

**Course:** French II

**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 Level II curriculum is comprised of 4 main units and one flex-unit. The first four full units fall exactly on a quarter and represent the content that will appear on the quarterly exam. The new quarterly exams and performance tasks, however, reflect students' cumulative proficiency progress across the year; therefore, the content of the exam(s) may focus on the general topic of the unit of that quarter, some from previous quarters, and proficiency development gained as they move through the year.

**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><br>#1  | Learners interact and negotiate meaning in spoken, signed, or written conversation, reaction, opinions and feelings.   |
| <b>Interpretive communication</b><br>#2   | Learners understand, interpret, and analyse what is heard, read or viewed on a variety of topics.  |
| <b>Presentational communication</b><br>#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>My summer Unit 1</u></b><br><br><b><u>Trimester 1</u></b> | <b>Presentational:</b><br><br><u>My summer vacation:</u> It's time to think of a <u>completely FAKE or REAL vacation</u> that you are going to pretend you went on in the past. It can be anywhere, at any time, with any activities including real or fake pictures from your trip!! You will do a powerpoint presentation about your vacation. | Content Standards met by Performance #1,3   | 21st Century Competencies met by Performance Task #3,4,5 |

|  |   |               |                 |
|--|---|---------------|-----------------|
| <p><b><u>My childhood</u></b><br/><b><u>Unit 2</u></b></p>                                 | <p><b>Interpersonal:</b></p> <p>You will interview a classmate about their childhood(s). Your teacher will explain the task to you.<br/>       Your peer(s) will also be interviewing YOU.<br/>       You will be scored as both interviewer and interviewee.</p> <p><b>Presentational:</b></p> <p><u>My childhood book</u>: You will create your childhood book with related pictures of your memories as a child, your physical and personal look, likes, dislikes, family, pets and favorite toys and activities.</p>  | <p>#1, 3,</p> | <p>#2,3,4,5</p> |
| <p><b><u>Immigration</u></b><br/><b><u>Unit 3</u></b></p> <p><b><u>Trimester 2</u></b></p> | <p><b>Interpretive:</b></p> <ol style="list-style-type: none"> <li>1. You will hear a recording by an immigrant from a French speaking country and answer the related questions in English.</li> <li>2. You will take turns with a classmate to interview each other as an immigrant from a French speaking country.</li> <li>3. Students will have a city map. They will listen to the teacher give directions from a main starting point to different places in a city and mark the place(s) where they end up. See the Google Site for resources.</li> </ol> <p><b>Presentational:</b></p> <p>Students will select a target culture immigrant, famous person who has moved to the U.S., a person who has migrated to the target culture or create an imaginary person and write a biography of that person and their migration story in <u>the third person</u> *. This will include information such as where they came from, where they were born, details of their life and childhood, with whom they traveled, etc. Students will submit this writing to</p> | <p>#1,3,</p>  | <p>#2,3,4,5</p> |

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|  | be scored and will also memorize the information in order to role-play their immigrant for the interpersonal assessment.  |      |          |
| <u>Career Unit 4</u><br><br><u>Trimester 3</u> | <p><b>Presentational:</b></p> <p><u>1. Write a resume, but guess what?</u></p> <p>1. You can write ANYTHING as your experience. Pretend you have already worked some amazing jobs that would prepare you for your DREAM job. You can use fake information for any of the personal information, if you like.</p> <p><u>2. Letter to the President</u></p> <p>Research a company that might offer your DREAM JOB. Write a letter to the president of that company introducing yourself and telling him/her why you are qualified to work there.</p> <p><u>3. Interview Role-Play</u></p> <p><b>You as INTERVIEWER and PRESIDENT:</b> You will receive the resume and introduction letter of one of your peers. You will have 10 minutes to read it over, then you will interview him/her as if you are the President of the company.</p> <p><b>You as INTERVIEWEE and PROSPECTIVE EMPLOYEE:</b> Your peer in the class will read over your resume and introduction letter and interview you for your DREAM job. Be sure you know your resume very well.</p> | #1,3 | #1,2,3,4 |
| <u>*Movie</u>                                  | <p><b>Interpretive:</b></p> <p>Students will listen to and read movie critiques in the target language and answer comprehension questions as well as analyze movie posters from the target culture. They will demonstrate their ability to converse about a variety of movies with a</p>  | #1,3 | #2,3,4,5 |

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|  | partner, focusing on defending their opinions. Students will create a movie poster representing key concepts or ideas in a visual way and including an objective summary of the plot. Finally, students will write a critique of a particular movie or short, using argument writing skills that have been developed throughout the unit. |  |  |
|--|---|--|--|

## 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:** -----