

Campbell High School, Spring 2021
 M. Edward MOYÉ, Room 604
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FRENCH THREE SYLLABUS

| Stay Connected | Quick Info | |
|---|--|---|
| Students <i>Learning Platform:</i> CTLS ctlslearn.cobbk12.org <i>Website:</i> https://cafemoye.com/ <i>Remind:</i> (see link below) | Required Supplies *Binder OR *Electronic Binder *Pen & Pencil *Paper | Tutoring Wednesday's 9am – 3pm (please email teacher to reserve a time) |
| Parents & Guardians <i>Cobb Parent Platform:</i> ctlsparent.cobbk12.org <i>Email:</i> edward.moye@cobbk12.org <i>School Phone:</i> 678-842-6850 <i>Remind:</i> : (see link below) | Useful Supplies *Headphones *Flashcards OR *Flashcard App | <u>Use link on CTLS</u> |

This French III language course focuses on the continued development of communicative competence in French language and understanding of the francophone cultures. It assumes that the students have successfully completed a French II course and are at a Novice-Mid or Novice-High level of oral proficiency.

Students begin to show a greater level of accuracy when using novice language structures, and they are exposed to more complex features of the language. They continue to focus on communicating about their immediate world and daily life activities, read material on familiar topics, and write short, directed compositions.

The major way of communication between students and instructors will be in the target language.
(This means the class will be taught 90% of the time in French).

Because students may have begun formal language learning at various stages of their cognitive development, the teacher will adjust vocabulary and content in order to reflect developmentally appropriate interests.

This course will be taught for one semester. An important component of the French III language class is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language. Efforts will be made to provide students the opportunity to interact with native speakers. In the case of partnering with a class abroad, students will need parental permission to communicate through Internet.

By the end of Level III, students should reach Intermediate-Mid level proficiency in speaking and writing and Intermediate-Mid level proficiency in reading (ACTFL Proficiency Guidelines, 2012).

For complete information on the Georgia Performance Standards, see:
<https://www.georgiastandards.org/standards/pages/BrowseStandards/MLLStandards9-12.aspx> .

| Level | Interpersonal Communication | Presentational Speaking | Presentational Writing | Interpretive Listening | Interpretive Reading |
|----------------|---|---------------------------------------|---------------------------------------|---|-----------------------------------|
| Level I | Novice Mid | Novice High | Novice High | Novice Mid | Intermediate Low |
| Level II | Novice Mid (+) | Intermediate Low | Intermediate Low | Novice Mid (+) | Intermediate Mid (-) |
| Level III | Novice High | Intermediate Mid (-) | Intermediate Mid (-) | Novice High | Intermediate Mid |
| Level IV | Intermediate Low | Intermediate Mid | Intermediate Mid | Intermediate Low | Intermediate High (-) |
| Level V - VIII | Intermediate Mid (-) to Intermediate High | Intermediate High (-) to Advanced Low | Intermediate High (-) to Advanced Low | Intermediate Mid (-) to Intermediate High | Intermediate High to Advanced Low |

Progress Assessment and Evaluation

Along with compliance to the WL (world languages) guidelines, this course reflects the five strands of the National and Georgia performance standards for foreign languages: Communication, Culture, Connections, Comparisons, and Communities. Assignments will be communicative (interpretive, interpersonal, and/or presentational) with at least two other strands incorporated. Performance assessments will be either formative (for example participation or quizzes) or summative (projects or unit tests) and will reflect

these three communicative modes and interculturality. As the course progresses, the quantity of summative assessments will logically increase. The course culminates with the Proficiency Assessment that holistically measures student achievement. When appropriate, numerical values from the AP system will be converted to Cobb County grades, and students will be provided with a conversion table.

Formative Tasks & Assessments – Total 40%

- Interpretive (10%)
- Interpersonal (10%)
- Presentational (10%)
- Cultural (10%)

Summative Assessments – Total 40%

- Interpersonal (10%)
- Interpretive (10%)
- Presentational (10%)
- Culture, Communities, Connections (10%)

L2 Proficiency Assessment – 10%

Final Assessment – 10%

Exam Exemption Policy

Only Juniors and Seniors may exempt a Final Exam if they meet the following criteria:

- Have an **A or B** and **3** or fewer unexcused absences in the class.
- Have not received ISS or OSS for spring/fall semester.
- Have 9 or fewer unexcused combined tardies from classes.

If a student exempts an exam, he/she may not be on campus. If a student is on campus, he/she will report to the designated area.

