

Department: World Language

Course: French III Honors

Course number: 3134

Teacher(s): Evelyn Byrne

NKHS Expectations: #8 arts and culture

World Language Standards: 1.2 students understand and interpret written and spoken language on a variety of topics; 4.2 students demonstrate understanding of the concepts of culture through comparisons of the cultures studied and their own.

## ***Francophone Country Culture Project:***

The French III semester 2 anchor will focus on the culture of the following francophone country or region: \_\_\_\_\_.

***Choose a project from the following:***

***Art reproduction***

***Food project***

***Song***

***Current event***

### ***Art Reproduction***

1. Choose a work of art to reproduce from an artist of this country or region. You learn a lot about the artist, style and work by studying and trying to reproduce it.
2. Writing component - Write a composition of at least 3 paragraphs, at least 5 sentences in each paragraph, using appropriate verb tenses, in French, double spaced, with accents telling some interesting things about the artist, the style and describing this work of art. Any suspicion of using computer translators, others having done the work for you, or plagiarism will result in a grade of zero.
3. Oral presentation in French and English: Talk to the class in French for the first minute of your presentation and in English for the rest of your presentation. Tell us about your art reproduction, the artist, the style and anything else you think the class should know about your project. Do not read your paper to us.
4. Grading: You will be graded on: a) your project (completeness of assignment, attention to detail, neatness); b) project content- amount of research done + amount of information learned; c) oral presentation; d) vocabulary; e) verb use f) other grammar; g) timeliness; h) art reproductions will not be graded on art talent. Just try to pay attention to the details and style of the painting and do your best to reproduce it.
5. Upload - Upload the composition (and if you can and want to, a photo of the art work)

## **Food Project**

1. Choose a recipe to prepare for the class for a food from this country or region. Prepare the food for the day you have been assigned and bring it to class to share with us.
2. Writing component - Write a composition of at least 3 paragraphs, at least 5 sentences in each paragraph, using appropriate verb tenses, in French, double spaced, with accents telling some interesting things about the dish, the ingredients (in French please) and what you did to prepare it. Any suspicion of using computer translators, others having done the work for you, or plagiarism will result in a grade of zero.
3. Oral presentation in French and English: Present your food project to the class. Talk to the class in French for the first minute of your presentation and in English for the rest of your presentation. Do not read your paper to us. Explain briefly how you prepared the food and tell us the names of the ingredients in French. Share the food with the class.
4. Grading: You will be graded on: a) your project (completeness of assignment, attention to detail, neatness); b) project content- amount of research done + amount of information learned; c) oral presentation; d) vocabulary; e) verb use f) other grammar; g) timeliness.
5. Upload: Upload the composition

## **Song**

1. Choose a song (with appropriate lyrics) in French by a musician from this country or region. Burn it onto a CD to bring to class.
2. Writing component - Write a composition of at least 3 paragraphs, at least 5 sentences in each paragraph, using appropriate verb tenses, in French, double spaced, with accents about the singer, what the song is about and why you chose this song. Find and print the French lyrics. Look up any words you think the class will need and write them on the lyrics sheet. Make enough copies for you, your classmates and the teacher. Any suspicion of using computer translators, others having done the work for you, or plagiarism will result in a grade of zero.
3. Oral presentation in French and English: - Talk to the class in French for the first minute of your presentation and in English for the rest of your presentation. Tell the class about your song, the meaning, give out the lyrics sheets, teach any needed vocabulary and play the song for the class. Do not read your paper to us. If the students want to sing the song, you may teach it to them.
4. Grading: You will be graded on: a) your project (completeness of assignment, attention to detail, neatness); b) project content- amount of research done + amount of information learned; c) oral presentation; d) vocabulary; e) verb use f) other grammar; g) timeliness.
5. Upload your composition and the lyrics sheet with the vocabulary words you looked up.

