

French 3 Honors Syllabus
2011-2012
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Textbook & Workbook: Bien dit III

Bienvenue dans ma classe!

As a foreign language instructor I recognize the importance of second language acquisition in an ever-changing world and I am also aware of the positive impact that language study has on the total academic achievement of students. With this in mind, French III honors class requires a great deal of output by the teacher and an equal amount of input by the student. This is why select and capable students have been accepted for this course.

Each student will need a **composition book or a notebook and a binder** for class work and writing assignments. I also recommend the purchase of a pocket dictionary.

Your book pages from “Bien dit!” give you access to all of the following:

Interactive pages from your textbook with activities that can be done online

Audio files, so you can hear all vocabulary words and expressions

Self-grading activities that give you immediate feedback

Grammar Tutor activities include alternate grammar presentations, a comparison to English grammar, and additional practice activities

More Practice activities for additional interactive practice on the vocabulary, grammar, and culture topics in each chapter

Photo Tour, a slide show of 5 to 10 additional cultural photos for each chapter

Below are the course description and guidelines from the Georgia Department of Education, in collaboration with the American Council on the Teaching of Foreign Languages (ACTFL) on what should be covered in French III.

Course Description

The Level III French language course focuses on the continued development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have completed a Level II course or are at a Novice-Mid to Novice-High level of proficiency. Students use basic language structures with accuracy and recombine learned material to express their thoughts. They are exposed to more complex features of the language, moving from concrete to some abstract concepts. An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an

important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers. By the end of Level III, students will exhibit Novice-High level proficiency in speaking and writing and Intermediate-Low proficiency in listening and reading (ACTFL Proficiency Guidelines).

Student Profile

ACTFL Listening Proficiency Guidelines (Intermediate-Low) Listeners at the Intermediate-Low level can understand sentence-length utterances that consist of recombination of learned elements in a limited number of content areas (basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions), particularly if strongly supported by the situational context. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently. ACTFL Speaking Proficiency Guidelines (Novice-High) Speakers at the Novice-High level are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects and a limited number of activities, preferences and immediate needs. These speakers respond to simple, direct questions or requests for information; they are able to ask only a very few formulaic questions when asked to do so. These speakers are able to express personal meaning by relying heavily on learned phrases or recombination of these and what they hear from their interlocutor. Their utterances, which consist mostly of short and sometimes incomplete sentences in the present, may be hesitant or inaccurate. On the other hand, since these utterances are frequently only expansions of learned material and stock phrases, they may sometimes appear surprisingly fluent and accurate. First language may strongly influence pronunciation, as well as vocabulary and syntax when attempting to personalize their utterances. Frequent misunderstandings may arise but, with repetition or rephrasing, these speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle a simple variety of topics and perform functions pertaining to the Intermediate level, the speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence level discourse. ACTFL Reading Proficiency Guidelines (Intermediate-Low) Readers at the Intermediate-Low level understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example chronological sequencing. The texts provide basic information about which the reader has to make only minimal suppositions, or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur. ACTFL Writing Proficiency Guidelines (Novice-High) Writers at the Novice-High level are able to meet limited basic practical writing needs using lists, short messages, postcards and simple notes, and to express themselves within the context in which the language was learned, relying mainly on practiced material. The writing is generally writer-centered and focused on common, discrete elements of daily life. Writers are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but the language they produce may only partially communicate what is intended. Control of features of the Intermediate level is not sustained due to inadequate vocabulary and/or grammar. Writing is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur.

Communication Interpersonal Mode of Communication (IP)

The students exchange spoken and written information and ideas in the target language, with some originality and spontaneity, utilizing cultural references where appropriate. The students:

- A. Express needs and desires.
- B. Share feelings and emotions.
- C. Exchange opinions and preferences.
- D. Give detailed descriptions.
- E. Give and follow detailed directions and instructions.
- F. Ask questions and provide responses on topics and events found in a variety of print and non-print sources.

