

# New Fairfield Public Schools

## New Course Proposal

### Directions:

Before completing this form, please discuss this proposal with the appropriate administrator(s) in your school. Complete this proposal form thoroughly, and attach any supporting documentation that would help the Board of Education's Curriculum Sub-Committee understand this proposal better. Be sure that you adhere to all deadlines, and be certain to acquire all required signatures. To ensure that a course can be properly planned for, if it is intended for a coming school year, please complete it by October 31. All other proposals can be forwarded at any time of the year.

Course Being Proposed UCONN ECE (FRENCH 3250: Global Culture 1)

Proposal submitted by Heidi Edel

School New Fairfield High School

1. Indicate the department/grade level in which this course/program will run.

This course will be open to Seniors taking French in 2023-24

2. Please indicate if the new course or instructional program is a semester long or year long, and indicate the applicable grade levels. Please indicate the course level if applicable.

The course is year-long. If there is a lot of interest.

3. Please give the rationale for this proposal, and include its relationship to the past, current and future development of curricular offerings in New Fairfield.

The UCONN ECE course offers students the opportunity to receive college credit in a course that has been designed with them in mind. Students in New Fairfield High School have been somewhat reluctant to take AP French Language & Culture, but this UCONN course focuses on the skill that students are most interested in developing: spoken language. Students who would like to take the AP exam can still do so; if there is more interest in the UCONN ECE courses, it is possible to offer the other course in the future (FREN 3268: Grammar and Composition).

4. Please indicate the target population for this proposal.

In the first year, this course would be open to seniors; if there is interest, the other course could be offered as well, meaning students could take one course their junior year and one course their senior year.

5. Please explain if this course or instructional program is an addition or a replacement for an existing course or program.

In the first year, this course would be offered to students eligible for AP French Language and Culture, who could decide between the two or do both.

6. List any prerequisites for this course or instructional program.

Successful completion of three full years of high school French, or instructor consent, is required.

7. Please write a short description of the new course or instructional program that would be suitable for the high school *Program of Studies* or for a curriculum document.

The focus of this course is to improve students' oral communication skills. It is designed to increase proficiency by providing a variety of different sources of input to prepare students for discussions and other speaking activities. Students will gain experience with Francophone culture and be able to discuss a variety of topics through exposure to news articles, video clips, stories, reading, literary excerpts, and more. Grammar and vocabulary will be taught in context. The course will be taught entirely in French, and student participation in French is required.

8. Please list the long-term course or program goals that define the broad outcomes that this course or program seeks to help students achieve.

This course is intended to offer students an opportunity similar to an immersion experience, thus preparing them for future college courses, travel, and even study abroad.

9. Please indicate what topics, units, or material will be used to meet the long-term goals listed above. What assessment strategies will be used in this course or program? What are the unique components of this course or program content that make it a worthwhile addition for our students?

Please see attached (draft) syllabus for the course. The course units are designed to expose students to Francophone cultures through a variety of engaging topics, with an emphasis on current events and the environment throughout the course. The focus on speaking is unique in the course and because French will be spoken in class at all times, students will make progress in an immersive environment. The chosen unit themes center around what is happening in young people's lives, providing an opportunity for them to discuss topics of interest to them.

10. Please enumerate the resources – both human and financial – that you anticipate will be needed to develop this course or program correctly. What impact would this proposal have on scheduling, staffing, and resources? Consider training, equipment and space needs.

In order to be certified, I will have to take at least one graduate level course in French, which I am planning to do in the summer with the help of a scholarship from UCONN. Students would participate in ECE events such as field trips.

Materials will be mainly sourced from resources available on the internet, existing resources such as Yabla and stories from the current curriculum, including the authentic materials in the Voces AP.

11. If this course will require a textbook, what is the title and cost estimate of a likely text?

Please see attached pricing for Voces Digital. The yearly price is \$100 per teacher plus \$10 per student. In addition, students will read a novel throughout the year at an approximate price of \$15 per student.

12. What impact will this course/program proposal have upon other courses/programs currently being offered in the district?

The UCONN ECE course is a logical progression of the existing curriculum.

**Signatures of those making this proposal:**

H. Gold  
Teacher

1/12/2023  
Date

[Signature]  
Department Chair (if applicable)

1/12/2023  
Date

[Signature]  
Principal

1/13/2023  
Date

Julie Ruby  
Assistant Superintendent

1/18/23  
Date



UConn ECE Course Syllabus  
French 3250: Global Culture 1  
Heidi Edel  
New Fairfield High School  
Full year 2023-24

This course is given in cooperation with the Early College Experience Program at the University of Connecticut, [ece@uconn.edu](mailto:ece@uconn.edu), 860-486-1045

### UConn Course Description

Intense study of oral French. Learning of oral techniques of communication in conjunction with weekly topics of conversation associated with various francophone cultures. Rigorous and active oral practice through dialogues, interviews, round tables, and oral reports.

