



OHHS Foreign Language Department Course Syllabus

“The quality of our thoughts is bordered on all sides by our facility with language.

- J. Michael Straczynski

Course Name: CWU French 152 – College in the high school
Adjunct Professor: Ellen Christensen
echristensen@ohsd.net

Course Description:

French 152 is a continuation of French 151, using the natural approach, immersion and TPR Storytelling. Classes are conducted in French and students are expected to use the target language exclusively in class. The student’s grade/credit will be in jeopardy if this expectation is not met. Language and culture are taught simultaneously throughout the year. All course work will include the four essential skill areas: listening, speaking, reading and writing.

Prerequisites: It is recommended that students earn a “C” or better in French III.

Course Goal:

Students will expand on a variety of concrete topics, explain, compare, describe, and narrate using past, present and future tenses and conditional and subjunctive moods. If possible, students will plan for and teach French lessons in the elementary schools.

Course Outcomes:

By the completion of French 152, students should be able to demonstrate novice level competence as defined by the ACTFL Proficiency Guidelines in listening, speaking, reading and writing. Students will acquire and demonstrate knowledge of vocabulary required for communication at the novice level. Vocabulary we will study includes: numbers, days, dates, classroom objects, places, academic subjects, countries and nationalities, pastimes, descriptive adjectives, clothing, colors, rooms. Additionally, students will demonstrate basic competence in French grammar. Grammar items we will study include: articles, number and gender, question formation, adjective placement and agreement, present tense of regular and irregular verbs, negation, possession, infinitive. By the end of this course you will be able to demonstrate critical thinking skills as they apply to language learning, link your study of French to broader and complementary discipline areas, demonstrate your understanding of cultural institutions and culturally determined patterns of behavior, demonstrate your understanding of the nature of foreign

language learning and continue to develop learning strategies that will enable you to be a successful language learner, make use of vocabulary that will prepare you for eventual travel to a French-speaking country.

Course Resources

Regardez-moi, je peux parler plus! By Blaine Ray, Joe Neilson, Dave Cline and Carole Stevens and

Raconte moi davantage by Carol Gaab and Kristy Placido

Supplementary readers: Le voyage perdu by Lisa Ray Turner and Blaine Ray;

Vive le taureau by Lisa Ray Turner and Blaine Ray; Les yeux de Carmen by Verónica

Moscoso; Le tour du monde en 80 jours by Jules Verne; Le petit prince by Antoine de St Exupéry

Instructional Units: Third year French classes will cover the following instructional units over the course of the year from Regardez-moi, je continue à parler plus! (In the case of a French II/III combination class, the same information below will be covered, but the order will be different and combined with French II goals and objectives using Raconte moi davantage.)

Students will learn a large variety of vocabulary and grammar, and practice communication skills, through these Total Physical Response stories.

- Le mauvais cuisinier (Review past tenses; food and cooking)
- Le lion et le rat (geography; travel; transportation; future; conditional; si and quand clauses)
- Le pingouin qui avait tout fait (employment; pastimes; plus-que-parfait; negation)
- La belle et la bête (celebrations; holidays; traditions; subjunctive; futur antérieur)
- History and culture of francophone countries will be examined through films and supplementary readers and guest speakers.
- *FLES (Foreign Language in the Elementary Schools) will incorporate each unit studied and apply what the students have learned during all three years of study in real, novel and fun situations.*

The National Standards for Foreign Language Learning can be found online at <http://www.actfl.org/publications/all/national-standards-foreign-language-education>. A list of targets for each level of French can be found online at http://www.frenchteachers.org/concours/gc_about/gc_specs.html.

Expectations

Communicate in French

Listen attentively using all the listening skills available to you

Respect yourself and all others as diplomats

Participate

Recycle

Any electronic device used without permission will be confiscated

Summative assessments will consist of listening comprehension, reading, multiple choice, sequencing, short response, extended response, essays, and direct application through creative response.

- o All units will be encompassed with a cumulative and comprehensive Midterm & Final Exam
- o Quizzes will be approximately every week during each unit.
- o TPR-S Short Stories will include a comprehensive test of the information covered in the story; Each test recycles vocabulary from previous stories.

Formative assessments are measured by participation through daily comprehension, speaking activities, classwork and homework.

Department Categories

Reading	25%
Writing	25%
Listening	25%
Speaking	25%

Department Rubrics

Listening Comprehension

Exceeds Target A4	Meets Target B3	Approaches Target C2	Below Target F1
Student consistently understands spoken language appropriate to their level and infers meaning not implicitly stated	Student understands spoken language appropriate to their level and sometimes infers meaning not implicitly stated	Student sometimes understands spoken language appropriate to their level and has difficulty inferring meaning not implicitly stated (knowledge of vocabulary items is evident)	Student is unable to understand spoken language appropriate to their level and little knowledge of vocabulary items is evident

