

**ACADÉMIE DE MATHÉMATIQUES ET DE SCIENCES DE L'ILLINOIS
DÉPARTEMENT DES LANGUES DU MONDE
FRANÇAIS**

**Français IV-V
COURSE SYLLABUS
2017-2018**

**Meeting times: Days A,B,C and D
Module 8: 3:20-4 :15**

**Instructor: Dr. Nadia Miskowiec
Office Number: A125
Phone:630-907-5884
Office Hours: I-day 1-3 pm or by appointment
E-mail: nmiskowiec@imsa.edu**

Classroom: A121

WELCOME TO FRENCH IV-V!

Please read the following information carefully to ensure your success in this course. You are expected to read and understand this syllabus in its entirety and complete all readings, exams, and assignments as indicated. If you have any questions, please ask your instructor. Being unaware of course policies, exam/due dates, etc. is not an acceptable excuse.

In this syllabus, you will find important information on the following:

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| 1. Course Goals | 4. Grading |
| 2. Required Course Material | 5. Student Expectation |
| 3. Essential Experiential Aspect | 6. Sequence Of Major Topics And Activities |

1. COURSE GOALS

French II is designed to build upon and expand the communicative language competency from Novice Mid to Intermediate Low as defined by the American Council on the Teaching of Foreign Languages (ACTFL). Our goals are to extend your ability to comprehend, express and negotiate ideas and opinions, and to continue to assist you in developing a strategic ability to approach authentic material and new situational contexts. We will target all language skills: speaking, listening, reading and writing within a cultural context. Opportunities will be provided for developing your proficiency in French within an immersion environment, which means French will be the language of communication for both instructor and students. The Level II topical context is expanded from the Level I focus on the student's immediate world, to the world of the target cultures. Language learning, like skill in music or sports, takes practice. If you regularly review material covered in class, participate actively in class activities, experiment and create with language, then your language proficiency will continue to develop.

2. REQUIRED COURSE MATERIALS

- Supplementary handouts, literature, articles, films, and online activities
- Laptop, tablet or phone, charged and with a working microphone, headset

blue or black pens and a green pen for peer corrections. **No pencil on graded assignments**

It will be your responsibility to keep all of your notes and handouts in order. **DO NOT DISCARD ANYTHING!** The notes you take in class, along with Xeroxed materials that you receive, allow you to prepare for classes and to review material covered in class. Pay particular attention to your graded material, as reviewing past performances will enhance your future results. If you know that you are not an organized person, see me, and I will help you.

3. ESSENTIAL EXPERIENTIAL ASPECT

At the Illinois Mathematics and Science Academy®, one of our main objectives in teaching foreign languages is for students to engage, on a deep, intellectual, and personal level, in new ways of seeing, thinking, interacting, and communicating. In order for this objective to be realized, students must encounter a communicative system and cultural perspectives different from their own. It is essential for our students' growth that they engage in immersion-based learning experiences where they are supported in going beyond normal comfort levels, and where they learn to function within a system that is unfamiliar to them, thereby developing real-world proficiency in another language and in other cultures.

As a result of language learning, our students think and act globally, are cosmopolitan in their outlook, and international in their understanding. They will be ethical leaders who advance the human condition. When one speaks another language, he or she thinks and acts differently. One's perspective is widened and horizons are expanded. Students have a greater capacity to empathize, to make friends, to imagine "what it would be like" to be in another person's shoes. Imagination is stretched. Students no longer see "aliens" or "others", but rather they see real people with differences and similarities. If students stop studying a language, they may forget the words and grammar details. However, learning another language and its culture(s), learning how to effectively communicate with other human beings, and learning how meaning is constructed through words other than one's native tongue, will remain for a lifetime.

The IMSA World Language Learning Standards, in which the five unifying concepts (communication, cultures, communities, comparisons, and connections) are embedded, are the guiding principles of the program. Our standards are adapted from Standards for foreign language learning: Preparing for the 21st century, National Standards in Foreign Language Education Project, 1996.

Students studying foreign language at IMSA will:

- Communicate in multiple modes (Interpersonal, Interpretive, and Presentational).
- Understand the relationships among the Practices, Products, and Perspectives of the cultures studied.
- Reinforce and further knowledge of other disciplines through the foreign language.
- Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Understand the nature of language through comparisons of their own language and the language studied.

