

### Course Description:

This course continues building communication skills in the four areas of reading, writing, speaking and listening.

Students will delve deeper into the target language and culture as they continue to make comparisons and connections between English and the American culture and French and the culture of the Francophone world.

Grammar and vocabulary are presented through cultural situations that allow students to discuss a variety of topics. The main focus is to be able to express the past, the future, the conditional (i.e. what could have been), the subjunctive present tense to give one's opinion, the past conditional and pluperfect (to say what could have happened if conditions were met) through discussion about driving, daily life, how to be helpful, being "green", travel, health issues, living in the city, and personal relations. Students will also be reading about French history, and write film reports.

A variety of learning activities using formative and summative assessments are designed to help students meet district and ACTFL standards of language learning.

At the end of this class students will be ready to take college level placement tests if they wish to continue studying French.

Skills developed in the classroom may be used in the community and beyond.

### Standards

We will follow the National Standards for Foreign Language Learning. These standards fall under the following categories referred to as the "5 C's".

- 1. Communication** - students will communicate in languages other than English.
- 2. Culture** - students will gain knowledge and understanding of other cultures.
- 3. Connections** - students will make connections between target language learning and other disciplines.
- 4. Comparisons** - students will develop insight into the nature of language and culture.
- 5. Communities** - students will use the target language beyond the classroom setting.

### Assessments

Students will be assessed in a variety of ways throughout the year. All assessments strive to be based on real-world situations.

- **Formative assessments** are informal and will be given almost daily. A small amount of points will be given for completing the formative assessments.
- **Summative assessments** tell whether or not the students have learned the material required and are worth more points. Summative assessments include, but are not limited to,
  - Daily announcements (5 a month – 4 sentences - connected)
  - Vocabulary and grammar quizzes
  - Tests (Listening and writing)
  - Listening & reading comprehension questions
  - Speaking activities
  - Essays and projects
  - Final Exam

### Content

Review of Third Year

**Blanc**

Unit 8 – Vacation – (talk about plans in the future tense and the conditional tense)  
Unit 9 – Driving – (talk about what you and other people have to do using the subjunctive)  
Reading: parts of *le Comte de Monte Cristo* by Alexander Dumas

### **Chosen Selections of Rouge**

Unit 1 – Physical Description & daily routine – review of reflexive verbs – present and past  
Unit 2 – Chores & How to help others – The subjunctive  
Unit 3 – Vacations & What’s new? – Review of passé composé and imparfait  
Unit 4 – Shopping & Getting a haircut – Review of Y, EN, LE, LA, LES, LUI, LEUR  
Unit 5 – Travels & going on a trip – Review of Negatives – Future tense  
Unit 6 – Staying in a hotel – Review of Comparisons & lequel, celui-ci, and how to say “mine”  
Unit 7 - Medical & dental information – subjunctive tenses more in depth  
Unit 8 – Being on a date – Past Perfect and Past Conditional  
Unit 9 – Friends and close relations – qui, que, dont, ce qui, ce que, ce dont  
Unit 10 – College or work? – Past infinitive – Present participle – Subjunctive

### **Instructional Strategies**

Because language is primarily a social activity, most activities in French class will be with partners or groups.

The following web sites will help you learn & practice on your own:

QUIZLET.COM (search for: martinelyon29)

DUOLINGO (free app)

In class we will use SOCRATIVE.COM (you can download the app on your phone or tablet) and GETKAHOOT.COM

### **Resources**

- Books: Discovering French Nouveau BLANC and ROUGE
- Variety of in class and online resources for learning and presenting

### **Materials**

- Pen or pencil
- Textbook/workbook
- Binder/handouts
- Loose leaf paper or spiral

### **Academic/Behavioral Expectations**

**Study Daily** – Students should prepare adequately for each class/assignment. Students are expected to study daily even if no homework was assigned. Students can study from their yellow vocab/grammar sheets, on web sites, and by watching **videos** on the class website.

**Absences** - It is the student’s responsibility to ask for missed work at an **appropriate time** for *both* of us. If you know ahead of time you will be absent for all or part of a day you should *get the work ahead of time and be ready for class on the returning day.*

- ❖ **Missing a quiz or a test** – Students will be asked to take the test or to set up a time with the teacher to make it up as soon as possible.
- ❖ **Late homework** will be graded as O.
- ❖ **Missing work** that can be made up and will be entered as OM until completed.
- ❖ **For prolonged absence or extenuating circumstances** special arrangements can be made.

### **Classroom Expectations**

- Have **RESPECT** for people and things in the classroom. Only water allowed in clear containers. We have had a bug/pest infestation and we do not want to feed them. You may not spill, however someone will.
- Show **Honesty** and **Integrity**. Complete your own work. Don't use an online translator. Your learning is important and an active endeavor for which you are solely responsible. Have respect for yourself and your work.
- Attend class and be on time (**Please see Hempstead's Attendance/Tardy policies and interventions**). Both feet in the door when the bell rings because class needs to start on time. Coming late interrupts the teacher and the learning of others. You could be marked absent.
- Bring the required materials. Not having required materials interrupts the teacher and the learning of others.
- Listen actively.
- Verbally involve yourself in each class. You will learn more and remember more French.
- Write and speak appropriately. Use your resources.
- **Cell phones** can **only** be used in class when students need to use the Internet or an APP necessary or useful for French class. Use of Cellphones/other devices disrupts the learning environment and prevents others from getting an education. **Put your cell phone in your pocket or bag when the teacher starts the class.**
- Calculator games, music players & headphones are not to be used in class while instruction and learning is going on.
- Use the **laptops** appropriately. Stay on the activity you are working on for the class.
- Bathroom and water fountain breaks – will be at teachers discretion, please ask at an appropriate time (not when teacher is teaching a new concept), use your planner.
- Follow Hempstead rules, policies and guidelines per Student Handbook.
- **Have MUSTANG PRIDE!!!!**

### Consequences

**The teacher may, but is not limited to:**

- ✓ Talk to the student
- ✓ Contact Parent or Guardian
- ✓ Provide extra help before or after school or during 5<sup>th</sup> hour study hall
- ✓ Find extra practice on the areas of difficulty
- ✓ Contact the guidance counselor

### Grading Plan

The goal for grades in French class is to provide feedback to students and their parents on how well students have mastered the following proficiencies: Vocabulary, Grammatical Structure, Speaking, Writing, Reading, Listening, Culture.

For each Unit students will complete:

- Practice activities
- Quizzes (vocab and grammar)
- Skill performance (listening, reading, writing, speaking, projects)
- Tests or Presentations or Conversations

**Grades are based on points.** They are not weighted.

**Grades are entered daily** and students can check their own grade on the Internet.

**District Grading scale Used**

A	93-100	C+	77-79	D+	67-69
A-	90-92	C	73-76	D	63-66
B+	87-89	C-	70-72	D-	60-62
B	83-86			F	0-59
B-	80-82				

**Students earning an F at the end of the semester will not be eligible to continue on to the next semester.**

**Communication Plan**

**Parents:** The best way to communicate with me is through email. I will enter assignments, quizzes and tests ahead of time with a date in Power School so students and parents are aware of what is coming up in the class. I encourage you to check your student's grade regularly through **Powerschool** and contact me with any questions or concerns.

**Students:** come and talk to me before school or during 5<sup>th</sup> hour study hall. You can also email me. You should check your grade regularly on **Powerschool** and address any concerns in a timely fashion.

**Phone & Voicemail:** 552-5691

**School Email:** khollis@dbqschools.org

**Hours available:** before school and 1<sup>st</sup> hour in the World Language Office across from our classroom