

French AP/IB IV Course Syllabus 2021-2022



Teacher: Mme Macharia

1st and 4th blocks

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Tutorials during Flex and mornings at 8:30 except on Thursdays

All course work will be posted in Schoology.



BIENVENUE

AP French Language and Culture & IB French Standard Level (SL)

AP French Language and Culture Course Description (Source: College Board)

In today's global community, competence in more than one language is an essential part of communication and cultural understanding. Study of another language not only provides individuals with the ability to express thoughts and ideas for their own purposes but also gives them access to perspectives and knowledge that are only available through the language and culture. Advanced language learning offers social, cultural, academic, and workplace benefits that will serve students throughout their lives. The proficiencies acquired through the study of languages and literatures endow language learners with cognitive, analytical, and communication skills that carry over into many other areas of their academic studies.

The three modes of communication—Interpretive, Interpersonal, and Presentational—defined in the [World Readiness Standards for Learning Languages](#), are foundational to the AP French Language and Culture course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Advanced range, as described in the ACTFL Performance Descriptors for Language Learners. As such, the course has been designed to provide high school students with a rich and rigorous opportunity to study the language and culture of the French-speaking world.

The AP French Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students should learn language structures in context and use them to convey meaning. In standards-based world language classrooms, the instructional focus is on function and not the examination of irregularity and complex grammatical paradigms about the target language. Language structures should be addressed according to how they serve the communicative task and not as an end goal unto themselves. The AP French Language and Culture course strives to promote both fluency and accuracy in language use and avoid overemphasis on grammatical accuracy at the expense of communication. In order to best facilitate the study of language and culture, the course should be taught primarily in the target language.

AP FRENCH COURSE UNITS AND THEMES

The AP French Language and Culture course is structured around six units:

- Environmental, Political, and Societal Challenges
- The Influence of Language and Culture on Identity
- Factors that Impact the Quality of Life
- How Science and Technology Affect Our Lives
- Families in Different Societies
- Influences of Beauty and Art



The [AP units and themes](#) may be combined, as they are interrelated. Themes facilitate the integration of language, content, and culture and promote the use of the language in a variety of contexts.

World Languages and Cultures Learning Objectives

The AP French Language and Culture course provides students with opportunities to demonstrate their proficiency at the Intermediate to Pre-Advanced range in each of the three modes of communication described in the ACTFL Performance Descriptors for Language Learners.

Students are expected to:

- Engage in spoken interpersonal communication;
- Engage in written interpersonal communication;
- Synthesize information from a variety of authentic audio, visual, and audiovisual resources;
- Synthesize information from a variety of authentic written and print resources;
- Plan, produce, and present spoken presentational communications; and
- Plan and produce written presentational communications.

The AP French Language and Culture course is designed to help students move from the intermediate level towards the advanced level of proficiency in interpersonal, presentational and interpretive communication modes in French. Unit goals are stated in the form of Essential Questions relating to the AP themes. These essential questions drive instruction; students are regularly assessed and receive formative feedback to refine communication skills and develop deep understandings relating to the essential questions. Course goals, assessments, and the student portfolio are organized in three areas: Spoken Communication, Written Communication and Facilitating Skills.

Spoken Communication Skills

To develop **Spoken Interpersonal Communication Skills**, classroom interaction in French includes total class discussion, pair and small group conversations, round table presentations, and role play situations. Students and the teacher make French the sole language of communication in the classroom, and **reject the use of electronic translators** when reading and writing in French for the class. Class participation is graded regularly using a rubric indicating frequency of participation, strategies, organization and elaboration of responses, richness of vocabulary and language precision.

To develop **Spoken Presentational Communication Skills**, students make prepared presentations on unit themes.

To develop **Audio, Visual and Audiovisual Interpretive Communication skills**, students regularly listen to news and information videos and audio reports, movie clips, documentary reports from a variety of sources, including TV5Monde, France Info, Radio Canada, Radio France International, and other sources. They take notes, summarize content, analyze, express opinions and comments on these sources, using the information gained to address the essential questions of each unit.

