

KAP French IV Syllabus for Buckeye Valley High School 2017-2018

Instructor:

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Course Overview

Buckeye Valley offers 4 years of Foreign Language study, beginning in 9th grade. The curriculum focuses on building proficiency in all modes of communication (Interpretive, Interpersonal, and Presentational) across all language skills. Students' grades are calculated so that each skill area carries equal weight in the student's final average. This course incorporates the ACTFL standards and the State of Ohio World Language learning standards.

This course will count for credit through Kenyon College's KAP Program for French 321: Advanced French Composition and Conversation:

This course is designed to provide advanced students with the opportunity to strengthen their ability to write, read, and speak in French. The conversation component of the course will focus on the discussion of articles and text covering a broad range of topics relating to French history, literature, current French and Francophone press, films, other media, and Web sites, and on developing the fluency in French to perform linguistically and culturally appropriate tasks. The composition component seeks to improve students' ability to write clearly and coherently in French. In order to foster these goals, the course will also provide a review of selected advanced grammatical structures and work on literary excerpts.

Skill Descriptions

Listening: The course will be conducted **exclusively in French**, thus allowing students to hear the language on a daily basis. Within each unit, students will also have opportunities to listen to native speakers through the use of extensive media resources, including online videos, French films on DVD, and clips from authentic televised news broadcasts. Students' comprehension of these materials will be demonstrated through comprehension questions, responding to interview-style questions, and participation in large and small group discussions. **Students may be required to watch clips or videos for homework outside of class in order to provide extra exposure to the language.**

Reading: Units will contain a mixture of authentic fiction and nonfiction pieces, each related to the historical period being studied. Non-fiction texts will come from both authentic printed resources, such as magazine articles and online resources and non-authentic sources (primarily the textbook). Students will demonstrate their understanding of these texts by answering written and oral comprehension questions (via tests/quizzes/assignments), participating in small and large-group discussions (both in class and online), and incorporating information and concepts from the texts into various projects and assignments.

Speaking: Because the class is conducted exclusively in French, students are expected to use only the target language to communicate with the teacher and other students, including side conversations. Activities are designed with the goal of students achieving such a level of speaking proficiency that they can be easily understood by a native speaker. Students will be regularly assessed, both formally and informally, by the teacher on their speaking skills and will receive feedback about their strengths and weaknesses. These assessments may be planned or spontaneous in nature and will align with the current unit of study. Communication will be conducted in the interpersonal, presentational and interpretive modes.

Writing: Students will be given a variety of pre-assigned and impromptu writing exercises. Examples of impromptu writing samples include responding to questions about a current story or text topic, or sharing personal information/experiences in writing. Examples of pre-assigned samples include extended response compositions about the current unit of study. Students are expected to write at such a proficiency level that a native speaker could easily understand their thoughts. To perfect their writing mechanics and style, students will also study advanced grammar concepts as outlined in the syllabus or as needed based on class discussion or errors. All student writing should be completed by the student without the aid of online translation software/applications and without the overuse of a dictionary (online or otherwise). As students are learning the language, imperfect writing is expected and encouraged as the goal is to see authentic writing, not an over-reliance on outside resources (this includes other students editing your work). Should Mme suspect or deem that over-use of a resource or a translator has been consulted, the assignment will be void. Students may possibly be given the opportunity to re-do the assignment in their own words or may be assigned a 0 for the assignment, based on the situation at Madame's discretion.

Texts

The backbone of this course is designed using the textbook *Trésors du temps: Niveau avancé*. If you would like to order a used copy online, they can be found on Amazon.com. The ISBN of our text is: 0-02-676651-5. Madame will also provide a PDF of the text (without images) on our class Schoology page. The text is divided into 12 chapters or *étapes*. In order to complete our overview of French history in one year, we will omit certain parts of the book and potentially certain chapters entirely.