### Course Goals/Learning Objectives

The focus of this course is to increase students' ability to communicate orally. It is designed to increase proficiency by providing a variety of different sources of input to prepare students for discussions and other oral communicative events. Students will gain experience with Francophone culture and be able to discuss a variety of topics through exposure to news articles, video clips, stories, reading, literary excerpts, and more. Grammar and vocabulary will be taught in context. The course will be taught entirely in French, and student participation in French is mandatory.

### Materials

- Selections from a variety of Francophone authors (poetry, excerpts, short stories, legends)
- Articles and news clips from international media including French and Francophone perspectives (TV5 Monde, Franceinfo, Le 360 Afrique, etc.)
- Screencastify, wordreference.com, other grammar & language resources
- Resources distributed by the teacher

### Course Policies

- Attendance: attendance and participation are required. Students who know they will be absent must make prior arrangements to make up any work they missed. Any missed classwork should be made up after an absence. Make up work will be expected in a timely manner and correlate to the number of days a student was absent.
- Late Work Policy: late work will be accepted at the discretion of the teacher, but not accepted after one week.
- Plagiarism: use of an online translator is considered plagiarism. No credit will be given for inauthentic work or scripted oral presentations.
- Oral and written presentations will be kept in a portfolio including a journal element to reflect on progress.

The Student Code and other university policies may be found here, <http://provost.uconn.edu/syllabi-references/>.

### Assignments, Assessments, Etc.

- Homework completion is mandatory and directly correlated to in-class outcomes. Homework completion will be tracked because of its impact on performance in class.
- There will be projects throughout the course with several steps inside and outside of the classroom counting towards course credit.
- Participation is expected in French and will be graded weekly. Students will reflect on their progress.
- Grammar study will be a part of the course with regular check ins (quizzes) concerning foundational elements (pronouns, use of prepositions, conjugation).

### COURSE GRADING/EVALUATION

Describe grading principles and procedures for individual papers (methods of response and evaluation) and the course as a whole.

Performance Assessments	50% (Speaking and writing; focus of this course is speaking, daily participation)
Summative Assessments	35% (Reading and listening comprehension)
Formative Assessments	15% (Daily work including participation)
Homework	0% (Required for completion of other assessment categories)

\*You may notice that your high school grade and UConn grade differ. It is possible that two different grades can be awarded for the same course. Your high school grade is determined by your high school. Your UConn course grade is determined by the grading rubric set by the University department.

Disclaimer: I reserve the right to change this syllabus at any time

UConn ECE FRENCH Grading Scale:

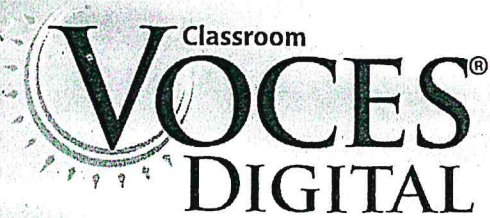
A= 94-100	C=74-76
A-=93-90	C-=73-70
B+=87-89	D+=67-69
B=84-86	D=64-66
B-=80-83	D=60-63
C+=77-79	F=59 et en dessous

## COURSE CALENDAR

The themes of the course center around what is happening in the Francophone world today.

Current events will be central to the course throughout the year, with a special focus on the environment.

Time frame & Unit Focus	Sample content
<p>Students will be responsible for a Francophone country/region. The following elements will occur throughout the year:</p> <ul style="list-style-type: none"> <li>- Oral &amp; written journaling, including keeping track of necessary vocabulary</li> <li>- Oral information sharing based on research</li> <li>- Geography</li> <li>- Current events, focus the environment</li> </ul>	<p>Student research Press articles News videos Excerpts from Francophone authors Circumlocution activities</p>
<p>Quarter 1: Francophone Identities What does it mean to be Francophone in _____?</p> <ul style="list-style-type: none"> <li>- Defining culture</li> <li>- Francophone perspectives (language &amp; identity)</li> <li>- Francophone heritage (tangible and intangible)</li> <li>- La une de la presse (what is happening in the Francophone world?)</li> </ul>	<p>Websites from around the Francophone world UNESCO World Heritage Website Literary excerpts &amp; poetry</p>
<p>Quarter 2: Technology &amp; Communication How do young people communicate in the Francophone world?</p> <ul style="list-style-type: none"> <li>- Connections in a time of globalization, environmental impacts of globalization</li> <li>- Trends in technology</li> <li>- Advertising</li> </ul>	<p>Listening activities based on news Débat (Voyager : un fléau environnemental ou une nécessité pour un monde meilleur ?) Commercials Tiktok show &amp; tell</p>
<p>Quarter 3: Culture &amp; Art What role does creativity play in the lives of young people?</p> <ul style="list-style-type: none"> <li>- Music</li> <li>- Visual arts</li> <li>- Fashion &amp; sustainability</li> </ul>	<p>Research (le monde du spectacle) Yabla Movie Socratic seminar</p>
<p>Quarter 4: Francophone Cuisine What is the link between cuisine and culture? *</p> <ul style="list-style-type: none"> <li>- History &amp; geography: culinary project</li> <li>- Food waste &amp; other environmental issues</li> </ul> <p>*We will also explore the limits of defining culture through cuisine</p>	<p>Youtube Presentations Final exam: book-club style oral exam based on year's readings</p>



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