

# FRENCH EDUCATION CONCENTRATION

Foreign Languages majors may wish to obtain certification to teach French at the PreK-12 level. Students in this Education Concentration are eligible to receive certification to teach in Maryland upon graduation. In addition to the Core Curriculum requirements and the requirements specified by the Department of Secondary and Middle School Education, students must complete 30 units with a grade equivalent of 2.75 or higher beyond the intermediate level from among the following courses. Students must contact the Department of Secondary and Middle School Education about admission to the Teacher Education Program.

Students who decide not to complete all education requirements must select and complete a different concentration/track in the major in order to graduate.

Majors who are in the Teacher Education Program are required to take Advanced Grammar and Method of Teaching a Foreign Language before internship. Students are also required to complete the Oral Proficiency Interview and achieve a level of "Advanced Low."

The French Education concentration is a PreK-12 teacher education program. Students complete 30 units of French courses and 55 units of education courses for a total of 85 units.

## French Courses

Code	Title	Units
<b>Required Courses</b>		
FREN 301	ADVANCED CONVERSATION <sup>1</sup>	3
FREN 302	ADVANCED COMPOSITION <sup>1</sup>	3
<b>Grammar, Literature and Civilization Required Courses</b>		
FREN 329	CONTEMPORARY FRENCH LITERATURE AND CIVILIZATION: 1945 TO PRESENT	3
or FREN 330	FRANCOPHONE LITERATURE AND CIVILIZATION	
FREN 391	ADVANCED FRENCH GRAMMAR	3
Select two of the following:		6
FREN 325	EARLY FRENCH LITERATURE AND CIVILIZATION: MIDDLE AGES TO 17TH CENTURY	
FREN 326	18TH-CENTURY LITERATURE AND CIVILIZATION	
FREN 327	19TH-CENTURY LITERATURE AND CIVILIZATION	
FREN 328	20TH-CENTURY LITERATURE AND CIVILIZATION	
<b>Electives</b>		
Select 12 units of French electives, including 6 units at the 400 level. These courses must be taken in addition to the Education requirements.		12
Total Units		30

## Education Courses

Code	Title	Units
EDUC 202	HISTORICAL AND CONTEMPORARY PERSPECTIVES: AMERICA'S URBAN SCHOOLS	3
EDUC 203	TEACHING AND LEARNING IN A DIVERSE SOCIETY	3
HIST 145	HISTORY OF THE UNITED STATES TO THE CIVIL WAR	3

or HIST 146	HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR	
ISTC 301	INTEGRATING INSTRUCTIONAL TECHNOLOGY	3
SCED 304	EDUCATION, ETHICS AND CHANGE	3
SCED 305	ADOLESCENT LEARNING, DEVELOPMENT, AND DIVERSITY	3
SCED 341	PRINCIPLES OF SECONDARY EDUCATION <sup>2</sup>	4
SCED 353	TEACHING MODERN FOREIGN LANGUAGE	3
SCED 384	INTERNSHIP IN FRENCH EDUCATION	12
SCED 401	ANALYZING INTERNSHIP	2
SCED 460	USING READING AND WRITING IN THE SECONDARY SCHOOLS <sup>2</sup>	4
SCED 461	TEACHING READING IN THE SECONDARY CONTENT AREAS <sup>3</sup>	3
SCED 499	INTERNSHIP IN EDUCATION <sup>3</sup>	6
SPED 301	INTRODUCTION TO SPECIAL EDUCATION	3
Total Units		55

- <sup>1</sup> Native and Heritage speakers of French may earn up to 6 units for FREN 301 and/or FREN 302 by taking the Departmental Challenge Exam.
- <sup>2</sup> SCED 341 is taken concurrently with SCED 460 and shares a field experience.
- <sup>3</sup> SCED 499 is taken at a professional development school during the term preceding the full-time internship. It is taken concurrently with SCED 461.