- Understand the concept of culture through comparisons of their own culture and the cultures studied.
- Use knowledge of language and culture both within and beyond the school setting for personal enjoyment and enrichment.

In addition, the WL team guides students in the development of their metacognitive skills, their ability to collaborate, and their ability to accurately assess learning--skills which are applicable to all of their learning experiences.

Standards of Significant Learning Outcomes: The following SSL's, correlated with learning outcomes, will be targeted and assessed in this course.

IA. Students are expected to develop automaticity in skills, concepts, and processes that support and enable complex thought by:

- engaging in oral and written discourse
- providing and obtaining information
- expressing feelings and emotions
- exchanging opinions
- decoding written and spoken language on a variety of topics
- presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics
- controlling the linguistic system (syntax, morphology, phonology, semantics, lexis)
- using strategies that enhance the effectiveness of communication
- compensating for linguistic inadequacies and cultural differences when they occur, and applying knowledge of cultural perspectives governing interactions between individuals of different age, status, and background
- recognizing and interpreting how cultural perspectives, embedded in the artifacts of the culture, give meaning to language
- directly accessing knowledge and information generated by other countries and cultures
- communicating with people from other countries and cultures

II. A. Students are expected to identify unexamined cultural, historical, and personal assumptions and misconceptions that impede and skew inquiry by:

- recognizing the existence of other peoples' world views, their unique way of life, and the patterns of behavior which order their world
- demonstrating mutual cultural understanding and respect
- assessing the linguistic and cultural differences that contribute to the distinctive viewpoints that are only available through the foreign language and its cultures
- identifying patterns among language systems
- recognizing that language learning is not simply a word-for-word translation process, but rather the acquisition of an entirely new set of concepts

IV.B. Students are expected to write and speak with power, economy, and elegance by:

- engaging in oral and written discourse on given topics
- providing and obtaining information
- expressing feelings and emotions
- exchanging opinions
- decoding written and spoken language on a variety of topics
- presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics
- controlling the linguistic system (syntax, morphology, phonology, semantics, lexis)
- using strategies that enhance the effectiveness of communication
- compensating for linguistic inadequacies and cultural differences when they occur, and applying knowledge of cultural perspectives governing interactions between individuals of different age, status, and background

IV.D. Students are expected to develop an aesthetic awareness and capability by:

- recognizing that language learning is not simply a word-for-word translation process, but rather the acquisition of an entirely new set of concepts
- recognizing that people of other cultures view the world from a perspective different from their own
- identifying patterns of behavior among people of other cultures
- applying knowledge of the perspectives, artifacts, and practices of a culture experiencing more fully the artistic and cultural creations of other cultures

V.A. Students are expected to identify, understand, and accept the rights and responsibilities of belonging to a diverse community by:

- recognizing the existence of other peoples' world views, their unique way of life, and the patterns of behavior which order their world
- applying knowledge of the perspectives, artifacts, and practices of a culture
- assessing the linguistic and cultural differences that contribute to the distinctive viewpoints that are only available through the foreign language and its cultures
- engaging in oral and written discourse
- providing and obtaining information
- expressing feelings and emotions
- exchanging opinions
- compensating for linguistic inadequacies and cultural differences when they occur, and applying knowledge of cultural perspectives governing interactions between individuals of different age, status, and background
- explaining the process of stereotyping and the role stereotypes play in forming and sustaining prejudice
- demonstrating mutual cultural understanding and respect
- engaging in meaningful direct interactions with members of other cultures
- sharing their knowledge of language and culture

Instructional Design and Approach:

World Languages teachers establish **an immersion classroom** where the goal is communication in the target language with correct, uninhibited, and creative expressions.

Immersion means that you will be in class surrounded by French at a level that is appropriate for you. "Communication" includes speaking, reading, listening, and writing within a cultural context. We denote, and help students to develop skills in, three modes of communication: presentational, interpersonal, and interpretive. Our instructional design provides the opportunity for students to develop core competency learner characteristics. We empower and enable students to discover what they personally need in order to acquire and use a foreign language; we place responsibility on the individual student to collaborate, utilize problem solving skills, and critical and creative thinking. **We ask students to persist through frustration, and to maintain a tolerance for ambiguity;** we demand that they look at problematic situations from various viewpoints and perspectives, and we design instruction so that they must develop and go beyond automaticity, actively construct meaning, seek connections and interactions that deepen understanding, and appreciate the value of knowledge from multiple sources and perspectives. We help students develop the cultural sensitivity that is necessary to guard against miscommunication or misunderstanding. **We assume that students will display the motivation, maturity, and personal responsibility necessary to participate in this sort of language acquisition environment.**

