

Oceanside High School

Course Syllabus

French III (Novice-High)

A. Grade Level & Instructor Information:

Grade level(s): 9-12	Credits: 1	Prerequisite: French II and teacher recommendation
Faculty: Madame Brimer		

B. Course Description:

This course is a continuation of the development of all three language skills: Interpretive, Interpersonal, and Presentational. It reinforces and builds upon the skills and knowledge acquired in French II. Students in French III will use French to exchange information about general events such as classes and meals; express needs, feelings, present and past events; and understand and follow instructions in French. Students will also understand the main ideas of texts, CDs, DVDs or TV programs in French; write about oneself, friends, and family; and demonstrate grammatical accuracy using different tenses and language functions. Students will also continue their exploration of the Francophone culture as they demonstrate understanding of the relation between its practices and perspectives. French II students will identify major cities, landmarks and geographical features of the target countries, and demonstrate knowledge of the daily routines and practices of those cultures.

C. Required Materials

1.5 inch (or greater) three-ring binder
 One set of 5 dividers (Textbooks will be kept in the room, so it is important to take notes and stay organized.)
 A pencil or pen!!
 Loose-leaf paper
 Your iPad

D. Student Assistance:

Step 1: Check Google Classroom if you have missed class. It will tell you everything you missed, including a video, etc, for missed instruction. I encourage you to use Classroom as a review tool as well, or if you leave class feeling like you just didn't "get it" that day.
Step 2: Check for any paper handouts you might have missed in your email or Google classroom.
Step 3: Talk to a friend in class who you know is a good student.
Step 4: Ask me to tag you for Targeted Learning time if you feel you need individualized assistance, or need to make up an assessment.

E. Essential Learning Outcomes: MLR Standards for Foreign Language Learning

STANDARD:	PERFORMANCE INDICATOR:
1. Interpersonal Communication: Engage in conversations and informal written correspondence on a variety of topics.	A. Ask and respond to questions about familiar topics based on their own lives and interests. B. Express and elicit feelings and emotions in the target language. C. Comprehend and produce vocabulary in appropriate contexts when engaged in conversations or correspondence. D. Provide and exchange detailed information on familiar topics in formal and informal social situations.
2. Interpretive Communication: Understand and interpret written and spoken language on a variety of topics.	A. Identify main ideas, topics, and specific information in a variety of authentic auditory or written materials. B. Apply comprehension strategies to interpret text.

Syllabus for 2017-18

<p>3. Presentational Communication: Present information, concepts and ideas, orally and in writing, to an audience of listeners or readers on a variety of topics.</p>	<p>A. Read authentic passages aloud with appropriate pronunciation, phrasing and intonation. B. Narrate stories about experiences or events familiar to them orally. C. Write narrative and expository/informational compositions in the target language. D. Deliver oral presentations related to the culture in which the target language is spoken.</p>
<p>4. Comparison of Practices, Products, and Perspectives: Compare the nature of language and the culture(s) of the target language with one's own.</p>	<p>A. Compare the target language with English to understand language systems. B. Describe practices and perspectives of a culture(s) in which the target language is spoken. C. Identify and explain how perspectives of a culture(s) are related to cultural practices of a culture(s) in which the target language is spoken. D. Explain how products such as political structures, historical artifacts, literature, and/or visual and performing arts reflect the perspectives of a culture(s) in which the target language is spoken. E. Explain how products, practices, and perspectives of a culture in which the target language is spoken contribute to the culture in which the student lives.</p>
<p>5. Communities: Encounter and use the target language both in and beyond the classroom for personal enjoyment and life-long learning.</p>	<p>A. Identify connections between target language and another content area using either English or the target language. B. Use their knowledge of the target language to identify and make connections with specialized vocabulary used in various fields of study. C. Explain the importance of culture and language acquisition in a 21st century global economy. D. Use language within and beyond the school's setting.</p>

F. Grading Procedures:

STANDARD	Details & Basis for Grading	Value
Assessments for Communication Standards: Interpersonal, Interpretive, Presentation	Quizzes, chapter tests, verbal recordings and other direct language work fall in this category. Because this work is what should determine your advancement to the next level of French study, it carries more weight than the other categories.	60%
Assessments for Comparisons and Communities Standards	Quizzes about cultural information learned in class, cultural projects (such as a travel brochure or poster), geography, history and art projects fit into this category. Reflective essays and "Communities" papers fall into this category, and practice outside of the classroom.	40%

G. Course Expectations:

Component:	Description:
Use of Technology	Bring your iPad to every class. We will use several websites and apps throughout the year. However, I encourage you to disconnect and participate in class with your peers! If I have to ask you to put your iPad away, the first time it goes on my desk until the end of class. If it is a continual problem, it will go to the office and be kept overnight.
Homework	I don't give much formal homework (like worksheets). Your homework is to STUDY and PRACTICE, given strategies we will discuss in class.
Late or incomplete work	Summative and formative assessments to demonstrate standards <i>must be completed</i>. If you miss class, the time for this is during Targeted Learning, <i>not</i> during regular class time. Late work will not be accepted after the end of the quarter.

Syllabus for 2017-18

Assessment retakes	You are encouraged to re-do practice class work as many times as you want. Depending on the situation, you <i>may</i> be able to re-take major tests to demonstrate that you have successfully met a standard. This is something that will need to be discussed with me in TL.
Online translators	If you use an online translator to do your work, it is totally obvious to me and you will receive a zero for that assignment. Using a translator is cheating. I want to know what's in your brain and what YOU are capable of, not Google.
Class participation	If you participate and stay focused in class, it's easy to learn French! HAVE FUN!
Respectful communication	All students are expected to share their views in a respectful manner and be kind to their classmates and the teacher. This is important when learning new skills and learning about cultures different than your own. Rudeness, unkind remarks and racist comments or jokes will not be tolerated and disciplinary action will be taken.
Leaving the room	Only one person leaves the room at a time, and you may only leave once per class period. And you had better ask in French. 😊 “Puis-j’aller aux toilettes?”
Food and drink	Food and drink is welcome in French class. However, if you leave trash behind, the whole class will lose the privilege of food and drink for 2 weeks.