

French III A/B

COURSE DESCRIPTION

French III A/B

In this expanding engagement with French, students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. In addition, students read significant works of literature in French, and respond orally or in writing to these works. The course consists of 180 lesson days formatted in an intuitive calendar view, which can be divided into two 90-day semesters and represents an ideal blend of language learning pedagogy and online learning. Continuing the pattern, and building on what students encountered in the first two years, each week consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and the Americas. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

COURSE OBJECTIVES

The High School French II course helps students:

- Engage in language learning
- Master common vocabulary terms and phrases
- Comprehend a wide range of grammar patterns
- Instigate and continue simple conversations, and respond appropriately to basic conversational prompts
- Generate language incorporating basic vocabulary and a limited range of grammar patterns
- Read, write, speak, and listen for meaning in basic French
- Analyze and compare cultural practices, products, and perspectives of various French-speaking countries
- Regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions

COURSE SYLLABUS

STUDENT EXPECTATIONS

This course requires the same level of commitment from you as a traditional classroom course would. Throughout the course, you are expected to spend approximately 5–7 hours per week online on the following activities:

- Interactive lessons that include a mixture of instructional videos and tasks
- Assignments in which you apply and extend learning in each lesson
- Assessments, including quizzes, tests, and cumulative exams

Citizenship

Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student's responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of NUVHS through their conduct and behavior. Students are expected to abide by all NUVHS policies and regulations. Any form of academic dishonesty, or inappropriate conduct by students or applicants may result in penalties ranging from warning to dismissal, as deemed appropriate by NUVHS.

Communication

Throughout this course students will need to be in close contact with their instructor and fellow students. Students are expected to communicate via course message and electronic discussion boards. Therefore, students should plan on checking their course messages at least three times a week and participate in the discussion boards during the weeks they are live.

Instructors strongly encourage and welcome open communication. Clear, consistent, and proactive communication will ensure a successful experience in this course. It is the student's responsibility to notify the instructor immediately if and when a personal situation occurs that affects his/her performance in this class. Being proactive with communication will result in a quick solution to any problems that may occur.



COURSE SYLLABUS

SCOPE AND SEQUENCE

Semester 1

	Vocabulary Topic	Grammar Pattern	Culture
Week 1	Family & Relationship Alphabet Guide to French Rhythm & Accents	Regular & Irregular verbs	France
Week 2	The Extended Family	Adjectives	
Week 3	Countries & Nationalities	<i>Passé Composé</i> (past tense)	France
Week 4	Question words, <i>Etre</i> & useful verbs	The <i>Imparfait</i> part 1 (past tense)	
Week 5	Numbers	Object pronouns	Switzerland
Week 6	Telling time	Negatives	
Week 7	Question words, physical characteristics, Colors & Shapes	Reflexive verbs part 1	Switzerland
Week 8	Personal characteristics and other useful descriptions vocabulary	Reflexive verbs part 2	
Week 9	Midterm Review and Test - no topics		



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Week 10	At school Elementary & Secondary schools	Interrogatives	Belgium
Week 11	Computers & the Internet	Subjunctive	
Week 12	Holidays	<i>Passé Composé versus Imparfait</i>	Belgium
Week 13	Baptisms & weddings vocabulary	Definite & indefinite articles review part 1	
Week 14	Calendar & useful verbs	<i>Imparfait</i> part 2	Luxembourg
Week 15	Ordinal numbers & location	Definite & indefinite articles review part 2	
Week 16	Around the house & furniture	<i>Depuis</i> and the imperative	Luxembourg
Week 17	Chores	<i>En, tout</i> & plurals	
Week 18	Final Review and Test- no topics		

Semester 2

	Vocabulary Topic	Grammar Pattern	Culture
Week 1	Body parts	The future tense part 1	Monaco
Week 2	Medical terms	<i>Depuis</i>	



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Week 3	Hygiene & Fitness	the Conditional tense	Monaco
Week 4	Common Prepositions & Adverbs	The future tense part 2	
Week 5	Fruits, Vegetables & Grains	The anterior future tense	Canada
Week 6	Meats, Dairies & Miscellaneous	Linking words & expressions to tell a story	
Week 7	Beverages & Meals	Prepositions	Canada
Week 8	Food: Useful Words	The Composite tense: Plus-que-parfait	
Week 9	Midterm Review and Test - no topics		
Week 10	Sports part 1	The Comparative	Martinique
Week 11	Sports part 2	The Superlative	
Week 12	Traveling part 1	Interrogative pronouns	Martinique
Week 13	Traveling part 2	Demonstrative Adjectives & Pronouns	



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Week 14	Hobbies & Pastimes part 1	Possessive Adjectives & Pronouns	St Pierre et Miquelon
Week 15	Hobbies & Pastimes part 2	The Subjunctive after expressions of improbability	
Week 16	Music part 1	Relative pronouns	St Pierre et Miquelon
Week 17	Music part 2	Tonic pronouns	
Week 18	Final Review and Test- no topics		

Works represented in the “Literature Highlights” include the following:

Guillaume Apollinaire, *Automne*

Guillaume Apollinaire, *Mai*

Charles Baudelaire, *Correspondences*

Joachim du Bellay, *Si notre vie est moins qu'une journée*

Jean de La Fontaine, *La Mort et le Bûcheron*

Jean de La Fontaine, *Le Chêne et le Roseau*

Louise Labé, *Je vis, je meurs: je me brûle et me noie*

Charles Baudelaire, *L'homme et la mer*

Jean de La Fontaine, *Le Loup et l'Agneau*

Jean de La Fontaine, *La Cigale et la Fourmi*

Victor Hugo, *Les Enfants Pauvres*

Victor Hugo, *La Conscience*

COURSE SYLLABUS

HOW YOU WILL BE GRADED

For critical thinking questions, there are no right or wrong answers. For example, a question on your thoughts on why you think people are shy is a pretty open-ended type of question. Grades will be based on the depth of personal insight you present. **Do not simply agree or disagree** with an insight question. We are looking for critical thinking and possibly a related personal experience with the question.

It is important to provide detailed answers for insight/opinion questions.

For review questions, you should be produce a more academic answer. For example, "What two categories are norms divided into?" This type of direct question requires a specific answer. Please use full sentences and proper grammar.

When submitting paragraphs, use these guidelines.

1. The first, second or last sentence contains the main idea and key words from the question or assigned topic.
2. Paragraph contains one to three explanatory sentences.
3. Paragraph contains two to four sentences about specific details related to question.
4. Details are colorful, interesting and appropriate.
5. Paragraph ends with a good closing sentence that refers to the main idea without repeating it.
6. Free of spelling and grammatical errors.

GRADE SCALE

The following grading scale will be used to determine your final letter grade.

Letter Grade	Percentage Earned
A	95%+
A-	90% - 94.9%
B+	87% - 89.9%
B	84% - 86.9%
B-	80% - 83.9%
C+	77% - 79.9%
C	74% - 76.9%
C-	70% - 73.9%
D+	67% - 69.9%
D	64% - 66.9%
D -	60% - 63.9%
F	59% and lower



COURSE SYLLABUS

EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLRs)

Engaged Learners

- Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
- Develop an understanding of their own preferred learning styles to enhance their overall academic potential
- Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

Critical Thinkers

- Effectively analyze and articulate sound opinions on a variety of complex concepts
- Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
- Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

Effective Communicators

- Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
- Express concepts and ideas in a variety of forms
- Enhance communication skills through the use of media rich or other technology resources

Global Citizens

- Appreciate the value of diversity
- Understand the range of local and international issues facing today's global community
- Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century