French IV-V is built around a premise of “learning together” in which students become active participants in every aspect of learning and instruction. In practice, this means that:

- Active participation in all learning activities is required and expected,
- Frequent and ongoing interaction with other students and the instructor are integral components of each lesson,
- Pair activities and small group interactions for practicing the language are the most common instructional arrangements,
- Frequent choice of instructional formats (individual, pair, small group), assessment types (presentations, skits, discussions) and media (audio, video, pictures, music, etc.) are built into the course,
- Self-reflection is promoted by means of self-assessments for video projects, the design of rubrics by the students themselves, the administration of a learning- styles questionnaire, and the identification of strategies to enhance individual learning.

Students are always involved in assessing their own learning. Video assessments, beginning with a baseline video in the first few quarter of instruction, identify areas of individual strength, and sets personalized goals for future performance.

4. GRADING

For your grade, there will be five categories in PowerSchool: Our major assessments will be structured around the three modes of communication (Interpretive, Interpersonal, and Presentational). We will adopt a point based system. Your grade will be reflective of your skill level in the class (meet. Exceeds or does not meet expectations). Most graded work will be out of

10-20 points for small assignments such as homework, quizzes, participation etc...summative written and oral exams will be worth between 50 and 100 points.

type		# of assignments per semester
Summative	Oral Assessments	+/- 4 assessments /semester
	Written Assessments	+/- 4 assessments /semester
	IPA	+/- 2 assessments /semester
Formative	Quizzes	+/- 10 assessments /semester
	Homework, Participation	weekly

Oral Assessments Graded individual or group presentations (presentational mode) or individual (with instructor) or group (2-3 students) conversations (interpersonal mode) which will be video or audio recordings. Students who miss an oral assessment due to an excused absence will make up the assessment with another student or with Mr Marshall. If a student is absent UNEXCUSED the day of an oral assessment, a zero will be entered in PowerSchool and the student may not make up this assessment for a grade. If possible, student will complete the oral assessment with Mr Marshall so that he may provide feedback to the student.

Written Assessments Student-produced written work of multiple paragraphs and posters (presentational mode). Multiple paragraph compositions serving as assessments will be written in class. The point value will always be indicated in Power School.

IPAs: (Integrated Performance Assessment) Longer summative assessments mobilizing all language skills and assessing content knowledge comprehensively for each unit (not necessarily at the end of a unit), reading comprehension of a text and responding to questions, a listening comprehension exam, quotes from a reading or film, discussion of characters or ideas from a film or reading, a question a student posed in class during discussion, or grammar and vocabulary, longer project. Students who miss an exam due to an excused absence will make up the assessment; date to be determined based on length of absence. If a student is absent UNEXCUSED the day of an exam, he or she will have 24 hours to make-up the exam after their return. Make up should be initiated by the student upon their return. Failure to request make up within 24h will forfeit the student's right to make up the test.

Quizzes Quizzes provide a means by which both you and I can assess your progress. They will be very regular. Students who miss a quiz due to an excused absence will make up the assessment; date to be determined based on length of absence. If a student is absent UNEXCUSED the day of a quiz, they will not be allowed to re-take the quiz...

Homework/Participation Homework will be, for example, oral practice and preparation for the next class session, written or on-line exercises to practice grammar and vocabulary, reading, research, or other written work. Written homework in the form of photocopies for practice or review of vocabulary and grammar will be discussed and corrected in class.

I may collect assignments. In this case, I will provide feedback, but not a grade. You are expected to complete homework, as it will be the basis for numerous activities that day. Homework is part of your preparation responsibilities. Although I may not collect homework every day, I will keep track of its completion and your grade will be impacted if the homework is not completed.

After the third time a student has not completed homework before class, I will send an interim communicating that the student is not fulfilling course expectations and any necessary interventions.

Assignments and assessments including drafts, essays, visuals for a presentation, oral presentations, and any other form of assessment that are not ready at the due date and time (including students who are not ready for a presentation) will receive partial credit for the assignment (a reduction of a 25% off the final grade), and it will need to be done by the following class. Field trips and school sponsored activities are excused absences, but you must have your homework done at your return.

