

**Course:** French III

**Teacher:** Mme. Nouchkioui

**Teacher Contact Info:**

Email Address: fatima.nouchkioui@gmail.com **This is where all projects/assignments can be shared**

Phone # (475)220-7700

After School Hours: Wednesday from 2:15 p.m. to 3:15 p.m.

**Textbook:** French Nouveau

**Course Description:**

The topics of this unit will require students to begin to move smoothly between past and present tenses, a requirement of the intermediate proficiency level. They will investigate the causes and symptoms of a particular health issue in a target country and read and view a variety of texts about heroes historical figures, health issues and advertisements. Then, students will debate and write arguments using evidence from target language texts as they look at a wide variety of authentic sources (newscasts, articles, infographics, etc.). They will develop their critical thinking skills around the topic of advertising and marketing while reviewing the practical language needs of shopping, expressing preferences and giving advice for the future. Students will consider how culture affects what people buy and what advertisements are successful as they view and read commercials and advertisements from the target -and other- cultures.

**Supplies you will need:**

1. A notebook reserved for French subject only
2. 1-3 inch binder for daily handouts to be organized
3. Highlighter
4. pencils
5. pens (blue, black and red)
6. French/English Dictionary not mandatory but can be helpful at home

**Course Goals:**

1. To introduce students to the French language
2. To practice the four skills of learning a language: listening, speaking, reading, and writing.
3. To have fun while learning about a new culture.
4. To make connections to real world situations.

## How you will be graded explanation:

Mastery Language Abbreviations	Mastery Language	Progression to Meeting Standard	Standard Grading Equivalent
XE	Exemplary	Exceeds Standard with Distinction	100
CO/XE	Competent/Exemplary	Exceeds Standard (revise for exemplary)	93
CO	Competent	Meets Standard (revise for exemplary)	85
EM	Emerging	Approaches Standard (needs revision)	70
NY	Novice	Not Yet (needs revision)	60
NE	No Evidence	No Evidence of Work Yet	50

## Grading Policy:

Class participation: 25%

Class assignments and quizzes: 25%

Significant tasks: 50%

## Class Expectations:

- 1. Be Punctual:**  
Tardiness affects your learning, make sure you are in the classroom by second bell. If you are late you will be required to have a pass signed by a school staff member.
- 2. Be prepared:**  
Always bring your notebook and a writing utensil. You will not be allowed to go to your locker to retrieve your supplies.
- 3. Be focused:**  
Be on task immediately when you have an assignment and ask for work for extra credit if you are done early in order to practice the language more.
- 4. Be respectful:**

Use school appropriate language and treat all classmates and teachers with respect. Listen when they are talking and wait for your turn to talk.

- **Reminders: Cell phones are a big distraction to the students' learning while you need full attention in a language class in order to be competent in the language. Please do not use your cell phones, iPads, i-phone, smartwatch, headphones or any electronic devices of your own in class. If electronic devices are needed to complete an educational activity, you may use your own device but not required to. Our school is well equipped with all the technology we need to incorporate in the students' learning. Unauthorized use will result in a first warning then a call home to inform parents then to a referral to the administration.**

#### **\*Participation:**

Participation is assessed daily and includes attendance\*, attentiveness, volunteering in class, taking notes, completing assigned work, participation in paired and group activities, and having a cooperative and respectful attitude. Try your best to speak French as much as you can in class (we do not mock or laugh at anyone trying a new language).

#### **\*Attendance:**

It is an important part of your academic growth. Your success in class can negatively be affected by unexcused absences, tardiness and excessive use of bathroom passes. If you are absent, it is your responsibility to contact your teacher to email you any missing assignments.

#### **\* Make-up Work:**

Three of the 21st Century Skills we focus on are Initiative, Accountability and Responsibility. When you are absent, take the initiative and responsibility to make up the work. You have one class to make up the missed work. Once you hand in your work on time, you will have multiple opportunities to redo your work until you reach mastery with respect of the deadlines set by your teacher. Quizzes and tests will need to be made up by scheduling an appointment. AGAIN... it is YOUR responsibility to remind your teacher. You are accountable for your grade. Once the given extended due date has passed **NO WORK** will be accepted as we need to move on to learning new things. This includes work given during your absence as well as Presentations and Projects. If there is a reasonable reason for extra time request, please see your teacher in private.

#### **\* Extra Help:**

Extra help sessions are available and recommended for students who need additional practice or reinforcement of the material presented in class. See the above for scheduled days and times to meet after school.

## Course Standards: (list)

Below you will find the performance tasks we will complete in French II during the school year. Title of task with description and standards you need to complete as well as 21st Century Competencies included.

## World Languages Content Standards:

<b>Interpersonal Communication</b> #1	Learners interact and negotiate meaning in spoken, signed, or written conversation, reaction, opinions and feelings.
<b>Interpretive communication</b> #2	Learners understand, interpret, and analyse what is heard, read or viewed on a variety of topics.
<b>Presentational communication</b> #3	Learners present information, concepts, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.