Reading Comprehension

Exceeds Target A4	Meets Target B3	Approaches Target C2	Below Target F1
Student consistently understands written language appropriate to their level and infers meaning not implicitly stated	Student understands written language appropriate to their level and sometimes infers meaning not implicitly stated	Student sometimes understands written language appropriate to their level and has difficulty inferring meaning not implicitly stated (knowledge of vocabulary items is evident)	Student is unable to understand written language appropriate to their level and little knowledge of vocabulary items is evident

Speaking

Elements	Exceeds Target A4	Meets Target B3	Approaches C2	Below Target F1
Fluency	Consistently good	Usually good	Slow/hesitates	Lengthy pauses
Pronunciation	Accurate	Good	Acceptable	Difficult to understand
Vocabulary	Wide variety and targeted	Varied and targeted	Some repetitive and some targeted	Little to no targeted/English interference
Grammar	Correct and complex	Generally correct and understood	Not always correct but understood	Incorrect and difficult to understand

Writing and Speaking

Elements	Exceeds Target A4	Meets Target B3	Approaches C2	Below Target F1
Fluency & Content	Comprehensible, organized, well-developed with rich detail, complex sentences, little hesitation & accurate pronunciation	Comprehensible, organized, developed with some detail, compound sentences, some hesitation and good pronunciation	Comprehensible, organized, developed with little detail, simple sentences, hesitation and acceptable pronunciation	Incomprehensible, unorganized, undeveloped, no detail, incomplete sentences, too much hesitation and unacceptable pronunciation
Vocabulary	Extended use of targeted and previous vocabulary	Use of targeted vocabulary and previous vocabulary	Some use of targeted vocabulary but too much use of previous vocabulary	No use of targeted vocabulary
Structures	Mastered basic skills and proficient in targeted structures	Proficient in basic skills and attempts targeted structures	Proficient in basic skills (including tense, form & word order)	Lacks basic skills

Needs to work on . . .

Adding details Sentences are too simple Increasing vocabulary Complete sentences Organization	Spelling/accents Noun/adjective agreement Article agreement Word order	Reflexive verbs Irregular verbs Stem-changing verbs Compound verbs	Object pronouns Past vs. present Preterite forms Imperfect forms	Future forms Conditional forms Subjunctive forms Essay development Adverbs Conjunctions
---	---	---	---	--

Increasing length of story		Infinitives Present forms	Preterite vs. imperfect	Increasing length and complexity of sentences
----------------------------	--	---------------------------	-------------------------	---

- Note: If sample does not address the task, is incomprehensible, or is not of sufficient length to be evaluated, it will be considered incomplete and will need to be redone.

Grade Scale:

Letter Grade	Percentage
A	93% and above
A-	90% - 92%
B+	88% - 89%
B	83% - 87%
B-	80% - 82%
C+	78% - 79%
C	73% - 77%
C-	70% - 72%
D+	68% - 69%
D	60% - 67%
F	59% and below

RE-DO POLICY:

OHHS is an effort based school where we believe all students can learn. We also know that students learn at different rates. Thus, we are implementing a re-do policy that recognizes the needs of individual learners.

- 100% Re-do
 - Assessments (with exception of the Final semester exam)
 - Key Assignments: Evidence that demonstrates mastery of a standard
- Teachers may:
 - require completion of supporting assignments prior to re-do opportunities for students to show they can meet the standard.
 - require students to complete re-do of work outside of class time.
 - *All re-do work/test retakes will be done during Tutoring/Extra Help times Tuesdays, Wednesdays, and Thursdays after school.*
 - limit the number of re-do opportunities for each assignment.
 - *Students will have 1 re-do/retake opportunity for each test/project.*
 - *Knife skills can be reassessed during the quarter if student has demonstrated practice of the skill*
 - assign zero grades when students choose not to do key assignments and/or assessments to standard.
 - have different requirements for late work.

- *See Late Work Policy below.*
- All opportunities for re-do work will come with a deadline as assigned by the teacher.
 - *Students will have 1 week from when the original Project/Test was due to complete re-do work or to retake a test.*

OHHS PLAGIARISM POLICY:

Any student, who knowingly turns in any work that has been done by someone other than himself or herself, and fraudulently represents it as his/her own, shall be considered to have cheated. Cheating also includes: aiding someone else in cheating, the use or preparation of written, pictorial, electronic or other materials not authorized by the instructor during a test or assignment, the use of testing materials obtained previous to the test date, or plagiarism of any kind. Students found cheating will also be subject to an office referral, which could result in a suspension. As an effort based school, students who have plagiarized/cheated must still demonstrate their learning. Thus, students will be given the opportunity to complete the work. This will fall under the “Late Work Policy” of the teacher where total possible points may be reduced.

The use of online or electronic translators to complete assignments is considered cheating. Any evidence of the use of an online translator calls into question the integrity of the entire assignment and renders its origin as suspect. Any assignment showing any evidence of use of an electronic translator, without the student having acquired prior permission to use a translator will receive a grade of zero and, as stated above, the student will be subject to an office referral. The student must still demonstrate their learning. Students will be given the opportunity to complete the work. This will fall under the “Late Work Policy” of the teacher where total possible points may be reduced.