**Français AP**

**Projet francophone le 26 septembre**

**Thème 1 – Quête de Soi**

Vous allez devenir expert sur un pays francophone et créer un dossier complet sur ce pays jusqu’à la fin de l’année. Il y aura un **projet** (et une note) pour **chaque thème étudié.**

**Choisissez un pays francophone**

* Faites un peu de recherche sur des sites ***en français*** (sauvez les liens)
* Créez une présentation audio-visuel (PPT, Prezi, etc.) sur votre pays en relation avec notre thème. Il faut mettre beaucoup d’images et des informations importantes (pas trop de texte mais TOUT en français - @ 5-7 slides)
* carte /situation géographique / villes principales (2-3)
* gouvernement actuel
* histoire coloniale
* relation actuelle avec la France
* réalités linguistiques (accents, slang, idioms)
* stéréotypes
* immigration – où ? qui? Pourquoi?

**Présentez** en classe en français simple (your own words)

**Ajoutez** de la musique ou une petite vidéo pour aider avec la présentation

***TURN IN VIA GOOGLE CLASSROOM***

**Comparison Culturel – écrivez en classe**

Compare themes touched on and realities of “your” country with the U.S.A (immigration and the American identity)

**Présentation Orale (avec PPT)**

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| --- | --- | --- | --- | --- |
|  | **Exceeds Expectations**  **Intermediate-Mid:**  **3** | **Meets Expectations**  **Intermediate-Low:**  **2** | **Approaches Expectations**  **Novice-High:**  **1** | **Total** |
| Task  **How well do I complete the task?** | * I complete the task by creating sentences and strings of simple sentences. | * I complete the task by creating short statements and simple sentences. | * I complete the task with learned and recombined phrases. |  |
| Comprehensibility  **How well does the audience understand me?** | * I can be easily understood. * The message is clear. | * I can be understood. * The message is mostly clear. | * I can be somewhat understood. * The message is partially clear. |  |
| Vocabulary Use  **How extensive and applicable is my vocabulary?** | * I consistently use extensive vocabulary to complete the task. | * I use adequate vocabulary to complete the task. | * I use limited and/or repetitive vocabulary. |  |
| Language Control  **How accurate are my grammatical structures?** | * I make no or almost no grammatical errors in basic structures. * I demonstrate emerging control of verb tenses and advanced grammatical structures. | * I make occasional grammatical errors in basic structures. * I demonstrate emerging use of verb tenses and some advanced grammatical structures. | * I make frequent grammatical errors in basic structures and rarely attempt to use advanced grammatical structures. |  |
| Communication Strategies  **How well do I organize my presentation?** | * My presentation is well-organized with detailed examples and elaboration. * There is a wide variety of sequencing and transition words. | * My presentation is well-organized. * My main ideas are supported with examples and elaboration. * There is a variety of sequencing and transition words. | * My presentation is organized. * My main ideas are supported with examples. * There are some sequencing and transition words. |  |
| **PPT/Prezi** | * My audio-visual presentation contains all required elements and is engaging to audience | * My audio-visual presentation contains many required elements and is fairly engaging to audience | * My audio-visual presentation contains a few required elements but does not effectively engage the audience |  |
| **Liens français utililsés (au moins 3)** |  | * 3 relevant French sources (links) attached to project | * 2 relevant French sources (links) attached to project |  |

20 = 100 19= 98 18= 94 17= 90 16= 86 15= 82 14= 78 13= 74 12= 70 11= 60 10= 50 9= 40 8= 30

**Comparison Culturel Ecrit**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exceeds Expectations**  **Intermediate-Mid: 3** | **Meets Expectations**  **Intermediate-Low: 2** | **Approaches Expectations**  **Novice-High: 1** | **Total** |
| Task  **How well do I complete the task?** | * I complete the task by creating sentences and strings of simple sentences. | * I complete the task by creating short statements and simple sentences. | * I complete the task with learned and recombined phrases. |  |
| Comprehensibility  **How well does the audience understand me?** | * I can be easily understood. * The message is clear. | * I can be understood. * The message is mostly clear. | * I can be somewhat understood. * The message is partially clear. |  |
| Vocabulary Use  **How extensive and applicable is my vocabulary?** | * I consistently use extensive vocabulary to complete the task. | * I use adequate vocabulary to complete the task. | * I use limited and/or repetitive vocabulary. |  |
| Language Control  **How accurate are my grammatical structures?** | * I make no or almost no grammatical errors in basic structures. * I demonstrate emerging control of verb tenses and advanced grammatical structures. | * I make occasional grammatical errors in basic structures. * I demonstrate emerging use of verb tenses and some advanced grammatical structures. | * I make frequent grammatical errors in basic structures and rarely attempt to use advanced grammatical structures. |  |
| Communication Strategies  **How well do I organize my writing?** | * My writing is well-organized with detailed examples and elaboration. * There is a wide variety of sequencing and transition words. | * My writing is well-organized. * My main ideas are supported with examples and elaboration. * There is a variety of sequencing and transition words. | * My writing is organized. * My main ideas are supported with examples. * There are some sequencing and transition words. |  |
| Mechanics  **How accurately do I use correct spelling, capitalization, and punctuation?** | * I make no or almost no errors in spelling, capitalization, and punctuation. | * I make occasional errors in spelling, capitalization, and punctuation. | * I make frequent errors in spelling, capitalization, and punctuation. |  |

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