Written Communication Skills

To develop **Written Interpersonal Communication skills**, students participate in post blog entries, **use French in email communications with the teacher** and, when appropriate, with outside experts and sources in communications on our unit topics.

To develop **Written Presentational Communication skills**, students write summaries of news and information articles, write papers on aspects of unit topics, create stories and narratives and write persuasive essays.

To develop **Written and Print Interpretive Communication skills**, students read a variety of informational and literary texts relating to the unit themes, including information in the form of charts, graphs and other visual representations.

Facilitating skills

To support students' communication skills, the course includes instruction and practice in areas such as reading strategies, use of logical connectors to express relationships between ideas, practice of specific language functions, vocabulary building, grammar review and practice of problem areas causing patterns of error. Facilitating skills lessons carry over into thematic instruction, as students read and find cognates, roots, prefixes and suffixes, find examples of usage of grammar in the context of communication. In addition, the course includes the study of specific knowledge about some interdisciplinary aspects of the geography, history, arts, politics, and literature of the French speaking world, providing background knowledge to support comprehension. This is done to support students' comprehension of information from other disciplines in texts, to better understand target culture perspectives, as well as to encourage students to apply knowledge and support learning across the curriculum.

Cultural awareness

The goal of the LOTE/World Languages program is to build in students the ability to communicate across cultures. When introducing topics for exploration, we begin with activities to raise students' awareness of the related products, practices and perspectives in their own culture, providing them with the foundation concepts needed to recognize similarities and differences between their own culture and that of the target culture communities. Comparisons between different regional varieties of French are made as, and students compare culturally appropriate idiomatic expressions to usage in their own language.

Organization

The course is organized into thematic units. Each unit topic is viewed through the lens of an AP and an IB Theme. In each unit, all communicative modes are implemented. Unit activities provide opportunities for formative assessment of developing skills; the teacher uses the information to provide feedback to students and to adjust instruction to ensure student progress. Use of positive student models, teacher-student conferences and informal conversations are some of the methods for providing formative feedback. Activities are designed to allow for differentiation based on readiness, interest and learning style, accommodating a variety of learners.

International Baccalaureate, Group 2, Language B, Standard Level (SL) Course Overview

In addition to being an AP French Language and Culture course, students enrolled in the International Baccalaureate Program will work to fulfill their **Group 2, Language B** language requirement at the **Standard Level (SL)**.

Language B is a language acquisition course developed at two levels—standard level (SL) and higher level (HL)—for students with some background in the target language. While acquiring a language, students will explore the culture(s) connected to it. The focus of these courses is language acquisition and intercultural understanding.

The language B syllabus approaches the learning of language through meaning. Through the study of the core and the options at SL and HL, plus two literary works at HL, students build the necessary skills to reach the assessment objectives of the language B course through the expansion of their receptive, productive and interactive skills.

SL and HL are differentiated by the recommended number of teaching hours, the depth of syllabus coverage, the study of literature at HL, and the level of difficulty and demands of assessment and assessment criteria.

IB Themes

1. Identities
2. Experiences
3. Human Ingenuity
4. Social Organization
5. How We Share the Planet



Course Objectives - Group 2 IB Language Acquisition

1. develop students' intercultural understanding
2. enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
3. encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
4. develop students' awareness of the role of language in relation to other areas of knowledge
5. develop students' awareness of the relationship between the languages and cultures with which they are familiar
6. provide students with a basis for further study, work and leisure through the use of an additional language
7. provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

Students will be assessed on their ability to:

1. communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
2. use language appropriate to a range of interpersonal and/or cultural contexts
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 a clear, coherent and convincing manner
5. understand, analyse and respond to a range of written and spoken texts
6. understand and use works of literature written in the target language of study (HL only).

