

French III  
Academic Year: 2025-2026  
Office Hours:  
Wednesdays & Fridays at lunch

Mme Nicole Pennebaker  
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Class website: [bit.ly/frenchatcibola](https://bit.ly/frenchatcibola)

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\* Please note: There is a \$5.00 course fee for this class payable the 2nd or 3rd week of school

French III at Cibola is combined with French IV and AP. Students in French III primarily follow the same curriculum as students in French IV and AP French, but with less work and using a French III rubric for grading. The curriculum alternates every year, so French III students are exposed to a wide variety of topics they might encounter on the AP French exam.

This course provides an immersive experience, meaning the course is conducted entirely in French. The course encourages a deeper understanding of French language and culture by focusing on the three modes of communication (Interpersonal, Interpretive and Presentational) and applying them to real-life situations. French III teaches language structures in context and focuses on developing fluency to convey meaning. It is not aimed at focusing on grammatical accuracy to the detriment of communication.

The course is based on six predetermined themes that integrate language, content, and culture. AP French Language and Culture encourages students to explore francophone cultures in both contemporary and historical contexts. It nurtures an appreciation and awareness of cultural practices, perspectives, and products.

### **Overarching Themes:**

The six themes required by the College Board include:

1. Families and Communities
2. Science and Technology
3. Beauty and Aesthetics
4. Contemporary Life
5. Global Challenges
6. Personal and Public Identities

### **Course Skills:**

The College Board identifies eight skills that students will practice and develop throughout the course:

1. Comprehend written, audio, audiovisual, and visual texts.
2. Make interdisciplinary and cultural connections.
3. Interpret the content of written and audio text.
4. Make meanings from words and expressions.
5. Communicate interpersonally by speaking with others.
6. Communicate interpersonally by writing to others.
7. Communicate through spoken presentations.
8. Communicate through written presentations.
9. Use the target language in real-life situations.

## Prerequisites

Students in French III should have taken French I & French II, or get permission from the instructor.

## Supplies/Materials:

- \$5.00 Course fee payable through SchoolPay in ParentVue the 2nd or 3rd week of classes
- 3-ring binder or folder with pockets - whichever will keep you organized
- Small notebook for students to record new vocabulary as it is encountered throughout the year
- Paper - notebook or loose leaf
- Pens (blue or black) and/or pencils
- Google Chromebook

## Textbooks & Resources

- French III Textbook: *Français interactif*, COERLL French Department, University of Texas at Austin, 2019
- AP Textbook: *Thèmes*, Delfosse, G., Kurbegeov, E., Draggett, P., Vista Higher Learning, 2016
- **Class website**, [bit.ly/frenchatcibola](http://bit.ly/frenchatcibola). The website will have a copy of the syllabus as well as useful links to resources to help you improve your French and learn about France and the francophone world.

## Schedule of Coursework:

1st Quarter	<b>Families and Communities &amp; Personal and Public Identities</b> <b>Subtheme(s):</b> Childhood and Adolescence, Friendship and Love, Education, Rites of Passage, Alienation and Assimilation, Gender and Sexuality <b>Overarching Question(s):</b> How do family, school, and major life changes influence the lives of children and adolescents around the world?
2nd Quarter	<b>Beauty and Aesthetics</b> <b>Subtheme(s):</b> Ideals of Beauty, Literature, Visual Arts, Women, Beliefs and Values, and Advertising and Marketing <b>Overarching Question(s):</b> What makes art beautiful? How do we develop our own interpretation of art? What is the definition of “beauty”? How does marketing influence our vision of “beauty”?
3rd Quarter	<b>Contemporary Life, Global Challenges, and Personal and Public Identities</b> <b>Subtheme(s):</b> Human Rights, Diversity Issues, Religion, Alienation and Assimilation, Language and Identity, and Music <b>Overarching Question(s):</b> What are the benefits and challenges associated with assimilating into a new culture: How does language influence identity?
4th Quarter	<b>Science and Technology, Contemporary Life, Global Challenges</b> <b>Subtheme(s):</b> Discoveries and Inventions, Health, The New Media, and Social Impact of Technology <b>Overarching Question(s):</b> Does technology improve or threaten our lives?

### Assignments:

French III students will have less work and will be graded on a different scale than AP students.

Assignments will include a variety of the following:

- Assignments from *Français interactif*
- Current affairs articles and presentations based on current unit
- Cultural comparison research projects and presentations
- Recorded dialogue simulation
- Persuasive essays and formal email writing
- Discussion/analysis of and response to readings (variety of genres)
- Multiple choice questions following audio clips, videos, and/or reading passages

### Assessments:

- Tests will be given at the end of each chapter of *Français interactif*
- Final Exam each semester

### Common Courtesy:

- Please arrive on time and prepared with your textbook, folder or binder, paper, a pen or pencil, and your chromebook.
- Our class is in a portable, so it takes a significant amount of time to use the restroom or get a drink during class. Make sure to use the restroom and fill your water bottle before you come to class and refrain from leaving the room once class begins.

### Cell phones and other electronic devices

- Cell phones must be silenced or powered off and stored in the cell phone holder hanging on the wall at the front of the room
- Cell phones will remain in the cell phone holder until the end of class
- Chromebooks and other electronic devices must stay out of sight unless we are using them for a special project
- **If there is an emergency, parents or guardians can call the office and office staff will contact the classroom. PLEASE do not text or call your student during class time.**

### Absences and Makeup Work:

Attendance is a determining factor for success in an immersion language class. The progress you'll make in proficiency will mostly happen during our interactions in the classroom and cannot truly be made up at home. **More than 3 absences per grading period will severely impact your performance in this class.** Assignments and assessments will need to be made up if you are absent. If you miss a class, you should check Google Classroom to see what you missed and pick up any handouts in the hanging folder in the classroom. **Assignments must be made up within ONE WEEK. If you miss an excessive amount of days (3 or more in a row, or 4 or more for the grading period) you'll need to come to office hours after school so we can go over the material you missed.**

### Grading policy:

The percentage grading system is as follows:

Assignments:	60%
Chapter Tests:	25%
Final exam:	15%

**Academic Integrity:**

All students are expected to maintain the highest levels of academic integrity. Cheating, plagiarism, fabrication, unauthorized collaboration, or using prohibited resources on an assessment are not allowed. If a student is found to have committed an infraction of academic integrity, that student will lose credit for the assignment or assessment and parents/guardians will be contacted. Repeat violations will be referred to school administration.



**A note about using online resources in a foreign language class:**

*When completing written assignments for this class, please stick to vocabulary words you already know as much as possible. If you need to use a word that you do not know it is acceptable to use a paper or online dictionary such as [www.wordreference.com](http://www.wordreference.com) to look up a single word. **It is NOT acceptable to use A.I. or an online translator such as Google Translate or Linguee.** In general, it's okay to look up a single word, but not an entire sentence, or paragraph. All recordings you submit should be in your own voice using your own words.*

I have read and understand the policies for French III at Cibola High School.

Student's Name  
(printed): \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Name of Parent/Guardian (please print): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Your email address: \_\_\_\_\_

Your home telephone: \_\_\_\_\_ Your work telephone: \_\_\_\_\_

Dear Parent or Guardian,

I will do my best to keep you updated on your student's progress throughout the year. Homework is posted in Google Classroom and grades will be visible in ParentVue. If you ever have any questions, please feel free to contact me by calling me during office hours (see above) at 897-0110 ext. 40116, or by email at [nicole.pennebaker@aps.edu](mailto:nicole.pennebaker@aps.edu).