

French 3/4 – Lincoln High School 2017-2018

Madame Virlovvet

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

Course Description: Students continue to improve their proficiency in French in the presentational mode (written and spoken), interpretive mode (written and spoken), and interpersonal mode. Students will learn about French and Francophone culture. In their second year of French students expand their vocabulary and learn to express themselves in the present, past, and future tenses. Student communication includes basic material, short messages and the expression of simple ideas on a variety of subjects. Students use memorized/rehearsed phrases, sentences and questions and start to construct their own language. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in local and global communities.

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.*

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

Prerequisites:

Successful completion (a grade of D or higher) of French 1-2.

Standards and proficiencies:

ACTFL Novice High/Intermediate Low Level and attain a PPS Benchmark 4 Standard:

- Interpersonal Speaking
- Presentational Writing
- Interpretive Reading
- Interpretive Listening
- Cultural Understanding

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. Virlouvvet 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 Virlovet 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.

Class Expectations:

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. **First offense:** I keep your phone until the end of the day. **Second offense:** Your phone goes to Jennifer Herbst in room 104 and must be retrieved by a parent/guardian. **Parents—you should not expect your child to respond to your call or text during school. Call the main office.**

Parent signature _____ Student Signature _____