The accomplishment of all of these objectives will be measured throughout the school year and ultimately by the [AP French Language and Culture Exam](#) and/or the [IB Internal and External Evaluations](#). The AP French Language Exam and IB External Assessment (written examination) are taken in May and the IB Internal Assessment (oral examination) is administered in March. **Universities and colleges differ in the amount of credit they assign for scores earned on the AP and IB exam. Students are encouraged to contact the university or college they plan to attend and find out their specific policy with regard to AP and IB credit.**

[Information on the AP French Exam from College Board](#)

[Information on the IB French Exam from IBO](#) (more updated information will be provided by IBO)

Grading Policy - Assignments will be weighted as follows:

Formative Assessments (learning checks and AP/IB practice)	40%
Summative Assessments	50%
Participation (proficiency progress and effort)	10%

Summative assessments include assessments in the three modes of communication (interpretive, interpersonal and presentational) that will prepare students to reach the learning outcomes set by College Board and IBO.

We will use the AP and/or IB rubrics to grade assessments.

THREE MODES OF COMMUNICATION

Most assessments will be based on these three modes of communication.

INTERPRETIVE

Reading

Students will study in depth the unit themes in order to prepare the students for their AP/ IB requirements and AP/IB French exam.

Students will also read and interpret real news and informational articles, in the form of a quiz, class activity, or an analysis of sources for homework.

Listening

Students will have many opportunities to hone in their listening comprehension skills and some of those opportunities will be taken for a grade.

Students will also listen and interpret real news and informational articles, in the form of a quiz, class activity, or an analysis of sources for homework.

INTERPERSONAL

Writing

Interpersonal writing typically takes the form of a reply to an email, discussion board or simulated texting.

Speaking

Interpersonal speaking is the practice of conversational skills, typically assessed through a simulated conversation, debate, or spoken interviews.

PRESENTATIONAL

Writing

Presentational writing includes argumentative essays, journals, blogs, brochures, articles, reports, reviews, or a set of instructions.

Speaking

Presentational speaking includes class presentations, speeches, cultural comparisons to name a few.

PARTICIPATION

Each grading period you will be assigned to reflect upon your own level of participation in order to improve your French abilities and proficiency. The self-evaluation will be reviewed by your teacher and modified at the teacher's discretion. This self-evaluation is assigned and turned in the last week of the grading period. If you are absent on that day, you are responsible for completing it to me the same day that you return to Westwood (even if you do not have French that day).

LEARNING CHECKS - DAILY WORK AND HOMEWORK

Occasionally you will be given an assignment in class or to do at home which will be graded based on the following criteria:

- (✓+ = 100) Demonstrates thorough comprehension of the concept
- (✓ = 85) Demonstrates developing comprehension of the concept
- (✓- = 70) Demonstrates emerging comprehension of the concept
- (X = 50) Does not demonstrate comprehension of the concept

The skills outlined below will be measured in both formative and summative assessments:

Skill Category 1	Skill Category 2	Skill Category 3	Skill Category 4	Skill Category 5	Skill Category 6	Skill Category 7	Skill Category 8
Comprehend Text 1 Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers).	Make Connections 2 Make interdisciplinary and cultural connections.	Interpret Text 3 Interpret the content of written or audio text (words).	Make Meanings 4 Make meanings from words and expressions.	Speak to Others 5 Communicate interpersonally by speaking with others.	Write to Others 6 Communicate interpersonally by writing to others.	Present Orally 7 Communicate through spoken presentations.	Present in Writing 8 Communicate through written presentations.
SKILLS							
1.A Describe the literal meaning of the text. 1.B Describe data.	2.A Make cultural connections. 2.B Make connections in and across disciplines.	3.A Interpret the distinguishing features of a text. 3.B Interpret the meaning of a text.	4.A Determine the meaning of familiar and unfamiliar words. 4.B Use words appropriate for a given context.	5.A Understand and apply appropriate communication strategies in interpersonal speaking. 5.B Understand and apply appropriate and varied syntactical expressions in interpersonal speaking.	6.A Understand and apply appropriate communication strategies in interpersonal writing. 6.B Understand and apply appropriate and varied syntactical expressions in interpersonal writing.	7.A Plan and research an issue or topic for presentational speaking. 7.B Use appropriate vocal and visual strategies to communicate an idea in presentational speaking. 7.C Use appropriate language and vocabulary for the intended audience in presentational speaking. 7.D Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.	8.A Plan and research an issue or topic for presentational writing. 8.B Use appropriate writing strategies to communicate an idea in presentational writing. 8.C Understand and apply appropriate and varied syntactical expressions in presentational writing. 8.D Express a perspective with details and examples to illustrate an opinion or idea in written presentations.

