Advanced French

Instructor: Colleen O’Connell, 2019-2020

Course Overview: Students will advance across the intermediate to the pre-advanced level in French as they explore the diverse cultures of the French-speaking world. They will be able to interpret and respond to authentic audio, visual, audiovisual, written and print resources from the French-speaking world by identifying the products, practices and perspectives of the cultures they study. As students work to master the basic indicative tenses and the subjunctive mode, they will be introduced to complex grammatical structures and advanced vocabulary. The course is divided by quarter into four separate themes to develop skills and improve communication abilities.

Units and Activities: What will we be learning about and doing in this course?

- Regular paired conversation activities
- Reading and interpreting articles and short readings
- Listening to music, news reports and conversations between native speakers
- Watching movies
- Cooking using authentic recipes
- Interpreting and discussing authentic resources verbally and in writing
- Completing grammar practice activities
- Playing vocabulary review games
- Making cultural comparisons through oral presentations and in writing

Standards: What knowledge and skills will I gain by the end of this course?

This course will assess the knowledge and skills students build in key Anchor Standards and Content Standards.

Anchor Standards:

Anchor Standards/Course Standards: This course will assess the knowledge and skills students build in key Anchor/Course Standards. A student will have multiple opportunities to show their proficiency in each Standard. Below, each Standard for this course is named and described.

INTERPERSONAL COMMUNICATION

LEARNERS INTERACT AND NEGOTIATE MEANING IN SPOKEN, SIGNED, OR WRITTEN CONVERSATIONS TO SHARE INFORMATION, REACTIONS, FEELINGS AND OPINIONS
INTERPRETIVE COMMUNICATION

LEARNERS UNDERSTAND, INTERPRET, AND ANALYZE WHAT IS HEARD, READ, OR VIEWED ON A VARIETY OF TOPICS

PRESENTATIONAL COMMUNICATION

LEARNERS PRESENT INFORMATION, CONCEPTS, AND IDEAS TO INFORM, EXPLAIN, PERSUADE, AND NARRATE ON A VARIETY OF TOPICS USING APPROPRIATE MEDIA AND ADAPTING TO VARIOUS AUDIENCES OF LISTENERS, READERS, OR VIEWERS.

INTERCULTURAL COMMUNICATION

LEARNERS INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING

COMPARISONS

DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE

Content Standards: This course builds student knowledge and skill using the World-Readiness Standards for Learning Languages. The course standards for Spanish III are:

Communication

- **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Cultures

- **Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- **Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Connections

- **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
Comparisons

- **Language Comparisons**: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- **Cultural Comparisons**: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities

**Lifelong Learning**: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Assessment of Learning

**Assessment Types**: Three types of assessments will be used to determine if you have gained the necessary knowledge and skills of this course: Formative assessments, Summative assessments, and Habits of Work for Learning. Each is briefly described below:

- **Formative Assessments**: *Formative = Forming my knowledge and skills.* Formative Assessments receive a weight of .1 in the overall grade. Formative assessments are information for teachers, students, and parents on the progress students are making as they practice gaining knowledge and skills found in Anchor Standards. Teachers use the results of these assessments as data to understand individual student learning needs, adjust instructional pathways, and modify lessons to help students better meet course standards. Students use the results of these assessments to determine how they are progressing and to plan steps to ensure their success.

- **Summative Assessments**: *Summative = Summation of my knowledge and skills.* Summative Assessments can receive three different weights: 1, 1.5, or 2 depending on the size of the assessment, and therefore have the greatest impact on the Overall Course Mastery Grade. Summative assessments are used as a measure of independent student achievement in Anchor Standards. Throughout this course, summative assessments provide benchmark student achievement data. A summative assessment will always have clear scoring criteria for students to understand how they are performing.

