

## FRENCH LEVEL 3-4

Salut tlm. Welcome back to the French classroom. Merci for making the wonderful decision to continue your quest in learning another language. By taking this class you will not only learn the fundamentals of the French language, but you will also be introduced to different cultures. Learning multiple languages and learning about different cultures will prepare each and every one of you to become a wonderful world citizen.

**Course prerequisite:** Passing grades in French1-2.

**Course description:** French 3-4 students build on their knowledge from French 1-2 to become more proficient in the language. They learn to comprehend written and spoken language and develop an ability to speak and write sentences using multiple tenses in the target language. Cultural awareness is promoted through reading, video, and projects. Active participation in the target language is necessary.

**Topics covered in this course:**

**Unit 1: This is me. We will review how to describe things and describe neighborhoods. We will learn about careers and give directions.**

**Unit 2: Student life. We will be able to talk about daily routines. We will discuss our daily routines versus those in the varied francophone world.**

**Unit 3: Let's be healthy. We will learn how to express health. We will learn how to talk about illness with others. We will be able to use one of the past tenses.**

**Unit 4: Let's go on the road. We will learn about the city and country. We will learn about tourist destinations in the Francophone world. We will be able to make plans for a vacation, including travel and hotel reservations**

**Unit 5: Memories from my childhood. We will be able to speak about past events and tell stories. We will be able to order events properly. We will be able to communicate what we used to be like.**

**Students will be expected to:**

- Maintain a basic conversation.
- Understand authentic inputs such a video or information from native speakers.
- Read and write text with a prompt.
- Identify cultural practices and beliefs, know basic information about the counties where target language is spoken and make comparisons in the target language.

**Basic Class Format:**

- Bellwork: A review of previous days' materials
- Additional Review
- New Material
  - We will take notes in this class. As research has proven, taking notes by hand helps learners remember information. If you prefer to use your iPad, I have added a notes section in our class OneNote notebook.
- Groups/Practice

## Class Rules and Expectations

### ***Be Safe, Be Respectful, Be Responsible***

- Rules and guidelines set in the student handbook will apply in this class, as well as all safety contract rules.
- This is a foreign language classroom, that being said no one, not even the teacher, will speak perfectly at all times. Be respectful of people using the target language.
- Participate in class. This course is being taught in a manner that if you practice speaking, you should acquire a functional use of French.
- Be on time and in your seat when the bell rings. This is especially important during the first couple weeks when I'm learning your names. No one wants to be counted tardy.
- When doing written work, I expect everything to be in your own words. I will be able to tell if something is plagiarized or if you use a translator.
- Late work is accepted until the end of the unit in which it was assigned.

## Proficiency Levels

### Communication

- 1.1.c Participate in basic exchanges by constructing simple questions and answers using familiar vocabulary and language structures.
- 1.2.c Identify the explicit meaning of messages containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support.
- 1.3.c Present information on familiar and everyday topics using simple sentences in structured contexts.
- 1.4.c.1 Recite basic differences in language structure between target language and English during strongly familiar situations.
- 1.4.c.2. Recite basic differences in phonics/intonation between target language and English.

### Culture

- 2.1.c Identify and describe products, practices, and perspectives using simple sentences in structured contexts.
- 2.2.c Identify and respond with culturally appropriate simple expressions in everyday situations in structured or highly predictable situations.
- 2.3.c Identify some typical products related to familiar everyday life of the target language cultures and their own.

### Connections

- 3.1.c Apply familiar vocabulary and simple sentences to accomplish tasks or show understanding of concepts in other content areas and/or situations beyond the classroom.

### Communities

- 4.1.c Identify college and career options that incorporate the language studied using familiar vocabulary and simple sentences.

### Cognition

- 5.1.c Use simple sentences or structures to identify and describe what concepts, skills, or information have been learned.
- 5.2.c Identify and describe what concepts, skills, or information are desired using simple sentences or guided models.



**Grading:** The OPS use the standards-based grading scale. Every assignment will be registered under the following grading scale:

<b>A</b>	=	<b>3.26-4</b>
<b>B</b>	=	<b>2.51-3.25</b>
<b>C</b>	=	<b>1.76-2.50</b>
<b>D</b>	=	<b>1.01-1.75</b>
<b>F</b>	=	<b>0.00-1.00</b>

I am looking forward to a wonderful school year with all of you!

Madame Finch

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