Communication Interpersonal Mode of Communication 2 (IP2)

The students initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations. The students:

- A. Participate in extended oral and written activities reflecting the present.
- B. Begin to participate in oral and written activities reflecting the future and past.
- C. Exchange information through conversations, notes, letters, or e-mail on familiar topics.
- D. Use paraphrasing, some circumlocution, and body language to convey and comprehend messages.
- E. Begin to self-correct.
- F. Demonstrate Novice-High to Intermediate-Low proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.

Interpretive Mode of Communication (INT)

The students understand spoken and written language on newly acquired and familiar topics presented through a variety of media in the target language, including authentic materials. The students:

- A. Identify main ideas and supporting details from a variety of sources.
- B. Understand culturally authentic materials and information.
- C. Demonstrate comprehension of current events and issues presented through print and electronic media.
- D. Follow instructions given in the target language.
- E. Understand simple connected discourse.
- F. Demonstrate Novice-High to Intermediate-Low proficiency in listening and reading comprehension.

Presentational Mode of Communication (P)

The students present information orally and in writing using familiar and newly-acquired vocabulary, phrases, and patterns in increasingly complex sentences and strings of sentences. The students:

- A. Summarize and communicate main ideas and supporting details from a variety of authentic language materials.

- B. Produce brief oral presentations in the present with increasing proficiency, using visual and technological support as appropriate.
- C. Write short, organized compositions in the present with increasing accuracy, using visual and technological support as appropriate.
- D. Begin to prepare presentations in the past and future.
- E. Demonstrate Novice-High to Intermediate-Low accuracy in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics. The students present student-created as well as culturally authentic stories, poems, and/or skits in the target language. The students:
 - A. Prepare and present culturally authentic poetry, skits or stories.
 - B. Prepare and present original essays, poetry, skits, or stories in the target language.

Cultural Perspectives, Practices, and Products (CU)

The students understand and discuss perspectives, practices, and products of the cultures studied and how they are interrelated. The students:

- A. Participate in real or simulated cultural events.
- B. Discuss patterns of behavior typically associated with culture(s).
- C. Investigate the role of geography in the history and development of the culture(s) studied.

Connections, Comparisons, and Communities (CCC)

The students reinforce and broaden knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, and/or the arts. The students:

- A. Understand the role of major contemporary and historical figures and events from the culture(s) studied.
- B. Relate topics studied in other subject areas to those studied in the target language class.
- C. Recognize how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products, such as political systems, art, architecture, music, and literature.

Grading system

- :50%: Participation/ Class work/ Homework
- 30%: Test/Quiz
- 20%: Exam/Project

The greatest weight is given to daily work and class participation. It is absolutely essential that the student be present and prepared in order to be successful in this class. Quizzes will be given as frequently as needed and homework must be complete or it will not be accepted. All that is handed in late will receive a reduced grade (see the power of

“I”). All work missed due to an excused absence must be made up within one week after the due date.

Incompletes (The Power of “I”)

Any assignment which is judged to be of less than “C” quality will be deemed “incomplete” and must be resubmitted for reevaluation. Incomplete assignments will be given a grade of “I” until completed. Before the assignment can be resubmitted and the “I” removed, the student must attend tutorial to receive additional instruction on the topic. An assignment may be resubmitted multiple times, but each time an assignment is resubmitted, the highest grade attainable decreases by one letter grade. When an assignment is judged to be “complete” a grade of no lower than 70% can be earned. This policy does *not* extend to exams. **A student’s grade cannot be computed if they have not completed all assignments. All “I” grades must be cleared before any grade can be assigned for the course. See the school-wide *Policy for “Incomplete” Grading for further details.***

ELECTRONIC DEVICES

Cell phones are to be turned off once entering the school building. Cell phones must be out of sight at all times (including lunch). Cameras, video recorder, radios, tape players, MP3 players, iPOD’s, CD players and Gameboy’s and other *personal audio equipment* will not be allowed on campus and will be confiscated. No student shall photograph, videotape, record or reproduce, via any audio or video means, another student or staff member while on school system premises without the expressed prior permission of the student or staff member.

