les Interrogatifs
- Week 17: Le Tour de France et Le Handball
- Week 18: L'Examen

Module 7: Les Transports et Le Subjonctif

- Week 19: Les Voitures et Le Subjonctif
- Week 20: Le Transport
- Week 21: Les Trains et les Vacances

Module 8: La Santé

- Week 22: La Santé en France
- Week 23: La Santé aux Pays Francophones
- Week 24: Le Petit Nicolas

Module 9: Les Divertissements

- Week 25: La Musique
- Week 26: La Télévision et Les Films
- Week 27: Les Bandes Dessinées

Module 10: Le Petit Prince, Chapitres 1-15

- Week 28: Le Petit Prince, Chapitres 1-3

- Week 29: Le Petit Prince, Chapitres 4-7
- Week 30: Le Petit Prince, Chapitres 8-12
- Week 31: Le Petit Prince, Chapitres 13-15 et Projet

Module 11: Le Petit Prince, Chapitres 16-27

- Week 32: Le Petit Prince, Chapitres 16-21
- Week 33: Le Petit Prince, Chapitres 22-25 et un Poème
- Week 34: Le Petit Prince, Chapitres 26-27
- Week 35: Le Film et La Rédaction
- Week 36: La Rédaction et L'Examen