ATTRIBUTES OF THE IB LEARNER PROFILE

In class and outside of class, students must strive to be:

- Inquirer
- Open-minded
- Knowledgeable
- Caring
- Thinker
- Risk-taker
- Communicator
- Balanced
- Principled
- Reflective

**** Important: The following policies might be adjusted because of the limitations and constraints of in-person learning during COVID-19 .****

HOMEWORK

Homework will be assigned as needed to reinforce skills practiced in class. This is an advanced course and the expectation is that you do homework **even if not taken for a grade**. That said, Mme Macharia will do her part not to overload you with homework on any one particular night. The homework will be posted in Schoology.

ABSENCES AND TARDIES

To receive credit in a class, a student must attend at least 90% of the days the class is offered. A student who misses 10 minutes at the beginning of the class is to be counted absent. Three tardies count as an absence for exam exemption purposes. For more details on absences, please refer to the Westwood High School Student Handbook.

If a student has been absent, it is their responsibility to find out what was covered in class by checking their course page in Schoology and to turn in missing assignments.

***Special note:** Grades are checked for UIL eligibility on the last day of the grading period at 4:10pm. If you have not turned in work that you are still eligible to receive credit for by that time, it is a MISSING ASSIGNMENT. The gradebook treats that assignment as a ZERO until it has been turned in. For more information on the no pass-no play UIL policy, please visit:

<http://www.uil texas.org/academics/resources/eligibility> or contact campus administration or coach/sponsor.

ABSENCES/MAKEUP WORK POLICY

Please see the Student Handbook regarding make-up work for absences. You are responsible to check for missed work and assignments in Schoology. For missed assessments, send an email to anne_macharia@roundrockisd.org if you need clarification and to set up a make-up time. If the assessment is not made up within one week (7 calendar days) of the day that it was given to the class you will receive a **zero**.

Any project due on the day of an absence will be due on the day the student returns to school.

If you are unable to turn in an assignment/project on time due to illness or family emergency, it is due the day you return to school. For group projects, communicate through Schoology with group members *as soon as the project is assigned* in case a group member has an emergency that prevents them from being in class on the day of the presentation. The project is still due unless there are extenuating circumstances.

Projects not turned in by the due date will be subject to the following deductions:

- 1 day late: top score of 90
- 2 days late: top score of 80
- 3 days late: top score of 70

Note: Mme Macharia will take into consideration the potential limitations of learning during COVID-19 and will give students extra time to turn in assignments and major projects if needed.

If your absence is **school-related**, you are responsible for all assignments missed upon your return, including being ready for assessments. Put all of your extracurricular dates for activities and competitions on a calendar and get your assignments ahead of time.

RETAKE/REDO POLICY FOR AP/IB FRENCH

A student who receives a grade lower than a 70% on an assessment may elect to redo the material covered on the original assessment **once** for a maximum grade of 70%. In AP/IB French you are allowed one re-take per six weeks. You must retake the assessment within **five school days** after the original grade was communicated to the student.

ACADEMIC INTEGRITY

Cheating takes many forms. Any attempt to receive credit for work that the student has not done, or has not done with an honest attempt to understand the concepts involved, is cheating. This applies to individual work and also to group assignments. If a student is caught cheating, **a referral will be written and a parent contacted.** If the cheating involves another subject, the appropriate teacher will be contacted, a referral given, and parents will be contacted. **All students involved will be given a zero on the assignment/test that the student cheated on.** Both the student copying work and the individual giving assistance (if complicit) will receive zeros. Academic integrity is an important value in the LOTE department and in our school.

