Course Overview: Français III

Students will advance from the novice level to the intermediate level in French III as they explore the diverse cultures of the French-speaking world. They will move from basic comprehension of textbook resources to being 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 indicative and subjunctive tenses they will be introduced to complex grammatical structures and advanced vocabulary.

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

- Daily paired conversation activities
- Reading and interpreting articles
- Listening to music and watching movies
- Completing grammar practice activities
- Playing vocabulary review games
- Making cultural comparisons through oral presentations and in writing

Units:  What will be learning about in this course?

<table>
<thead>
<tr>
<th>Unit</th>
<th>Themes and AP* connection</th>
<th>Resources</th>
<th>Grammar</th>
<th>Summative Assessments-What can I do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>La Santé</td>
<td>Health and well-being, exercise and physical activity, nutrition</td>
<td>Lecture:Les Français et la santé</td>
<td>Present and past tenses, as well as a review of the reflexive and ‘sens idiomatique’.</td>
<td>Assess my own health and well-being and prepare a written health diagram</td>
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<td>September</td>
<td>*Global Challenges-health issues, nutrition and food, safety</td>
<td>Flash Culture: La Sécurité sociale Online practice</td>
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<td>Make a video commercial for a healthy lifestyle</td>
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<td>Write a persuasive letter to the editor describing the importance of a healthier lifestyle</td>
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| La technologie | Computers and electronics, cars and driving | Lecture: **La technologie et les Français**  
Lecture: **Les voitures en France**  
Portrait: **La fusée Ariane**  
Flash Culture: **Le constructeur automobile Citroën**  
Online practice | Prepositions with the infinitive  
Reciprocal reflexives  
The verbs ouvrir and offrir  
The Conditional tense | Research and create a presentation comparing an innovative use of technology in a francophone country with that of the U.S.  
Prepare an oral presentation about how technology has impacted your life.  
Design, describe and then orally present the car of your dreams. |
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<td>October/November</td>
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| En Ville, L’avenir et les métiers | City life and errands, money and banking, post office, directions  
Professions and occupations, the workplace, job interviews  
*Contemporary life-professions  
*Global Issues - diversity issues-tolerance, economic issues | Lecture: **Villes et village français**  
Lecture: **Les petits commerces**  
Flash Culture: **Syndicats et grèves en France**  
*Film: **Au Revoir les enfants**  
Online practice | Future simple, the verbs voir, croire, recevoir, apercevoir  
Negative/affirmative expressions, Si clauses | Ask and answer questions for a job interview  
Create a presentation about a new business that you would start and what your role would be  
Write an essay about how life was difficult for the French during war times  
Mid-term Exam (Jan) |
| December/January/February | | | |
| L’espace vert | Environmental concerns, nature  
*Global Issues - What environmental, political, and social issues propose challenges to societies throughout the world | Lecture: **L’écologie**  
Lecture: **L’Homme qui plantait des arbres**  
La Musique: **Aux Armes Citoyens**  
Flash Culture: TV5 Monde- des inventeurs | Subjunctive with verbs of will and influence, emotion, doubt and disbelief and denial | Write a persuasive essay or article about a problem with the environment that is important to you.  
Present your opinions (orally) about how people and businesses treat the environment, and suggest improvements. |
| March/ April | | | |
| Les arts littéraires | *Contemporary Issue* -How do the arts both challenge and reflect cultural perspectives | Lecture: **Le Petit Prince** | Review of all tenses including subjunctive Simple Past | Read and orally interpret a contemporary text  
Final Project & Exam |
| May/ June | | | |
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.

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#### Assessment Scoring:

Teachers will provide framing for summative assessment scores using proficiency level scoring criteria for grading similar to the example below:

| Course Standard: 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. |
|---|---|---|---|---|---|---|---|---|---|
| **1.0** | **1.3** | **1.7** | **2.0** | **2.3** | **2.7** | **3.0** | **3.3** | **3.7** | **4.0** |
| NC | NC | NC | C | C+ | B- | B | B+ | A- | A |

<table>
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<tr>
<th><strong>Beginning</strong></th>
<th><strong>Approaching</strong></th>
<th><strong>Proficient</strong></th>
<th><strong>Distinguished</strong></th>
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<tbody>
<tr>
<td>Presentational Communication</td>
<td>I cannot demonstrate suitable treatment of topic, dialogue has limited organization-Recording is partially understandable; errors cause confusion for reader</td>
<td>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</td>
<td>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</td>
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*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:
Feel free to contact me at co’Connell@wcsu.net, or 457-1317@1230. I am available during ARE blocks, Blocks C or F.

Materials:

Textbook: *D’accord! 1 & 2, Tactics & handouts* as well as *Le Petit Prince*

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 on time with all required materials and assignments. The use of cell phones is prohibited and a high level of engagement and participation is expected. You are also expected to have fun, become part of a community of learners, and gain confidence in your development as a language learner. 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
Rm. 230

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: __________________