The administrative staff will be enforcing the following policy to ensure the best possible educational setting:

- Students must hand over cell phones/electronic devices when asked to do so by a staff member.
- 1st time cell phone/electronic device is turned in to the Discipline Office, a parent /guardian must come to the school to retrieve it.
- 2nd time cell phone/electronic device is turned in to the Discipline Office, a parent/guardian must come to the school to retrieve it and the student will be assigned 1 day of ISS.
- 3rd time cell phone/electronic is turned in to the Discipline Office; a parent/guardian must come to the school to retrieve it. The student will not be allowed to have a cell phone or electronic device on campus and will be referred to Tribunal.

If students have their cell phones or electronic devices visible and refuse to cooperate with school personnel, they will be suspended for noncompliance. For each incident thereafter, the suspension time will increase. The third time a student is suspended for failure to comply with the cell phone and electronics policy he or she will be referred to Tribunal.

Students shall be personally and solely responsible for the security of their cellular telephones and other PCDs. The Atlanta Board of Education shall not assume responsibility or liability for the theft, loss or damage to a cellular telephone or other PCD, nor does it assume responsibility for the unauthorized use of any device.

STUDENT DRESS CODE

Appropriate dress, neatness, and cleanliness are expected of all students. Clothing, hairstyles, and jewelry must not be distracting, interfere with instruction, or threaten health or safety standards. The administration has the authority to interpret the dress code for the school and make a case-by-case determination of the appropriateness of a student's dress and grooming.

Unacceptable dress includes the following:

<ul style="list-style-type: none"> • Headgear for boys or girls (hats, bandanas, sweatbands, beanies, scarves, hoods, caps, rags, etc.) 	<ul style="list-style-type: none"> • Baggy/saggy pants exposing undergarments
<ul style="list-style-type: none"> • Clothing with underwear showing (including bras) or that result in exposed cleavage 	<ul style="list-style-type: none"> • Backless shirts (shirts that do not cover the back entirely)
<ul style="list-style-type: none"> • Spaghetti straps (straps must completely cover the undergarment) 	<ul style="list-style-type: none"> • Muscle tank shirts / Undershirts
<ul style="list-style-type: none"> • Strapless/tube shirts / Halter shirts or dresses / Excessively low-cut shirts / See-through tops 	<ul style="list-style-type: none"> • Bare midriff (stomach) may not be exposed
<ul style="list-style-type: none"> • Slippers and pajamas 	<ul style="list-style-type: none"> • Off-shoulder or single strap garments
<ul style="list-style-type: none"> • Clothing and /or jewelry displaying logos of racist groups or juvenile gangs, obscene language, intolerance or discrimination, vulgar gestures, racist, ethnic or sexual slurs or symbols of hate, prejudice, 	<ul style="list-style-type: none"> • Micro mini skirts and shorts, (shorter than 3 inches above the knee) and extremely tight clothing will not be permitted.
	<ul style="list-style-type: none"> • Clothing and/or jewelry promoting alcohol, tobacco, drugs, death and violence

Consequences: Headgear will be confiscated; the retrieval date will vary depending on the circumstances. Violations of the dress code will result in students having to contact parent/guardian to bring appropriate clothing or they will be subject to suspension.

If you have any questions about the class, please email me at tmonye@atlanta.k12.ga.us

Parent/Student Acknowledgement

I have read and discussed the information provided by the Grady high school Foreign Language Department with my child.

Parent Name: _____

Current _____ Address: _____

Phone _____ Number(s): _____

Email: _____

Parent Signature: _____ Date: _____



Student Name: _____

Student Homeroom: _____

Student Signature: _____ Date: _____