## Performance Tasks Chart:

<b>Performance Tasks</b>	<b>Task description</b>	<b>Content Standards met by Performance</b>	<b>21st Century Competencies met by Performance Task</b>
<b><u>Historical figures &amp; heros</u></b>  <b><u>Unit 1</u></b>  <b><u>Trimester 1</u></b>	<b><u>Interpretive</u></b>  <u>Interpretive Listening:</u> Students will listen to/view a video about heroes in the target culture and answer comprehension questions about the main idea and details.	#1,3	#3,4,5
	<b><u>Interpretive:</u></b> Students will read a biographical or autobiographical passage/article and answer	#1, 3,	#2,3,4,5

	<p>comprehension questions about the main idea and details.</p> <p><b><u>Presentational</u></b>        Students will present to the class about two of their personal heroes to the class (one past, one present), including name, where and when they were born, what they do, and why they are a hero.</p> <p><i><b>Native speaker modification:</b></i> When student present about their two heroes, they must talk about how they are similar and different. In addition, they add to their presentation a discussion of what</p>		
<p><b><u>Health issues</u></b>  <b><u>Unit 2</u></b>  <b><u>Trimester 1/ 2</u></b></p>	<p><b><u>Interpretive Listening:</u></b>        Students will listen to/view a video about the health issue from the target culture (in the TL) and answer comprehension questions about the main idea and details.</p> <p><b><u>Interpretive Reading:</u></b>        Students will read a passage/article about the health issue in the TL and answer comprehension questions about the main idea and details.</p> <p><b><u>Interpersonal</u></b>        Interpersonal: Students will participate in a scaffolded debate. They will prepare 5 statements in writing both for and against a claim in their target culture topic.</p> <p><b><u>Presentational Writing:</u></b>        Students will create an infographic, poster, PPT, etc. convincing the public (like a Public Service Announcement) what they should do in order to address a particular health issue.</p>	<p>#1,3,</p>	<p>#2,3,4.5</p>

	<p>This can be the health issue they have been studying or a health issue they choose on their own. This item could be offered to the local clinic or other community center for use by the native speakers.</p> <p><b>Native speaker modification:</b> Students must choose a topic different from what they have been learning in class, such as smoking cessation, benefits of exercise, benefits of sleeping, benefits of healthy eating, etc.</p>		
<p><b><u>Advertisement &amp; Marketing Unit 3</u></b>  <b><u>Trimester 2/3</u></b></p>	<p><b><u>Interpretive Listening:</u></b> Students will watch different commercials for the same product and answer comprehension questions in the target language.</p> <p><b><u>Interpretive Reading:</u></b> Students will read 2 or more advertisements and answer comprehension questions in the target language.</p> <p><b><u>Presentational Writing:</u></b>  <i>Options for students ( teachers can allow students to choose or give only one or two options)</i></p> <ol style="list-style-type: none"> <li>1. Write a review for a product you bought online. Topics should include why you like/don't like, if you would recommend it, and why someone else should/should not buy it in the future.</li> <li>2. Write about a shopping experience you had. Topics should include where you bought it, what you bought, why you like/don't like it, why someone else should/not shop at that store in the future.</li> <li>3. Create your own product and write a convincing essay about the product and why people should buy it. Topics should include a description of the product</li> </ol>	<p>#1,3</p>	<p>#1,2,3,4</p>

	<p>and why it is better than the products you have used in the past and the competition.</p> <p>4. Write about the advantages and disadvantages of buying sneakers (or any product) online.</p> <p><b>Native speaker modification:</b></p> <p>1. Write about any of the above, with more detail.</p> <p>2. Write about the benefits of having a custom-made clothing versus store-bought clothing</p>		
<p><b>Visual Arts</b>  <b>Unit 4</b>  <b>Trimester 3</b></p>	<p><u>Interpretive Listening:</u>          Students will listen to a description of an artist and one or more of his/her pieces of artwork and answer comprehension questions.</p> <p><u>Interpretive Reading</u>          Students will read the <a href="#">Wikipedia description of the Mona Lisa</a> in the target language and answer comprehension questions.</p> <p><u>Interpersonal Speaking:</u>          Partner information gap. Each partner has a set of 9 matching photos of artwork. They have a barrier between them. One partner describes a piece of artwork and the other partner tries to pick up the correct card and show it. If they are incorrect, they must ask questions until they figure out the correct piece of art.</p> <p><u>Research-based Presentational Writing:</u>          Students will research a particular artist and create a one-page visual (poster, slide, Glogster, etc.)</p>	<p>#1</p>	<p>#3,5</p>

## Agreement Form

After carefully reading through this syllabus with your parent or guardian, please sign and return this page only to me by your next scheduled class time. This will be counted as a graded assignment. Keep the above pages in your binders in case you have any questions about this course and projects throughout the school year.

The below signatures acknowledge that both parent / guardian and student have read the class syllabus and have a clear understanding of French level I course information, grading and classroom rules and agree upon this contract.

Thank you

Ms. Nouchkioui

MBA French Teacher

Student's first and last name (please print):-----

Student's signature: -----Date -----

Parent's/Guardian's name (please print) -----

Parent's/Guardian's signature: ----- Date: -----

Phone #: ----- Best time to call: ----- E-mail: -----



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