This course will also use a variety of authentic materials as well as materials created for language learners (the textbook). An authentic material is any resource that was created specifically for native speakers of French such as infographics, articles, videos, short stories, songs, films, books, or poems. Many of the texts that we will read and analyze will be on Schoology or a handout from Mme Hanlon. Your school fees will cover your own copy of *Le Petit Prince*.

Materials

You are expected to come to class with the following materials each day. Failure to do so will result in an incomplete on the missing assignment.

- Your student copy of *Tresors du temps* -- If you would like to purchase a copy, they are available and inexpensive used online
- Books/Novels as needed
- Binder
- Notebook
- Something to write with

Grading

Your grade will be determined using a weighted system composed of the following categories. Evaluations in each category will be both announced and unannounced.

- **Speaking (20%)** - Your progress in speaking French will be evaluated through a variety of activities involving both speaking with other students and with the teacher. Examples of such activities are question/answer, role-plays, dialogues, information gap activities, picture descriptions, etc.
- **Listening (20%)** - Your progress in listening to French will be assessed through a variety of activities where you will be listening to the teacher, videos and compact discs.
- **Reading (20%)** - Your ability to read French will be tested using various written materials appropriate to the course content. These materials will include magazine articles, stories, websites, and other authentic materials.
- **Writing (20%)** - Your proficiency in writing French will be evaluated through a variety of both in-class assignments and outside projects.
- **Formative Assessments (10%)** – Homework assignments, grammar exercises, and quizzes fall into this category
- **Memrise (10%)** – Students are expected to earn a minimum of 10,000 points per week during Semester 1. Madame may raise the bar to 15,000 during Semester 2 (TBD, but you've been warned). This is the area where extra credit is possible. You may earn a maximum of 5 EC points per week. Above the required points, 1 EC point = 2,000 Memrise points.

Absence

Absent students are required to check the class Schoology page whenever absent. Students with a full day excused absence will be given one day per day absent to make up all assignments, but should consult the online resources and be prepared to participate in class. Any student who was in the building, but absent from class due to a meeting, is expected to turn in his/her assignment on the scheduled due date. Unless otherwise noted, class will continue as planned regardless of absent students. Since we are a small group, it is important that you keep up with the missed material so that class can continue as planned.

VI. Academic Dishonesty

All school policies regarding cheating and plagiarism will be strictly enforced. Sharing your work with a friend, consulting on-line translators or conjugators, using dictionaries without permission, or copying from another student are all considered cheating and will result in each of the students involved being given a zero for the assignment. For certain assignments and assessments, checking your answers with a partner, working together or helping a classmate may be considered cheating and will also result in a zero for the assignment. Due to the nature of online translation, if Madame suspects cheating she will either: make you redo the assignment or give you a 0 with no make-up opportunity, at her discretion. Due to the nature of language learning, Madame expects imperfect writing and does not take off a point per mistake or anything like that, so do your own work! If you can't say it yourself, say something else.

VII. Class Rules

1. Leave all electronic devices (cell phones, iPods, etc.) in your bag unless you ask permission to use them
2. Come prepared to class everyday
3. Be your best self (Not a jerk. Participate. Be nice to people, etc)
4. *SPEAK French as close to 100% of the time as possible in class. The only way to get better is to push ourselves. It's normal to make mistakes or be misunderstood, but we will only improve if we try. This includes side conversations with friends. If we stick to this, you will be amazed at how much French you can speak by the end of the year.*

The consequences of not following these rules will range from detention to referral to an administrator, depending on the severity of the infraction. In addition to the above-mentioned policies, all school rules will be enforced!

Course Outline

Disclaimer: This is an estimated outline and will be modified during the year. Due to the nature of the course, certain Étapes may be shortened or eliminated in order to have enough time for key time periods or to cater to interests of the students.