## ***Current Event***

1. Choose a current event from the assigned country or region and research it.
2. Writing component - Write a composition of at least 3 paragraphs, at least 5 sentences in each paragraph, using appropriate verb tenses, in French, double spaced, with accents telling some interesting things about the current event. Include a photo or picture relating to the event on your composition. Be sure to give your composition a title. Any suspicion of using computer translators, others having done the work for you, or plagiarism will result in a grade of zero.
3. Oral presentation in French and English: Talk to the class in French for the first minute of your presentation and in English for the rest of your presentation. Do not read your paper to us.
4. Grading: You will be graded on: a) your project (completeness of assignment, attention to detail, neatness); b) project content- amount of research done + amount of information learned; c) oral presentation; d) vocabulary; e) verb use f) other grammar; g) timeliness.
5. Upload your composition.

***Reflection question:*** What was the most important thing you learned as a result of doing this project?

## ***Due dates:***

\_\_\_\_\_ Double spaced rough draft of your composition

\_\_\_\_\_ Oral presentation to class and hand in written assignment.

\_\_\_\_\_ Upload written assignment with reflection.

**Country Culture Project:**

Name of student: \_\_\_\_\_ Topic: \_\_\_\_\_

Grade earned: \_\_\_\_\_

	Excellent	Average	Needs work
<b>Your project:</b> completeness of assignment, attention to detail, neatness	10 9	8 7	6 5 4 3 2 1 0
<b>Content:</b> amount of research done, amount of information learned	30 27	24 21	18 15 12 9 6 3 0
<b>Oral presentation of project:</b> student presented information with enthusiasm, confidence, eye contact and effectiveness.	20 18	16 14	12 10 8 6 4 2 0
<b>Vocabulary use:</b> student used extensive vocabulary, looked up and learned new words, did not use English words	10 9	8 7	6 5 4 3 2 1 0
<b>Verb use:</b> Student used a wide variety of verbs correctly.	10 9	8 7	6 5 4 3 2 1 0
<b>Other grammar:</b> student correctly used spelling, accents, gender and number agreement, word order, etc.	10 9	8 7	6 5 4 3 2 1 0
<b>Timeliness:</b> completed on time. Also, as per school policy, you will lose 10 points from your project score for each week day that your project is late.	10		0

## **Problem Solving**

### **Depth of Knowledge (Check one)**

\_\_\_\_\_ **Level 1**- Recall of Information - requires the student to write or recite simple facts. Does not include complex synthesis or analysis, but basic ideas. Level 1 requires students to demonstrate a rote response, perform a well-known algorithm, follow a set procedure (like a recipe), or perform a clearly defined series of steps.

\_\_\_\_\_ **x Level 2**- Basic Reasoning- requires some mental processing, connecting ideas using a simple organizational structure. At this level, students are engaged in first draft writing for a limited number of purposes and audiences; Keywords that generally distinguish a Level 2 item include “classify,” “organize,” “estimate,” “make observations,” “collect and display data,” and “compare data.” These actions imply more than one step.

\_\_\_\_\_ **Level 3**- Complex Reasoning- requires some higher level mental processing. Students are developing multi-paragraph compositions that may include complex sentence structures or demonstrate some synthesis and analysis. The cognitive demands at Level 3 are complex and abstract. The complexity does not result from the fact that there are multiple answers, a possibility for both Levels 1 and 2, but because the task requires more demanding reasoning.

\_\_\_\_\_ **Level 4**- Extended Reasoning- Higher-level thinking is central to this level. Multi-paragraph compositions demonstrate synthesis and analysis of complex idea or themes and evidence of a deep awareness of purpose and audience. Level 4 activities include designing and conducting experiments; making connections between a finding and related concepts and phenomena; combining and synthesizing ideas into new concepts; and critiquing experimental designs.

**Is proficient completion of this assignment required for the e-Portfolio? Yes \_\_\_\_\_ No x\_\_\_\_\_**

**How will this anchor assignment be graded and weighed in the overall grading? as a test**

### **Outline the opportunities for students to revise their work.**

Students are told to submit a rough draft. They can submit more than one rough draft.