

Metro Academic & Classical High School

French Instructor: Dr. Corinne Wilson

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Room: 229

FRENCH 3: UMSL Course 1001 ~ French Language and Culture I

COURSE DESCRIPTION 2024-2025

Purpose & Objectives:

Prepare for the AP French exam by being an IB French learner, that is, speak and write in French and gain the Intermediate-Low/Mid ACTFL (American Council on the Teaching of Foreign Languages) levels of listening, speaking, reading and writing. How?

1. Use target language inside and outside of class.
2. Communicate clearly and effectively in a range of situations, demonstrating linguistic competence.
3. Understand and use language to express and respond to a range of ideas with accuracy and fluency.
4. Organize ideas on a range of topics, in an authentic and relevant way.
5. Understand and analyze a range of written and spoken texts.

Topics & Resources:

The textbooks used are *APprenons* and *Thèmes*. They explore the following topics:

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

Assessment and Grading:

Student evaluation will be based on the 3 modes of communication:

- 1. Interpretive:** an active negotiation of meaning construction; includes the cultural interpretation of text, movies, radio, television, and speeches.
- 2. Interpersonal:** Active negotiation of meaning among individuals through conversation; or through reading and writing.
- 3. Presentational:** Creation of spoken or written communication prepared for an audience and rehearsed, revised or edited before presentation.

[FOR] **Formative Assessments 25%:** quizzes on vocabulary and grammar concepts to complete on paper in class. 10 points by assignment, possibility to retake for a better grade before the end of the unit. There will be 3 formative assessments per unit, 2-4 units per semester.

[CLS] **Classwork 10%:** Do nows, classroom activities, exit slips. 3 to 9 points per day based on engagement rubric.

[PRJ] **Project 25%:** Essential Questions Research Projects, and/or Merit Badges on speaking, writing, listening, and reading skills on a topic of your choice, prepared at home, to complete on Teams by the end of the unit, both graded with an analytic growth rubric, 2-4 per semester.

[SUM] **Summative Assessments 40%:** 1 per unit, 3-4 units per semester. Comprises writing, reading/listening comprehension, and oral. Semester exams are also included in this category. All graded with an analytic growth rubric.

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At the end of each grading period, the point values will be totaled and converted to the grading scale that follows: A 90-100% B 80-89% C 70-79% F 0-69%

The grade is cumulative; each grading period (on SIS: term 1, progress 1, term 2, and progress 2) will be the sum of all current grades. The most recent grade report reflects what the student is on track to earn for the semester.

Classroom procedures and expectations:

1. Daily routine:

Students will join the class meeting on time and put their phone away. They will engage in a do now activity to warm up. Then we will proceed together with several sequences of direct instruction (to introduce material) and cooperative learning (in groups) to practice the material. At the end of the class, students will complete a formative assessment and/or reflect on their learning targets (exit slip).

Recommended materials: notebook, pencil, marker, eraser, boogie board and stylus.

2. Cooperative learning:

Students will be assigned a number (1 through 4) and a letter (A or B) and be introduced to several teamwork structures. Teams will change every 6 weeks or so.

3. Expectations:

Students are expected to strive to be **IB learners**:

- | | |
|---|---|
| a. Inquirers (ask questions); | f. Knowledgeable (learn new things); |
| b. Thinkers (use their head); | g. Communicators (share their ideas); |
| c. Principled (do what is right); | h. Open-minded (listen to others); |
| d. Caring (be kind to others); | i. Risk-takers (try new things); |
| e. Balanced (take care of themselves); | j. Reflective (think of how to improve). |

4. Absences:

Students are expected to attend class and be in class on time. If a student is absent, it is the student's responsibility to catch up with all the missed work and assignments prior to coming back to the next class. Students and/or parents must send an email with an excuse for being absent. Upon receiving this email, I will respond with any assignments the student can complete in order to stay current with the class. More than 2 tardies will result in an email home, and after 4 tardies, intervention with administration will be necessary.

Absent on a Unit Test day: students must have a valid excuse for being absent and notify me before the test day via email to make plans for a make-up test and oral quiz. If not, the Unit Test will decrease 25%.

5. Academic Integrity:

Metro has extremely high regard for academic integrity and, as such, has zero tolerance for any and all forms of academic dishonesty. Academic dishonesty includes but is not limited to, all forms of cheating on any assessments, essays, or assignments (copying, taking pictures, group chats with answers, etc.), plagiarism, and any other unethical academic behavior. Any student in violation will receive no credit (zero/F letter grade), a family meeting will be scheduled, and a notation of the violation will be in the student's school record.

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The use of artificial intelligence (AI) tools, such as Chat GPT, has the potential for misuse and often borders on plagiarism. At Metro, we utilize Turnitin to disrupt plagiarism and ensure the integrity of ALL student work. If it is deemed that a student has used any AI tool to complete an assignment, the student will receive no credit (zero/F letter grade), a family meeting will be scheduled, as well as a notation of the violation in the student's school record.

Any academic dishonesty violation will affect recommendations written by the school for any student applying for post-secondary institutions, scholarships, and other educational programs.

I have read the syllabus and understand the course description, classroom procedures and expectations.

Student: print name and sign

Date

Email address: print legibly

Parent or guardian: print name and sign

Date

Email address: print legible