## The Professional Year

As part of their year-long professional internship, all teacher candidates begin these activities in Professional Development Schools (PDS). These are schools in which the Department of Secondary & Middle School Education has partnerships in which the PDS and the Department collaborate, including serving as in-school sites for courses and activities taking place during the full-time internship year.

- All students must meet the following GPA requirements to be admitted to the internship: 2.75 GPA in major field and 3.00 in professional education courses with a minimum 2.75 overall, based on transcripts from all institutions of higher learning attended. (Consult with SCED adviser.)
- All pre-service students in Teacher Education programs at Towson University whose program of study requires an internship experience in a public school setting (pre-K through 12) must undergo a background check if required by the assigned internship school district before entering this experience.

## Suggested Four-Year Plan

Based on course availability and student needs and preferences, the selected sequences will probably vary from those presented below. Students should consult with their adviser to make the most appropriate elective choices.

Freshman		Units	
Term 1	Term 2	Term 1	Term 2
FREN 201 (Core 5) <sup>1</sup>	3 EDUC 202 (Core 10)		3
HIST 145 or 146 (Core 11)	3 FREN 202 (Core 12) <sup>1</sup>		3
PSYC 101 (Suggested for Core 6)	3 Core 2 (or Core 1)		3

Core 1 (or Core 2)	3 Core 4	3
Core 3	3 Core 7	4
	15	16

**Sophomore**

Term 1	Units Term 2	Units
EDUC 203 (Core 13)	3 FREN 302	3
FREN 301	3 FREN 3xx Upper-Level Elective	3
Core 8	3-4 ISTC 301	3
Core 9	3 SCED 304 (Core 14)	3
Core / Elective	3 SPED 301	3
	15-16	15

**Junior**

Term 1	Units Term 2	Units
FREN 329 or 330	3 <b>Select one of the following:</b> <sup>2</sup>	3
FREN 391	3 FREN 325	
SCED 305	3 FREN 326	
Core 9	3 FREN 327	
Core / Elective	3 FREN 328	
	FREN 3xx Upper-Level Elective	3
	FREN 4xx Upper-Level Elective	3
	SCED 341	4
	SCED 460	4
	15	17

**Senior**

Term 1	Units Term 2	Units
<b>Select one of the following:</b> <sup>2</sup>	3 SCED 384	12
FREN 325	SCED 401	2
FREN 326		
FREN 327		
FREN 328		
FREN 4xx Upper-Level Elective	3	
SCED 353	3	
SCED 461	3	
SCED 499	6	
	18	14

Total Units 125-126

<sup>1</sup> During their first academic year, students may take French Intermediate courses (FREN 201- 202) if needed, or they may start with FREN 301 after consultation with a faculty adviser from the Department of Foreign Languages.

<sup>2</sup> Students are required to take three courses in literature and civilization at the 300 level. All students must take either FREN 329 or FREN 330.

**ACTFL Standard 1. Language, Linguistics, Comparisons**

Candidates (a) demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency; (b) know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own; and

(c) know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own.

**ACTFL Standard 2. Cultures, Literatures, Cross-Disciplinary Concepts**

Candidates (a) demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices; (b) recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time; and (c) integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.

**ACTFL Standard 3. Language Acquisition Theories and Instructional Practices**

Candidates (a) demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction and (b) develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners.

**ACTFL Standard 4. Integration of Standards into Curriculum and Instruction**

Candidates (a) demonstrate an understanding of the goal areas and standards of the Standards for Foreign Language Learning and their state standards, and they integrate these frameworks into curricular planning; (b) integrate the Standards for Foreign Language Learning and their state standards into language instruction; and (c) use standards and curricular goals to evaluate, select, design, and adapt instructional resources.

**ACTFL Standard 5. Assessment of Language and Cultures**

Candidates (a) believe that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures; (b) reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction; and (c) interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.

**ACTFL Standard 6. Professionalism**

Candidates (a) engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice and (b) know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.