

Struble
French 3-4 syllabus

Course description:

The focus of this course is to continue to develop proficiency in reading, writing, speaking and listening. The student will review and learn new elementary vocabulary and structural patterns. Emphasis will be placed on developing good reading, writing, and speaking skills. Cultural activities may include games, songs, films, and class projects about the cultural and historical aspects of French-speaking countries.

Prerequisites:

Successful completion (a grade of C or higher) of French 1-2.

Priority standards and final proficiencies:

PPS and ODE Benchmarks.

Students in French 3-4 must attain a PPS Benchmark 4 Standard. This includes the areas of writing, comprehension and speaking.

Schedule of topics/units covered:

Students will reinforce topics, structure and vocabulary from French 1-2: Introduction units including numbers, date, time, and weather. Definite and indefinite articles, nouns, and noun gender. Conjugation of regular “ER” verbs. Negation. Interrogation. Irregular verbs être, avoir, aller, and faire. Adjectives and adverbs. Theme based vocabulary (family, places, school subjects, professions, sports and hobbies). Idiomatic expressions.

Students will learn: conjugation of regular IR and RE verbs, basic irregular verbs, the verbs tenses of present, past, and future as well as object pronouns and prepositions. Vocabulary will focus on clothing and physical characteristics, family, housing and household items, childhood, school and school subjects, free time activities.

Academic vocabulary:

Students will be familiar with the technical language of grammar and sentence structure.

District adopted materials:

Teacher created materials along with simple texts for reading comprehension.

Supplemental resources:

Teacher created materials along with simple texts for reading comprehension.

Differentiation/accessibility strategies and support (TAG, ELL, SpEd, other):

The differentiation strategies used in this course are based on the evidence (data) received through multiple forms of pre, ongoing, and formative assessments. Described here are the types of assessments used and specific differentiation strategies in place to meet the needs of ALL learners (including TAG, ESL, Special Ed...)

Students often work in mixed-ability groups Student Accommodation(s) and support available: (e.g., tutoring, differentiated instruction, mixed and flexible ability groups, pre-assessments): Assignments and quizzes may be modified accordingly. I am always available for individual help after school, during tutorial, or during lunch.

Career-related learning experiences (CRLEs):

- Field trips
- Guest speakers
- Project-based Learning

Essential Skills and required Work Samples:

Assessment/evaluation/grading policy:

Assessment/evaluation/grading policy: Students are assessed on a regular basis through homework and weekly quizzes. 3-4 projects will be completed during the year. One oral proficiency exam will be given in the spring. The student's grade is based on the following: 30% homework, 40% quizzes and exams, 20 % projects, 10% participation.

Grading scale is as follows: 90%-100% = A, 80%-89.9% = B, 70%-79.9% = C, 60%-69.9% = D, below 60% = F.

Behavioral expectations:

Students will be expected to be courteous to their fellow classmates and to their teacher. Students are expected to participate in all class activities.

Safety issues and requirements: