

French 1-2 Bienvenue dans la classe de français!

2017-2018

Course Description:

This is an introductory course in the French language sequence. Students begin to communicate in all modes of communication: Interpretive reading & listening, Interpersonal writing and speaking, and Presentational speaking and writing. Students will become acquainted with a variety of language and cultural aspects as they make comparisons and connections between English and the American culture and French and French culture. Students will be expected to communicate in French whenever possible.

Basic themes are introduced such as greeting people and socializing, family, school friends and activities. We will also cover the geography of France.

A variety of learning activities use formative and summative assessments. These assessments are designed to help students meet district standards and national ACTFL standards. Skills in the classroom may be used in the community and beyond.

DCSD Standards for World Languages:

Interpretive:

1. Derive meaning from messages and texts using listening, reading and viewing strategies.
2. Identify how authentic sources convey viewpoints and use authentic sources critically.
3. Comprehend and interpret information in authentic messages and informational texts.
4. Comprehend and interpret information about the main idea and relevant details in authentic literary texts.

Interpersonal:

1. Negotiate meaning using requests, clarifications and conversation strategies.
2. 2. Interact with others using culturally appropriate language and gestures on familiar and some unfamiliar topics.
3. Express preferences, feelings, emotions and opinions about familiar and some unfamiliar topics.

Presentational:

1. Convey meaning using writing processes and presentation strategies.
2. 2. Present information, concepts and viewpoints on familiar and some unfamiliar topics from across disciplines.
3. Present a range of literary, creative and artistic endeavors to audiences near or far.

Cultures:

1. Analyze and describe relationships among products, practices and perspectives and compare them across cultures.
2. Experience the target language and culture and share information and personal reactions with others.

Content:

The content of this course is based on themes that are relevant and of interest to teenagers:

- Chapter 1: Introductions
- Chapter 2: Hobbies
- Chapter 3: School
- Chapter 4: On the Weekend
- Chapter 5: People I Know
- Chapter 6: Shopping
- Geography of France

**Instructional Strategies:**

- Because language is primarily a social activity, most activities in French class will be with partners or groups. Any graded activities done in groups will be graded individually.
- At the end each chapter, students will be evaluated based on several Integrated Performance Assessments (IPAs). These Assessments are in the three modes of communication, and are already loaded onto Canvas.
- Although no daily homework will be assigned, students should spend time studying vocabulary and doing various online practice activities. Flashcards and activities are available on Canvas.
- If you need extra help, you may come to me or Mme Sartori during your A or D resource time.

Resources:

All resources for French class can be found on Learning Management System, CANVAS.

Academic/Behavioral Expectations:

- **Homework:** Traditional daily homework will rarely be assigned in French Class. Students should expect to study daily, both the vocabulary and grammar points of each lesson. Resources are available on the website for studying purposes. At times, students will be required to finish class assignments at home or prepare for in-class assessments.
- **Absences:** If you are absent (even excused or a school activity), **you are responsible for finding out what you missed and making up any assignments or quizzes.** It is very likely that this information will be updated on Canvas, but if it is not, you will need to check with a responsible classmate or with me.
- **Attendance:** Attendance in French class is of the utmost importance. Please be here, ready to work, every day! After the 4th tardy, or 1st unexcused absence, you will be referred to the AP office.
- **Late Work:**
I will be flexible on due dates IF there is a legitimate reason for any work that is late. However, the student must discuss the situation with me BEFORE the assignment is due in order to be granted an extension. Any other late work will be accepted for 75% credit. Once each chapter is complete, no late for that chapter will be accepted. Keep in mind that students will have ample class time to complete projects and assignments.

- **Classroom Expectations:** I have high expectations in the French classroom, and expect ALL students to treat me and classmates with respect. I also expect you to actively participate in every class, be on time to each class, and complete all work to the best of your ability.

BE RESPECTFUL TO YOURSELF AND OTHERS.

Be open-minded and LISTEN to others' ideas. Teasing or name-calling that could inhibit other students from learning will not be tolerated. Look out for one another and be good to each other. Keep hands, feet, and materials to yourself. Please keep your language appropriate.

- ***Per district policy, school ID tags must be worn on the upper torso at all times in the school building. I will strictly enforce this policy, as it is important for the safety and security of our Ram Fam.***
- Unless specifically stated, cell phones must be in the students' backpacks or pockets from the beginning to the end of class. Violation of the cell phone policy will result in the phone being set in our "cell phone jail" until the end of the class period. Multiple violations will result in an office referral.
- **Consequences:** Consequences will be given at the discretion of the teacher. Depending on the infraction, consequences could include phone call/ email to parent, behavior write up in office, detention or loss of classroom privileges.

Assessments:

Students will be assessed in a variety of ways throughout the year. Formative assessments are informal and are not always recorded in the grade book. They help the teacher plan instruction based on what the students already know and need to learn. Formative assessments include, but are not limited to, assignments, class participation, in-class practice activities, and vocabulary and grammar quizzes. Summative assessments tell whether or not students have learned the material required, and are always recorded in the grade book as a letter grade. Summative assessments will cover speaking, writing, listening, reading and culture. Some summative assessments will be quizzes, others will be projects, and still others will be Integrated Performance Assessments (IPAs). All assessments strive to be based on real-world situations.

Communication Plan:

My primary plan for communicating with **parents** is through email. My email is eacierno@dbqschools.org. At the beginning of the year I will make an email group for each class. I will communicate with you about upcoming/ missing assignments, your child's grade, and upcoming French Club events.

My primary plan for communicating with **students** is through CANVAS, email and text messages.

Grading Policy

Each student's grade will consist of three categories: 1) Quizzes (25%); 2) Class Work (25%); and 3) Performance Assessments (50%).

1) Quizzes (25%)

From time to time, students will be assessed on their learning with quizzes. These quizzes could be based on vocabulary, grammar, sentence structure, culture, etc.. Students will be graded using the traditional points-to-percentage grading system (see below) which will be weighted, making the quizzes count as 25% of the final semester grade.

93-100%	A	73-77%	C
90-92%	A-	70-72%	C-
88-89%	B+	68-69%	D+
83-87%	B	63-67%	D
80-82%	B-	60-62%	D-
78-79%	C+	0-59%	F

2) Class Work (25%)

Various work will be assigned in class. This will count 25% towards the students' grades.

3) Performance Assessments (50%)

Performance Assessments give students the opportunity to show what they've learned through speaking, writing, listening to and reading the French language. All performance assessments will be graded according to the World Language Standards on a 5 point rubric. See the table below for the decision rule used to convert rubric points to a letter grade:

If the student's pattern of ratings is:	Letter grade:
At least 50% of the ratings are 5, and not more than 5% are lower than 4	A
75% of the ratings are 4 or better, and no more than 5% are lower than 3	B
40% of the ratings are 3 or better and no more than 5% are lower than 3	C
40% of the ratings are 2 or better and no more than 50% are lower than 2	D
More than 50% of the ratings are lower than 2	F

*****Please note that not all assignments done in class or out of class are assessments. Some activities have the sole purpose of providing practice opportunities for students. Practice activities will not be included in the grade.***