

French 1/2– Lincoln High School 2017-2018

Madame Virlovvet

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*E-mail is the preferred form of communication for Madame Virlovvet

Course Description: At the end of this course the student will be able to understand phrases, words, everyday expressions and simple statements on familiar topics. Students communicate using memorized/rehearsed phrases, sentences and questions. Students rely on contextual and visual cues. Through language study, they will begin to compare the language and culture studied with their own. Below is a breakdown of what students will be able to do by the end of this first year course.

Interpersonal Mode: Speaking—Student will be able to provide basic personal information, answer predictable questions with memorized responses, and use common greetings and farewells.

Interpretive Mode: Reading & Listening—Student will know letters or symbols of the target language. Student will be able to combine symbols to form words, understand common cognates, borrowed, high-frequency words and expressions from familiar material, and use contextual and visual cues.

Presentational Mode: Writing—Student will be able to make lists of familiar objects and vocabulary, spell familiar words using target language alphabet, and express simple ideas in short, memorized phrases.

Presentational Mode: Speaking—Student will be able to present basic material in an organized manner, use vocabulary sufficient to get meaning across, and rely on gestures or visuals to present ideas.

Textbook and Required Course Materials

Bon Voyage is the text for this course.

Please bring the following supplies to class daily*:

- Pens for writing and class work
- 2-3 highlighters
- A three ring binder with dividers for handouts
- A spiral notebook
- 2 dry erase markers (bring these at the beginning of the year to be collected; we will be using these with individual student white boards frequently)

**If this poses a financial hardship in any way for your family, please contact Mrs. Virlovvet.*

Prerequisites:

There are no prerequisites for French 1-2.

Standards and proficiencies:

ACTFL Novice-Mid proficiency level and attain a PPS Benchmark 3 Standard:

- Interpersonal Speaking
- Presentational Writing

- Interpretive Reading
- Interpretive Listening
- Cultural Understanding

Differentiation/accessibility strategies and support (TAG, ELL, SpEd, other):

The differentiation strategies used in this course are based on the evidence (data) received through multiple forms of pre, ongoing, and formative assessments. Described here are the types of assessments used and specific differentiation strategies in place to meet the needs of ALL learners (including TAG, ESL, Special Ed...)

Instruction is targeted towards multiple intelligences and learning styles. Group and individual work, including choice assignments and individual modifications/extension, are provided as needed. There are also opportunities for great speakers, field trips, and student exhibitions. Additional support includes: tutorial time, individual assessment, ELL & special education support - 504 plans and IEP's.

Flexible grouping, questioning strategies, think-pair-share, guided independent reading, making connections, research extensions, tiered lessons

Career-related learning experiences (CRLEs):

- Field trips
- Guest speakers
- Project-based Learning

Grading Policy: In order to maximize student performance in second language, I have implemented a program of testing in which the student is to demonstrate the proficiency standards in order to be awarded credit for the course. These standards are aligned with national (ACTFL) and state (ODE) standards.

The semester grade is categorized as follows:

Speaking Assessment - 30% of grade Students will be given an Oral Achievement Test (OAT) 2-3 times during each term. These will assess the students' ability to understand and respond effectively and appropriately in real-life situations reflecting communication in which students engage in direct oral communication with others. These are "two-way" communication activities, preparation will include tasks such as conversing face-to-face, describing picture situations, giving personal opinions, and asking and answering questions. OATs are re-doable until proficiency level is met.

Written Assessment - 30% of grade Students will be given a Written Achievement Test (WAT) several times during each term. These will assess the students' ability to present information, concepts and ideas to an audience of readers. Examples of this "one-to-many" mode of communication include posting to a blog, writing a short article for a newspaper, or writing letters to specified people/groups. WATs are re-doable until proficiency level is met.

Homework - 10% of grade Students are expected to complete homework and classwork on time, and be ready to correct assignments with the class as a whole. Late homework assignments will **only** be accepted in the case of an excused absence. Homework will be gone over in class the next day and is a good way for both Mrs. Virlovvet and the student to gauge the student's level of comprehension.

Furthermore, if a student wishes to retake a proficiency exam (OAT /WAT) they must have completed a certain percentage of their homework among other requirements (see section on retakes).

Shorter Formative Assessments - 15% of grade

Vocabulary, grammar, and listening comprehension quizzes. Sometimes this will be a group project. Anything that doesn't fall neatly into the other weighted categories counts as a short formative assessment. Nothing in this category is re-doable.

Semester/Final Exam – 15 % of grade

Absences and Interventions:

In the case of absence, it is the student's responsibility to find out what was missed, and make up any required tasks or assignments (check the blog). Students with an excused absence have two days to turn in homework for credit. If a student misses any quiz or assessment that falls into the 20% category (those that are not re-doable) the student has one week to make up this quiz before they are given a zero; if you miss a vocab quiz on a Monday you will have until the following Monday to make up that quiz. Proficiency assessments and some assignment make-ups may require meeting with Madame Virlovvet outside of class time.

Retake Policy:

1. A student must have 80% of homework assignments turned in to be eligible to retake.
2. All retake forms must be turned in on the first day of the week (usually a Monday). NO EXCEPTIONS.
3. The retake form must be complete. Incomplete forms will be rejected. NO EXCEPTIONS.
4. No single skill may be retaken within a 1-week period.
5. You may be required to visit a peer tutor to be eligible to retake.
6. If the grade does not improve with a retake, additional work will be required before another retake can be taken.
7. Once you begin a retake and start the assessment, the assessment counts. Do not begin an assessment that you will not have time to finish.

Classroom Behavioral Expectations: Respect, Responsibility, Regard for Others

1. *Come to class* (and be ready and open to learning)
2. *Do your work* (always to the best of your ability)
3. *Respect the learning environment* (yourself, your peers, your teachers, the building, the community)
4. *Speak in French!*

Tutoring/Extra help: I will be available for students to receive tutoring, mentoring, answer questions, or discuss content or classroom management issues during Flex in room 234. There will also be French tutors available during FLEX and/or after school—stay tuned for more information. If I feel that a student is in need of extra help I may make meetings during Flex-time **obligatory**.

Cell phones: can be an extraordinary classroom tool or a huge distraction. Students are ONLY to have their phones out and visible during certain activities. Otherwise I will take them and a parent or guardian will need to get them at the end of the day. *Parents and guardians—you should not expect your child to respond to your call or text during school. Call the main office.*

Parent/Guardian signature _____ Student Signature _____