Grading Scale: The following are the cut-off values for quarter and semester grades as calculated by PowerSchool:

A 92.5	B+ 87.5	B- 80.0	C 72.5	D 69.9
A- 90.0	B 82.5	C+ 77.5	C- 70.0	F 0

World Language Expectations for End of Advanced French Students

	Does not meet expectations	Meets Expectations	Exceeds Expectations
ACTFL Proficiency level	Pre-Advanced low	Advanced low/Advanced mid	Advanced mid/advanced high
Power school grade	C+/C/C-/D	A-/B+/B/B-	A

5. STUDENT EXPECTATIONS

Students are expected to be in class daily, to be punctual, and to be prepared, i.e. assignments completed, and in possession of materials that the teacher has prepared or distributed which are necessary for participation in class. Students should understand that assignments are not only written documents which are periodically collected for review by the teacher, but also include thinking about language, practicing, learning, studying, and even memorizing.

Academic Integrity:

IMSA students are expected to conduct themselves in accordance with five fundamental values: honesty, trust, fairness, respect, and responsibility. I follow the Academy's academic honesty policy; refer to the Student Handbook/Planner. Specific examples of cheating in the French

classroom include, but are not limited to: using an English version of a foreign language text, using an online translator for more than individual words, copying someone else's work and presenting it as your own work (includes using information from a web site without citing the URL). When in doubt, ask me for clarification and we will discuss examples of appropriate Vs inappropriate collaboration and intelligent use of on-line dictionaries.

Active Class Participation:

Active and extensive class participation is essential to your success and the success of the course. Students are expected to be positive contributors and collaborators who actively participate in daily class activities. Bring your notebook and previous work every day. Students are expected to speak and write only French in class with the instructor and classmates. Also, students are encouraged to speak French informally outside class with anyone who speaks the language. Remember, practice makes perfect!

Active Class Preparation:

Active and consistent class preparation is essential to your success and the success of the course. Students are expected to review and memorize grammar and vocabulary on a very regular basis. Although student's needs vary from individual to individual, students are expected to have spent an average of **10-15 minutes outside of class, per day**, doing homework and reviewing. Short, frequent review sessions are the most effective way to retain the language long term. They also allow students to quickly and efficiently address any misunderstandings they may have about any given point of the lessons. Students are also expected to conduct research and reflect on unit themes on a regular basis to enrich their contribution the general discussion. Group work and collaboration outside class to practice speaking is highly encouraged.

Use of English vs. French in the French classroom: I will speak to you in French and you are expected to speak French with your classmates and with me once you have **crossed the threshold into our classroom.** You will **not need** to speak English to complete activities in which you will engage in this class. Outside of class, I can help you in English, if necessary. Full-immersion is vital to developing your performance levels at the advanced range, the established expectation of the World Languages Department, as defined by the *American Council on the Teaching of Foreign Languages* (ACTFL).

Attendance:

Students are expected to be in class daily, be punctual, be well prepared with all required class materials and completed assignments. Attendance will be taken within the first five minutes of class, while students complete their échauffement (warm-up). Please refer to the Student Handbook/Planner for a thorough explanation of the policy. Failure to follow the attendance policy can ultimately result in the withdrawal of the student from the class.

Please, be aware that it is the responsibility of students and parents to check the attendance record in Power School. **I will not inform you if you have too many tardies or absences; it is the responsibility of students and parents to check the attendance record in PowerSchool.**

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If you are absent, it is your responsibility to communicate with a classmate and with me to obtain the necessary information/class work/homework, etc. and to turn the homework in the day of your return to class.

Counselor Excused Absences Make-ups privileges for a grade will be at the instructor's discretion. Refer to the Student/Parent Handbook.

Assessment Practices, Procedures, and Processes:

The World Languages Team feels very strongly that assessment is much more than a letter grade or a numerical value. Assessment is integrally connected to the teaching and learning process; it involves both the teacher and the students. The teacher provides regular feedback on student performance. The student follows through on the teacher's feedback, and engages in self-assessment. We encourage our students to self-assess, and to measure progress in written and oral language proficiency on a daily basis. Written and oral homework preparation, quizzes, journal entries, compositions, listening comprehension, small and large group participation, skits, daily language production, and a positive attitude all contribute to your success in acquiring a new language. Emphasis is on continued efforts to improve language proficiency. Essential elements of effective communication are comprehensibility and comprehension, language control, creative use of vocabulary in context, communication strategies, and cultural awareness.