- **Habits of Work for Learning**: Habits of Work for Learning (HOWLs) are skills and dispositions that are essential to the learning process but do not provide evidence of what a student knows or can do in relation to content. WUHSMS teachers work to foster Habits of Work for Learning in three categories: preparation, participation, and perseverance.
Assessment Scoring:
Teachers will provide framing for summative assessment scores using proficiency level scoring criteria for grading similar to the example below:

<table>
<thead>
<tr>
<th>Anchor Standard: COMMUNICATION:</th>
<th>COMMUNI CATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARI ETY OF SITUATIONS AND FOR MULTIPLE PURPOSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Standard: Presentational Communication:</td>
<td>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentational Communication</th>
<th>I cannot demonstrate suitable treatment of topic, dialogue has limited organization-Recording is partially understandable; errors cause confusion for reader</th>
<th>I can demonstrate generally effective treatment of topic, reading and responding to an organized dialogue -Recording is fully understandable, with some errors which do not impede comprehensibility</th>
<th>I can demonstrate generally effective treatment of topic, reading and responding to an organized dialogue -Recording is fully understandable, with some errors which do not impede comprehensibility</th>
<th>I can demonstrate effective treatment of topic, reading and responding to an organized dialogue -Recording is fully understandable, occasional errors do not impede comprehensibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Beginning</td>
<td>Approaching</td>
<td>Proficient</td>
<td>Distinguished</td>
</tr>
<tr>
<td></td>
<td>1.0*</td>
<td>1.3*</td>
<td>1.7*</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>NC*</td>
<td>NC*</td>
<td>NC*</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>NC*</td>
<td>C</td>
<td>C+</td>
<td>2.7</td>
</tr>
<tr>
<td></td>
<td>C+</td>
<td>B-</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>B+</td>
<td>A-</td>
<td>A</td>
<td>3.3</td>
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<td></td>
<td>A-</td>
<td>A</td>
<td></td>
<td>3.7</td>
</tr>
<tr>
<td></td>
<td>A+</td>
<td></td>
<td></td>
<td>4.0</td>
</tr>
</tbody>
</table>

*Scores in the "Beginning range" are well below proficient and thus they are below passing.

HOWL Scoring:
HOWLs will be scored at least once per checkpoint, and will be based on the frequency with which students demonstrate each of the habits: preparation, participation, and perseverance.

How is my Overall Course Grade Determined?
Overall course grades will be reported as letter grades and will be comprised of:

- Formative & Summative Scores: 95%
- HOWLs: 5%

For more information, please see the WUHSMS student handbook.

Communication:
How Do I Know My Grades?

- On Summative Assessments, a teacher will provide both a 4-point grade and a letter grade.
- You can monitor your progress in the following ways:
  - By reading feedback and scoring returned to students on summative assessments
  - By monitoring the scores and Overall Course Mastery Grade in the Parent/Student portal on JumpRope
  - By monitoring the grades sent home quarterly through report cards
Where Can I Find This Syllabus during the School Year?
- This syllabus will be available on the school website in each subject’s department tab once the school year is up and running.

How Do I See What’s Due?
- Summative assessment due dates and handouts are posted to the blue “Upcoming Assessment” section of the JumpRope Parent/Student Portal on or before the day they are assigned to students.

How Do I See What’s Past Due?
- If a student is missing an assessment, it will be listed in the red “Missing Assessment” section of the JumpRope Parent/Student Portal along with any attachments.

Best Way to Contact Me:
Email: co’connell@wcsu.net
Phone: 457-1317@1230

Materials:

- Breaking the Barrier, handouts, videos (all to be provided to you)
- You will also need:
  - pencils/pens
  - Highlighters in multiple colors
  - Spiral Notebook
  - 1-inch 3 Ring Binder

Schoolwide Procedures:

Please see the Student Handbook for Procedures and Policies related to: Due dates and deadlines, extra credit, retaking assessments, and turnaround time for grade entry.

Personal Mobile Devices: This class will follow the procedures outlined in the student handbook.

Classroom Expectations:

Students are expected to come to class with the required materials. They are to be ready to engage and participate in the class and will demonstrate this by having their assignments completed, and by following the daily routines of la conversation quotidienne, les révisions, and entre vous. Students are expected to be respectful of one another, to be prepared to help each other, and to be attentive in class. You can expect from me attention to your needs, recognition of your progress, and respect for you as a person and as a participant in this class.
Teacher Contact Information:

Colleen O’Connell, co’connell@wcsu.net
457-1317@1230
Available through email, phone, ARE blocks, or Blocks C or F

I have read this syllabus, and I have contacted the teacher with any questions I have.

Student name (printed): ________________________________

Student Signed: ________________________________ Date: ________________

Parent/Guardian name (printed): ________________________________

Parent Signed: ________________________________ Date: ________________