Unité	Thèmes historiques	Grammaire	Culture/Littérature (Approx.)
Première Étape: la Préhistoire	<ul style="list-style-type: none"> • Les fondations de la France • Les menhirs et les dolmens • Les hommes préhistoriques • La géographie de la France • Les régions de la France 	Les verbes fondamentaux: être, avoir, aller, faire et leurs expressions idiomatiques	<ul style="list-style-type: none"> • L'art des cavernes et des grottes
Deuxième Étape: de la Gaule au Moyen-Âge	<ul style="list-style-type: none"> • Les Gaulois et Vercingétorix • L'Empire romain • L'Édit de Milan et la religion • Clovis • La construction des édifices romains (Pont-du-Gard et l'Arène de Nîmes) 	Les verbes des 3 groupes 1er groupe: -ER 2e groupe: -IR 3e groupe: -RE Les verbes et les prépositions	<ul style="list-style-type: none"> • <i>De bello gallico (Jules César)</i> • <i>Astérix et Obélix</i>
3ème Étape: Charlemagne et les Vikings/Normands	<ul style="list-style-type: none"> • Charlemagne • L'invasion des Normands/Vikings • La bataille de Hastings (1066) 	L'imparfait et le passé composé Introduction au passé simple Introduction au plus-que-parfait	<ul style="list-style-type: none"> • <i>La chanson de Roland</i> • <i>Tristan et Yseut</i> + fim • La tapisserie de Bayeux
4ème Étape: Croisades, cathédrales et calamités	<ul style="list-style-type: none"> • La construction des cathédrales (+ projet) • La guerre de Cent Ans • Jeanne d'Arc 	Les pronoms objet direct/indirect Les verbes de communication	<ul style="list-style-type: none"> • François Villon "La ballade des pendus"
5ème Étape: La Renaissance (Abbreviated)	<ul style="list-style-type: none"> • Le roi Henri IV • L'imprimerie 	Le futur Le conditionnel Le verbe devoir	<ul style="list-style-type: none"> • L'art de la Renaissance
6ème Étape: le XVIIe siècle	<ul style="list-style-type: none"> • Richelieu • Louis XIV, le roi soleil • Le palais de Versailles 	Le subjonctif	<ul style="list-style-type: none"> • Comédie musicale <i>Le roi soleil</i> • Les alexandrins / le théâtre • <i>École des femmes</i>, Molière
7ème Étape: XVIIIe siècle (Abbreviated)	<ul style="list-style-type: none"> • le XVIIIe siècle • la Régence 	Les verbes pronominaux Le faire causatif	<ul style="list-style-type: none"> • <i>Candide</i> (Voltaire)
8ème Étape: La descente vers la Révolution	<ul style="list-style-type: none"> • Louis XVI et Marie-Antoinette • La guerre d'Indépendance aux États-Unis • Les États-Généraux • Le début de la Révolution 	L'adjectif La négation	<ul style="list-style-type: none"> • <i>Voyages en France</i> (Arthur Young) • <i>Souvenirs</i> (Mme Vigée-Lebrun) • <i>La prise de la Bastille par un de ses défenseurs</i> (Deflue)
9ème Étape: La Révolution	<ul style="list-style-type: none"> • La Révolution française • Les changements apportés par la Révolution 	Les pronoms	<ul style="list-style-type: none"> • <i>Histoire de la Révolution</i> • <i>Journal</i> (Cléry)
10ème Étape: Napoléon	<ul style="list-style-type: none"> • Napoléon Ier • Louis XVIII 	Les verbes de communication Le discours indirect	<ul style="list-style-type: none"> • TBD
11ème Étape: la Restauration	<ul style="list-style-type: none"> • Le XIXe siècle • la Restauration • Napoléon III 	Le passif L'infinitif Quelque chose + préposition	<ul style="list-style-type: none"> • <i>Les Misérables</i> (Hugo)
12ème Étape: le 20e siècle	<ul style="list-style-type: none"> • la Première Guerre Mondiale • la Deuxième Guerre Mondiale • l'Union Européenne 	----	<ul style="list-style-type: none"> • <i>Le Petit Prince</i> • Jacques Prévert