To measure your developing proficiency in French, throughout the year, we will use a variety of assessments reflecting one of the three modes of communication: interpersonal, presentational, and interpretive. In order for you to clearly understand what constitutes the targeted outcome of your learning experience, what meets, does not meet, or exceeds expectations for your level, you will receive training during the first week of first semester which will address your performance level in French and the rubrics for interpretive, interpersonal and presentational modes. These rubrics also designate which Standards of Significant Learning are targeted in the learning experience. After each assessment, you will receive feedback on your performance. You will receive feedback after performing each task to help you prepare for completion of the subsequent task, as all tasks within a thematic unit are interrelated, and build upon one another. In the same way that no skill exists in isolation while the language is being acquired, the instructor will assess your integrated, natural progression.

A variety of assessment tools will be used, including:

- Individual, paired and small group work
- Informal conversations in small and large groups
- In-class discussions and presentations
- Video and audio recordings of conversations and discussions
- Writing samples and compositions
- Reading and listening comprehension
- Discrete item quizzes
- Group projects

Reflections and self-assessments will be essential components of your learning. Accurate self-assessment requires some practice. IMSA students sometimes under-estimate their performance or students may have an inflated sense of their proficiency (grade). If, at any time, you are

unsure of your progress, make an appointment to discuss it with me.

You can refer to the general World Languages rubric for oral and written proficiency to see what type of performance constitutes a particular letter grade.

Expectations for specific assignments are denoted in supplementary handouts and rubrics. It is your responsibility to read these instructions and rubrics carefully and to follow the instructions and ask for clarification if you do not understand.

All hand-written and typed assignments and quizzes must be **double-spaced**. If the assignment is typed, use **1 inch margins** and **Times New Roman font** or equivalent with a **font size of 12**. Please make every effort to write neatly and legibly in ink. If you make an error, neatly cross out the word. If I cannot read your writing, I cannot assess your work.

6. SEQUENCE OF MAJOR TOPICS AND ACTIVITIES

I. Grammar and vocabulary review and building (Quarter 1 and throughout the year)

Intensive review of more advanced grammar structures (to continue through the year). Activities include, but are not limited to, pronunciation practice, traditional grammar and vocabulary exercises, skits using targeted material, student produced writing, reading, and listening exercises. Assessments include quizzes, skits, and original student writing.

II. Technologies et innovations

How do technical developments change our life? How can technology improve the quality of life? What factors influence innovation and scientific discoveries? What is the role of ethics in technology? What are the good and bad effects of technology on society? Assessments include reading and listening comprehension on the topic, research technological issues of concern to France and or the USA, discussion with classmates of one or two of the question that guide the unit.

III. Guerres et conflits

How does war shape identity, how does conflict impact our technological advancements, what lessons has humanity drawn from conflicts. What are textual evidence of the cultural nature of conflict and conflict resolution? When is it acceptable to violate a rule of law? Is tension and conflict ever productive and desirable? What is one's responsibility toward others? What and who do we memorialize and how do we decide? How does one create purpose and meaning in one's life? How does one find a place in the larger context of the human story. Assessments include debate, compositions and oral presentations.

IV. Art et politique

Is art useful? Is art neutral? How does art reflect the society, the culture, the period of time, and the people who produce it? Who produces art? What are the historical relationships between art and power and art and politic. What does examining architecture, sculptures and paintings can tell us about our history and the plays of power our countries have done in the past. Does that have ramifications today?

V. La France aujourd'hui

What are my unexamined cultural, historical, and personal assumptions and misconceptions, and how do they impede and skew inquiry? What is culture? How does culture manifest itself? How is culture created? Who creates culture? What do cultural artifacts say about the people who create and use them? How is contemporary life influenced by cultural products, practices, and perspectives? How do French people see themselves?

Assessments include research of current topics and discussions based on these researches, debates, imitation of current francophone artists.

To reference IMSA's World Languages Learning Standards:
<http://www.imsa.edu/learning/standards/wlang.php>

Academic Year 2016-2017
Illinois Mathematics and Science Academy®
igniting and nurturing creative, ethical, scientific minds that advance the human condition

Comprehensive Course Syllabus