In addition, please remember that you are only allowed to collaborate with others on your work with the permission of the teacher. **This includes homework. This is #3 of the Westwood Academic Integrity Policy: “Copying or conferring with other students or with adults on any independent assignment (including unauthorized collaboration on homework).**

You may not have a cell phone in your possession during quizzes or any other graded evaluation of student work. Cell phones will be left in the phone caddy and not used during class time unless permitted.

You will not be allowed to use the restroom during a graded evaluation.

Online translation sites such as Google Translate are not permitted for any assignment. You should **never** write out an assignment in English and then translate it online, even parts of a sentence. Doing so shows the teacher what the computer can do, not what the student can do. In addition, translation sites do not always provide accurate translations. **This is #10 of the Westwood Academic Integrity Policy: “Unauthorized use of technological devices to complete, disseminate or reveal to self or others information or answers.”**

Occasionally you may be required to turn in work on Turnitin.com to check for plagiarism.

CLASSROOM RULES

1. Be prepared
2. Be respectful
3. Be positive and open-minded
4. Be honest
5. Participate

CLASSROOM PROCEDURES

Beginning of class:

1. Greet the teacher and your classmates in French
2. Put cell phone or color-coated card in your assigned space in the phone caddy
3. Take out your district Chromebook and make sure it is charged
4. Be in your assigned seat and ready to work when the bell rings
5. Start your warmup activity

During class:

1. Stay in your seat unless given permission to get up
2. Raise your hand to be called upon unless Madame is asking the entire class to respond at once
3. If you must leave to go to the bathroom, raise your hand and ask in French
4. At appropriate breaks in instruction, let the teacher know of any special needs you may have for the day
5. Have a “Can-Do” attitude!

End of class:

1. Stay seated until you are dismissed by the teacher (not the bell)
2. Do not pick up devices until the teacher indicates we are done for the day

TEACHER PROMISES

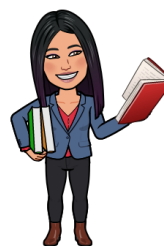
- I promise to treat you with respect.
- I promise to listen to you and help you with any problems you may be having at Westwood.
- I promise to follow my classroom management plan with yours and the class’s best interest in mind.
- I promise that I’m not perfect (and neither are you!)

BATHROOM POLICY

- There is only one bathroom you are permitted to use and it’s the one around the corner.
- You **must** ask in French (Est-ce que je peux aller aux toilettes? Puis-je aller aux toilettes?).
- You **may not** interrupt instruction to ask to go.
- You **must** take the pass with you and return it.

REQUIRED MATERIALS

- Your district Chromebook
- A notebook
- Blue or black pen
- Grading pen (any color other than blue or black)
- Pencil
- Your own organization system for handouts
- Box of tissue



DICTIONARIES - You may use our classroom dictionaries, online dictionaries (wordreference.com), when necessary, but **not translators**. Do not use online translators to translate parts of a sentence or a complete sentence. Use vocabulary you have learned previously or currently.

COMPUTER USAGE - You may use a Chromebook in class or your own laptop when permitted. Playing video games on the computers is strictly prohibited. Surfing the internet for unrelated classwork during class without permission is **not allowed**.

CELL PHONE USAGE/STORAGE

Students caught using a cell phone without permission will have their phone confiscated and turned into the office and charged \$15 for it to be returned per Westwood High School Policy.

Please read the [**LOTE Department Student Behaviour Accountability Plan**](#).

*** The Round Rock ISD school board has adopted a temporary mask mandate while indoors on campus. Students may opt out of the mandatory policy via the form that was shared with families by the Round Rock ISD. At Westwood we respect all in a welcoming and accepting environment. Staff and students are expected to honor the personal decisions of all and treat one another with caring and kindness. (8/18/2021)

Please fill out and submit this student info/syllabus/expectations acknowledgement **form** after reading the course syllabus and class expectations.

HOMework

