

French III and IV Course Syllabus

Teacher: Kelilah Anders

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Course Content: French III offers the serious student a review and reinforcement of the skills and materials learned in French I and II as well as the introduction of advanced grammatical concepts and more complex vocabulary. Readings from French history and literature may be included. French IV places emphasis on conversation and reading comprehension. The finer points of grammar are stressed. French IV works on the assumption that the student has mastered all basic grammar concepts. The course offers the student strengthening and reinforcement in the oral-aural skills and in reading comprehension.

Prerequisites: Successful completion of French I and II; for students in French 4, successful completion of French III

Course Objectives: The French program is carefully designed to guide students toward functional communicative proficiency while developing a general insight into how languages work. This goal is to continue to equip students:

- ~ to function in a French-speaking culture
- ~ to use the language for a lifetime of personal enjoyment and enrichment
- ~ to appreciate the role of Francophone culture in a global context
- ~ to continue expanding their communicative proficiency for further education or for the workplace

Course Outline:

This course includes a variety of activities using authentic resources from the French-speaking world in addition to the following textbook material. Students will participate in daily interactive listening, speaking, reading, and writing activities to build vocabulary and grammar usage. The activities will use a variety of resources, including French television, newspapers, films, and more. Students will gain knowledge of the culture of the French-speaking world through the use of authentic resources. Students will also gain knowledge of current societal issues. The following chart gives an approximate guide to the use of the textbook.

- 1st grading period -- Textbook: important excerpts from the 1-6 Étapes, 7th Étape
- 2nd grading period -- Textbook: 8th Étape and 9th Étape, midterm exam
- 3rd grading period -- Textbook: 10th Étape and 11th Étape
- 4th grading period -- Textbook: 12th Étape, final exam

Textbook: *Trésors du temps* (Glencoe, 2005)

Materials: 3 ring binder, pencils, pens, paper, 1 box of Kleenex, and a French-English pocket dictionary (optional)

- Expectations:**
1. **Be on time to class and come prepared to work with your necessary materials.**
 2. **Have respect for others at all times and follow all class/school rules**
 3. **Write down assignments; do and complete any assigned work.**
 4. **Participate in class.**
 5. **Regular attendance is expected.**

Grading: Grades are based on a percentage of maximum possible cumulative number of points. The average is determined by adding the total number of points a student received during the grading period and dividing it by the total number of points possible during that grading period. Assessments will include quizzes and chapter tests (evaluating listening, reading, writing, and a knowledge of culture), speaking tests, classwork and homework. Grading will be differentiated in the level of difficulty between the French III students and the French IV students. **There will be a Comprehensive Exam at the end of each semester.**

Communication: Daily updates on what is happening in class can be found at my classroom website msandersnhs.weebly.com Any student who is receiving grades that are unsatisfactory to him/her or who needs help is welcome to meet with me after school. Parents may schedule a conference with me by calling the school (205-759-3590) to set up an appointment. You may also reach me via e-mail. My email address is: kanders@tusc.k12.al.us

Attendance: Students are expected to attend class in accordance with the attendance policy listed in the Code of Student Conduct. Students must turn in an excuse for an absence to the front office within **two days of their return to school**. An **excused** absence gives the student an opportunity to make up the work, but it is their responsibility to schedule it with me. An **unexcused** absence means they will not receive a grade for their work even if they make it up.

Special Accommodations: Any student with special needs will be provided any reasonable accommodations in accordance with Section 504 and The Americans with Disabilities Act.

Be responsible. Be respectful. Be resourceful.
I look forward to an exciting semester with you!
Bonne Chance et Bon Courage!