



KEMPNER HIGH SCHOOL

Knowledge – Honor - Success

FRENCH III – III AAC - IV SYLLABUS

Class Title: French III – III AAC – IV AP
281.634.2300
Email: frederique.will@fortbendis.com

Instructor: Madame Will

Tel:

TEXT:

Bien dit!

Thèmes

Textbook Website: <http://www.clever.com> for online practice

Materials and Apps Needed:

- ☐ A **positive** attitude
- ☐ A composition book
- ☐ Writing utensils: Blue or black pen; red or green pen for corrections; pencils
- ☐ Q-R Code reader
- ☐ Formative
- ☐ Gimkit
- ☐ Remind
- ☐ Schoology

Online references

When completing an assignment or project for your World Language classes, it is acceptable to:

- Look up a single word in the dictionary.
- Look up a single word online.

It is NOT acceptable to:

- Use an online translator to write complete thoughts and sentences.
- Use an online translator to write a paragraph or multiple paragraphs.

Linguee <http://www.linguee.fr/>

Word Reference <http://www.wordreference.com/fr/>

Larousse <http://www.larousse.fr/dictionnaires/francais>

L'Obs Conjugateur <http://la-conjugaison.nouvelobs.com/>

Bon Patron-spelling and writing help <http://bonpatron.com/>

Course Description

The French III and French IV classes are combined when enrollment for separate classes is below 20

students each. By using a two-year rotational curriculum, it becomes an effective learning environment for students at these upper levels of language learning.

The French III/IV AP course is designed to increase students' in the interpretive (listening and reading), presentational (writing and speaking), and interpersonal modes of communication.

- In levels III/IV AP, students develop the ability to use the language not only for daily life situations but also to read, discuss, analyze, debate and give opinions on more sophisticated topics such as current events, historical events, controversial issues, literature and technical topics.
- More emphasis is placed on form as well as content and structure as students are guided to write well-organized and coherent essays. values of people speaking the language are an integral part of the program
- Cultural and career awareness continue to be emphasized through a variety of media in levels III/IV AP.
- Students are also encourage to increase the autonomy of their learning experiences
- Students learn to use the internet to provide real-life situations for using French
- Students will prepare for the Advanced Placement exam as well as for the Test de Connaissance de Français and the DELF exams.

Proficiency Profiles

French III – III AAC

Students continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of the language, increasingly understanding oral and written messages, and producing more complex oral and written presentations in French. Students communicate using more complex structures in the language on a variety of topics, moving from concrete to more abstract concepts. They comprehend the main ideas of the authentic materials that they read, hear and view and are able to identify main points and significant details when the topics are familiar. Students integrate knowledge of content across disciplines and demonstrate an understanding of aspects of the Francophone communities.

According to the American Council on the Teaching of Foreign Language (ACTFL) Proficiency Summary: **Targeted Proficiency Range: Novice-High:** Students communicate *using words, lists, and simple sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes. Students are moving to the **Intermediate Low** range. This corresponds to the A1-A2 range of the Common European Framework of References for Languages (CEFR)

French IV AP

Students are able to exchange and support opinions on a variety of topics related to contemporary and historical events and issues, as well as persuade others to take another course of action. They comprehend spoken and written texts from a variety of authentic sources as well as produce a variety of cohesive and coherent written exchanges containing well-developed ideas with more control of grammar and syntax on various topics. Students continue to use French to access information in other content areas and integrate content from across disciplines as well as compare and contrast cultural elements in Francophone countries with their own. A continued important component of language classes is the use of the language beyond the classroom in order to apply knowledge of the language in

the real world, which in many cases, is accomplished through the integration of technology into the classroom.

According to the American Council on the Teaching of Foreign Language Proficiency Summary:

Targeted Proficiency Range: Intermediate-Low to Intermediate Mid Students communicate *using simple sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes. This corresponds to the A2-B1 Levels of the CEFR

Course content:

The course is themed based The themes will be taught to all groups with differentiated tasks targeted at the Intermediate Low, and Intermediate Mid levels.

Global Challenges
Science and Technology
Contemporary Life
Personal and Public Identities
Families and Communities
Beauty and Aesthetics

Year A
Pre-Unit: Introduction to class, rules, procedures, proficiency, goal setting, identité, education civique, global problems
Unit 1- Careers and Planning for the Future-Personal and Public Identities
Unit 2- We All Need a Home- Global Challenges
Unit 3- World of Food – Contemporary Life
Unit 4- Environment – Science and Technology /Global Challenges
Unit 5- Technology and Communication- Science and Technology

Year B
Pre-Unit: Introduction to class, rules, procedures, proficiency, goal setting, identité, education civique, global problems
Unit 1- Family and Relationships- Personal and Public Identities/Families and Communities
Unit 2- Media and Advertising- Contemporary Life
Unit 3- Art, Music, Literature, the Arts- Beauty and Aesthetics
Unit 4- Engaging for a Cause- Global Challenges
Unit 5- The Effects of Science and Technology –Science and Technology

What Students Should Do- You will also receive a more extensive document with all of our class procedures.

Classroom policies:

1. Speak in French in class
2. At all times please respect your teacher, your classmates and the cultures studied.
3. Be in your seat ready to work when the bell rings. Have your warmup out ready to go.
4. Be ready to take notes since it is one of the best tool to memorize and study.
5. **Water is welcome, but leave your food soda, coffee, etc. at home.** It helps keep our room clean and welcoming.
6. **Respect Honor Code:** This means, but is not limited to, using an **online translator**, copying another student's work, or using a native speaker's help when turning in your work for a grade. Online dictionaries and dictionaries can be used when advised by teacher. Your own work is how you grow and learn. Be proud of it.
7. Respect what **YOU** can do.
8. Respect appropriate use of your cell phone and other electronic portable devices. These should be turned OFF in class unless when being used for an assignment. Please check the BYOD sign.
9. Use the pass whenever you leave the room. Do not use the pass when instruction is taking place. Any abuse or overuse (i.e. going to the cafeteria, leaving to use your cell phone, or using it too often, etc.) will result in suspension of privileges. No passes the first 10 minutes of class.

Harassment:

Harassment of any form will not be tolerated. **It is against the law.** Please tell your teacher if you are the victim of harassment. Consequences will follow according to the FBISD student handbook.

Evaluation

50% DAILY - a minimum of 6 daily grades per nine weeks taken from quizzes, classroom and cooperative learning assignments, and other formative assessments.

Quizzes - Quizzes or learning checks may or may not be announced in advance. In general, keeping up with the vocabulary practiced in class will ensure success on these learning checks.

50%)**MAJOR** - at least 3 major grades per nine weeks from the following choices.

Performance Assessments - Major grades are performance based, and may be in the categories of Interpretive(listening/reading),Interpersonal (paired with partner or interview with the teacher), or Presentational (speaking or writing).

Extra Help and Tutoring

I am available for extra help after school on Tuesdays from 7:00 to 7:30 and Thursdays from 2:45 to 3:30. You should come prepared with a document containing the results of your independent practice. It will show that you have made an effort to practice on your own and you are willing to learn. That will also indicate how I can better help you.

If help or clarification are needed you can always send me a message on Schoology or an e-mail at frederique.will@fortbendisd.com.