

KAP French IV Syllabus for Buckeye Valley High School 2016-2017

FREN 321: Adv Composition & Conversation

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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 from the 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.**

Reading: Units will contain a mixture of authentic fiction and non-fiction pieces, each related to the thematic unit. Non-fiction texts will come from both authentic printed resources, such as magazine articles, and online resources. 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. 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. Students will also be graded on their willingness to speak French in and out of class by earning ClassDojo points with a goal of at least 2 points per day. Points may be earned in and out of class, but only for voluntary participation in discussion or discussion with classmates or the teacher during or outside of class.

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 and contributions to the course blog. 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.

Texts

This course will use a variety of authentic materials. 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.

- Books/Novels as needed (Workbooks may be left in the room when there is no homework assigned – that way you're always prepared if we need them in class and won't have to go to your locker)
- 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.
- **Target Language Use/Formative Assessments (20%)** – ClassDojo speaking points as well as any assignment given that does not assess one specific skill, as well as extra credit points, will fall in this category.

Absence

Absent students are required to check the class Schoology page and/or Mme Hanlon's Planbook 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.

VII. Class Rules

1. Leave all electronic devices (cell phones, iPods, etc.) in your bag unless you ask permission to use them
2. Remain on task at all times
3. Bring materials to class every day
4. Respect school property
5. Show kindness and respect to your teacher and classmates.
6. *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.*

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 strictly enforced!

Course Outline

<p style="text-align: center;">Unité P: Bienvenue au cours</p>	<ul style="list-style-type: none"> • Discussion du travail d'été • Se présenter • Vidéo, "50 choses que j'ai déjà faites!" • Blog, "[Tag n°5] 50 choses que j'ai faites" 	<p>Révision du passé composé et des verbes réguliers/irréguliers</p>	<p>Speaking: Discussion of summer activities with class Presentational writing: Journal writing / Commentaires Presentational speaking: Vlog sur Schoology</p>
<p style="text-align: center;">Unité 1: Manger Bouger <i>Comment est-ce qu'on mène une vie saine?</i></p>	<ul style="list-style-type: none"> • "Que veut dire bien manger?" • Le livre interactif: <i>Le meilleur goûter</i> • Les publicités sur la santé • "Les 9 répères de la consommation" • Articles diverses sur la nourriture et la santé 	<p>Subjunctive</p> <ul style="list-style-type: none"> • Impersonal Expressions • Wishing/Wanting • Giving advice/opinions <p>Review direct/indirect object pronouns</p>	<p>Interpretive: Reading/Listening comprehension of articles, videos and film. Interpersonal: Small group discussions of articles, videos and film. Presentational: Written and oral presentations based on the texts</p>
<p style="text-align: center;">Unité 2: La Technologie <i>Comment est-ce qu'on communique avec nos proches?</i> <i>Quelle est notre relation avec nos écrans?</i></p>	<ul style="list-style-type: none"> • "Carmen" de Stromae • "Les selfies" de <i>L'Express</i> • "Témoignage d'un accro" • Stromae sur Buzzfeed • Articles/clips vidéo sur la technologie 	<p>Comparisons Relative pronouns (qui/que/dont) Future tense</p>	<p>Interpretive: Reading/Listening comprehension of articles, videos and film. Interpersonal: Small group discussions of articles, videos and film. Presentational: Written and oral presentations based on the texts</p>
<p style="text-align: center;">Unité 3: L'Environnement <i>Quels sont les problèmes qu'on devez affronter vis-à-vis l'environnement?</i></p>	<ul style="list-style-type: none"> • Des articles et des vidéos sur: le changement climatique, la pollution, et la déforestation • Nouvelle/film, <i>L'homme qui plantait des arbres</i> de Giono 	<p>General Grammar Review as needed</p>	<p>Interpretive: Reading/Listening comprehension of articles, videos and film. Interpersonal: Small group discussions of articles, videos and film. Presentational: Written and oral presentations based on the texts</p>
<p style="text-align: center;">Unité 4: Le Petit Prince <i>Comment lire la littérature française?</i> <i>Qu'est-ce qu'un adulte? un enfant?</i></p>	<ul style="list-style-type: none"> • Livre, <i>Le Petit Prince</i> • Article sur Saint-Exupéry • Film, <i>Le Petit Prince</i> 	<p>Imparfait Conditional Literary Past</p>	<p>Interpretive: Reading/Listening comprehension of articles, videos and film. Interpersonal: Small group discussions of articles, videos and film. Presentational: Written and oral presentations based on the texts</p>
<p style="text-align: center;">Unité 5: Les relations et la sexualité</p>	<ul style="list-style-type: none"> • Livre, <i>Le Livre des Rencontres</i> (extraits) • Vlog, "10 choses que les femmes font mieux que des hommes" (Norman) • Article, "Filles/Garçons" de <i>Phosphore</i> • Article "Si vous étiez du sexe opposé?" • Film, <i>La famille Bélier</i> • D'autres articles/ressources 	<p>Imparfait/Conditional Subjunctive Review General Grammar Review as needed</p>	<p>Interpretive: Reading/Listening comprehension of articles, videos and film. Interpersonal: Small group discussions of articles, videos and film. Presentational: Written and oral presentations based on the texts</p>
<p style="text-align: center;">Unité 6: L'éducation supérieure et la vie professionnelle</p>	<ul style="list-style-type: none"> • Livre, <i>Stupeur et Tremblements</i> (maybe) • "Le rap du notaire" • Film, <i>Les Intouchables</i> 	<p>The Future Literary Analysis</p>	<p>Interpretive: Reading/Listening comprehension of articles, videos and film. Interpersonal: Small group discussions of articles, videos and film. Presentational: Written and oral presentations based on the texts</p>