Grading

Performance-based assignments will be graded according to respective rubrics when the IB/AP Conversion Table cannot be used.

| | |
|---------------------------------|------------------------|
| Exceeds expectations | A-, A, A+ (92, 95, 98) |
| Meets expectations | B-, B, B+ (82, 85, 88) |
| Approaches expectations | C-, C, C+ (72, 75, 78) |
| Does not meet expectations | F 65 |
| Plagiarism, missing assignments | 0 |

Resources

The main text is Vista Higher Learning *D'accord 2*. Students will not receive a physical book unless they request one. They will have complete access to its [online version](#). **Additional resources will be provide as needed in an ongoing basis.** All necessary information for the course (calendars, projects, rubrics, resources, etc.) will be posted on CTLS through the website. <http://cobbctls.com/>

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Pacing Guide:

| Time | Thematic Units | Main Textbook Resources |
|------------|--|--------------------------|
| Week 1-3 | D'Accord 2 : Reprise et unité préliminaire (chez nous) | Révision Français 2 (PC) |
| Week 4-8 | D'Accord 2: La Nourriture | Leçons 1A et 1B |
| Week 9-12 | D'Accord 2: La Santé | Leçons 2A, 2B |
| Week 13-16 | D'Accord 2: La Technologie / En ville | Leçons 3A, 3B, 4A, 4B |
| Week 17 | D'Accord 2: l'Avenir et les métiers | Leçons 5A, 5B |
| Week 18 | Proficiency Assessment/Test Prep | Révision des unités |

Make-Up Policy/Late Work Policy

Because of the emphasis on listening and speaking skills, student attendance and participation are extremely important. When a student must be absent, he or she is responsible for **ALL** make-up work. An assignment not turned in when due may be turned in as a late or make-up assignment for a partial grade within 3 school days with an excused absence. Daily activities and homework assignments will be accepted for up to three (3) days after the due date on an excused absence. Major assignments such as projects and presentations may be made up within five (5) days after the due date on an excused absence. (*If only absent on the due date of a major assignment, it must be submitted immediately upon return to school.*) No late/make-up assignments (within 3 school days on an excused absence) will be accepted for credit after May 1st for the respective semester.

Required Student Materials

The main class content outside of VHL will be Quizlet where students will have access to online quizzes, languages assessments, games, and just fun stuff! In addition, you will also need:

- **A notebook (cahier)** for notes, classwork, vocabulary, and writing entries. All exams require handwritten submissions. It is extremely important that students become accustomed to handwrite neatly and legibly. These smart notebooks allow quick and easy online submission and filing of handwritten entries or documents.
- **A small binder, paper, pen, pencil, and highlighter** will be needed for work with hard copies.
- **A French/English dictionary**

Tutoring may be handled in different ways: I will be available for tutoring help before school at 7:30 on M, T, Th, F and from 9am to 3pm on Wednesdays with advanced **notice REQUIRED by email in order to make a reservation!** Individual tutoring sessions may be arranged with an advanced student upon request, and those may take place whenever and wherever the two students agree.

Assignment Policies and Academic Honesty

Plagiarism is presenting other people's work as one own. These other people may be classmates, other students, friend, or family members, or authors of published materials either in the press or on Internet. Use of **online translators and excessive use of dictionary** is also considered academic dishonesty. *If cheating or plagiarism is suspected, you will be asked to defend your submission.* Plagiarism results in a grade of zero and has the most devastating effect on the student's average grade. Please, adhere to the Academic Honesty Policy of the school. *All homework is due at the beginning of class on the day that it is due.

Tardies, Absences, and Make-Up Policy

Because of the emphasis on oral listening and speaking skills, student attendance and participation are extremely important. An assignment not turned in when due may be turned in as a late or make-up assignment for a partial grade. Daily activities, homework assignments, exams/quizzes will be accepted for up to one (1) week after the due date of an excused absence starting the day the student returns to school. Major assignments such as projects and presentations may be made up within two (2) weeks. No late/make-up assignments will be accepted for credit after May 1st for the respective semester.

*Tardies and unexcused absences are administrative offenses and will be handled according to the appropriate school procedure. Consequences may include: Saturday school, ISS, OSS depending on the tardy frequency.

Conduct Expectations for the new Virtual Classroom!

- Sign-in 1-2 minutes ahead and greet appropriately
- During class, default mode is video **on** /mic **muted**.
- Be prepared: pen/pencil & paper; virtual document/page in split screen
- No liquids within spill distance of device.
- Extraneous devices are unseen and silent.
- Video: Appropriately dressed, plain background.



Responsibility, Respect, and Results!

Conduct Expectations Face-to-face

- Wipe down your desk and area before taking a seat.
- Be on time and ready for class
- Bring pen/pencil, paper, binder, and homework.
- No food, drinks, gum, or candy. Water is allowed.
- Cell phones remain unseen and silent during class unless requested/allowed by the teacher. (Phones may be left at the charging station or in bags.)



Responsibility, Respect, and Results!

The general flow of **consequences** when a student fails to abide by conduct expectations (minor infractions):

- 1st a verbal warning/reminder
- 2nd a call home
- 3rd a call home and a teacher detention
- 4th + a call home and an administrative referral.

Major infractions will be treated according to school policy. See the student handbook.

Questions? Contact me via email or via Remind

Should you have any questions or concerns, do not hesitate to contact me through e-mail at Edward.moye@cobbk12.org I am certain we will have a great time in the French III class.



Sign up for Remind TODAY!!!

Third Block: <https://www.remind.com/join/moye022021>

Fourth Block: <https://www.remind.com/join/moye042021>

Please return to last page of this syllabus to the teacher today January 7th before leaving.

