

Department: World Languages

Course title: French Two

Course number: 3123

Teacher: Mrs. Byrne

NKHS Expectations: # 3 Oral communication;

#4 Written communication

Standards for Foreign Language Learning:

2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

French Two semester 2 anchor:

Francophone Country Fact Sheet

This year, the country fact sheet will be about the following francophone country or region: _____.

- Use your knowledge of French to form verbs, make agreement of number and gender, etc. Any suspicion that you used a computer translator, that you plagiarized or that someone else did your work with/for you will result in a grade of zero. Use a dictionary to look up words.
- Your teacher will assign a specific topic. Learn as much as you can about it.
- Write a 10 sentence “fact sheet” double spaced in French, include accents where needed. Use 8 and ½ by 11” size paper . Put the topic (in French) on the top. Use a bullet in front of each fact. Include one image or picture (hand drawn or from media) that illustrates your topic and facts.
- Oral presentation: Tell the class in English about your findings
- You will be graded on content, vocabulary, verbs and other grammar, neatness, attention to detail and timeliness.
- Late assignments lose points.
- Upload your fact sheet and reflection.

Reflection question: How did completing this assignment change your perspective /understanding of the assigned country / region?

Due dates:

_____ Double spaced rough draft of your 10 sentences

_____ Oral presentation to class and hand in finished fact sheet.

_____ Upload with your reflection by this date.

List of possible topics usef in the 2009 – 2010 school year – that year we studied Haiti. It will be a different francophone country each year.

La géographie	The geography
La flore et la faune	The flora and fauna, i.e. the plants and animals
Le drapeau	The flag
La monnaie	The currency
Les religions	The religions
Les produits	The products made/grown/exported
Le climat et le temps	The climate and the weather
Le tourisme	Tourist attractions
L’histoire – faites un “timeline”	Make a timeline of the country’s history
L’influence de France sur la culture haïtienne	France’s influence on haitian culture
L’histoire: personnage important: Jean Jacques Dessaline	History : important people : Jean Jacques Dessaline
L’histoire : l’esclavage avant l’indépendance	Histoire : slavery before independence
History : Toussaint L’Ouverture	Histoire : Toussaint L’Ouverture
Jean Cadet et la Fondation Restavec	Jean Cadet and the Restavec Foundation
Wyclef Jean and Yele Haïti	Wyclef Jean and the Yele Haiti Foundation
La nourriture – quelques plats importants	Food – some important dishes
L’art – les sculptures en métal	Art – the metal sculptures
L’art – les peintures historiques	Art – paintings depicting history of the country
L’art – les peintures du paysage	Art – landscape paintings
L’art – les peintures style vaudou	Art – voodoo paintings
L’art – les peintures modernes	Art – modern paintings
Architecture : les maisons du style « pain d’épice »	Architecture : gingerbread style houses
Le système scolaire	The educational system
Le système médical	The medical system
Le transport public	Public transport
Le palais présidentiel avant du tremblement de terre et après	The presidential palace before and after the earthquake
Le tremblement de terre (du point de vue géologique)	The earthquake (from a geologic point of view)
L’industrie des vêtements	The garment industry
Les problèmes de santé avant et après le tremblement de terre	Health problems before and after the earthquake
Les organisations internationales qui aident les victimes du tremblement de terre (choose one and tell 10 things about it).	The international organizations who are helping the earthquake victims
Autre sujets?	Other topics

Country Fact Sheet:

Name of student: _____

Topic: _____

Grade earned: _____

	Excellent	Average	Needs work
Oral presentation of Country Information: student presented information with confidence and enthusiasm; very effective presentation	20 18	16 14	12 10 8 6 4 2 0
Fact sheet Content: student demonstrated s/he developed an expertise, did sufficient research, gained significant knowledge on the assigned subject	40 36	32 28	24 20 16 12 8 4 0
Fact Sheet use of French: student correctly used vocabulary, verbs and other grammar.	40 36	32 28	24 20 16 12 8 4 0

Late projects: As per school policy, you will lose 10 points for every school day your project is late.

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 asked to submit one or more rough drafts.