

**Curriculum Goals:** Students get the tools to learn and explore “survival” French, and aspects of French culture to foster “cultural competency.” The main goal is for students to understand and *communicate* in French, in a way that is socially and culturally appropriate, in a variety of topics and situations. The class promotes cultural awareness and a global mindset.

★**ADVICE TO PARENTS:** Portfolios and journals are the best way for parents to see if students are working in class or not - just compare the student work to the assignments and requirements posted online on Devoirs at [audrogers.com](http://audrogers.com). If you have concerns that your student may not be meeting the curriculum needs of the class, begin by checking the assigned classwork versus the completed work found in the journals, portfolio and Edmodo. If you don't find a matching amount of completed materials, it's likely the student is in academic distress.

## ★Expectations for students:

- ★ **Respect** - for yourself, for others, for the school, the classroom and your learning environment. **Use good manners** in the classroom - so will I. Keep hands and other body parts to yourself. If it's not yours, get permission *before* touching it. Hate speech, cyber harassment and/or bullying is unacceptable. It is also not acceptable to interfere with other the other students' ability to learn. This is about your behavior in the workplace; be responsible, be respectful.
- ★ **Practice** - memorization and speaking on a **daily** basis both inside and outside the classroom.
- ★ **Organization** - follow expected procedures and know where to find what you need.
- ★ **Personal Responsibility** - Know what has to be accomplished each week. Do what needs to be done because that's **your** job. If you don't do it, communicate honestly and immediately with your teacher to solve the problem. This is your educational experience, and you will only get out of it what you put in.
- ★ **Academic Honesty** - Do your own work. If you rely on outside sources and use their text, cite them and use quotes. Don't use Google or other translation tools to create your work for you - it will be obvious to me because I actually speak the language. Dictionary applications are expected and absolutely fine; dictionaries don't do your writing for you. I can also take random sections of your text and do a quick online search for plagiarism without resorting to Turnitin. Peer checks for portfolios need to be accurate - no “helping out a friend” - if they do not correspond with formal quarterly checks, they will be retroactively downgraded to the appropriate percentage score based on evidence of existing work.
- ★ **Self-check** - keep track of your activity regularly. You can use your Weekly Self Evaluations to do this if you answer them honestly. Make sure you complete the items in your Journal and Portfolio Table of Contents pages within a week of them being assigned.

**Note:** All languages are complex, so learning to communicate in another language will never be “easy” for anyone. The only way to get good at something you don't know is to face it head on and put in the work you need to complete the task. Come in for after-school tutoring if you're able. It won't take a lot of visits to see results, especially if you come in early. Form a study group - it's really helpful. **Each class day is broken up into 3 parts:** 1) communication skills/practice (speaking/listening), 2) writing and language skill instruction/practice (textbook, projects & activities), then cultural & vocabulary/grammar expansion (journals and “databases” for vocabulary and grammar.

### Resources:

**Class website:** is located on [audrogers.com](http://audrogers.com) and is available without a password. Once on the site, go to **Annonce** for downloads, instructional videos and how-to pages. Go to **Devoirs** for the daily assignments charts. This is a blog format site, so the topmost entry is also the most recent. Once posted, items will remain on the site for the entire year, but might move to *Archive*.

**Class textbooks:** (on laptops) C'est à Toi! - used for learning new grammar, culture, vocabulary and structured practice assignments. Chapters 1-6 will be loaded onto student computers.

**EdModo:** replaces **Moodle** for my class. I find it more reliable and parent-friendly. Parents should ask students for the parent code, or they can email me at [arogers@district70.org](mailto:arogers@district70.org) to get one. Digital assignments and tests are given here. If students have a zero for one of them, it means it was not received. **Assignments lock after the due date.**

### Supplements:

**Teacher-generated:** Le Commencement worksheet packet, Database Categories & Facts, Notebook & Composition Book Success, study guides for tests and unit vocabulary supplements.

**Listening Additions:** iTunesU Podcasts, Radio France Internationale, TV5Monde, QuickTime recordings, and videos

**Rubrics:** Notebook & Compbook checklists, MYP, and IB

**Instructor:** Audrey Rogers (Madame Rogers)  
**Room:** A-155  
**Email:** [arogers@district70.org](mailto:arogers@district70.org)

**Office Hours:** Tuesdays 3:45 - 4:30 by appointment & for tutoring  
**French Club:** Thursdays 3:45 - 5:00 or 5:30 (Le Cercle)  
**Not Available:** Monday & Wednesday after school

**Expected Pace:** is fast, but subject to change depending on school-related interruptions and classroom learning needs. Track daily/weekly assignments and tests on the class website under *Devoirs*. **Quarterly notebook portfolio checks and Final Exams** are crucial - if you must miss Finals, you must make arrangements through the office *and* me. Late portfolios will not be scored. Unless otherwise stated, daily & textbook practice is due the following day of classes. **All work counts towards each term grade. Final Senior portfolios and journals** will be turned in earlier, based on graduation needs.

<b>First Quarter:</b> (* = may be moved)	<b>Daily</b> <b>Weekly</b> <b>EdModo</b> <b>Video</b> <b>Tests</b>	Text book assignments Unités 1 & 2, Le Commencement(30pts), Journals & DB's Skill/Vocabulary Quizzes, DOL-Cherche! Self-Evals (10pts), Peer Checks (25-45pts) Quizzes, Speaking Practice recordings, Peer Checks, Videos, Resources * <i>Cirque du Soleil: Quidam</i> (30 pts) Test- EdModo, (10pts) 2-column notes Unit tests for <i>finished</i> Unité on EdModo (50 pts each) + Study Guide practice
*9/18 - 9/21 → (same)	<b>Note Books</b> <b>Comp Books</b>	Cumulative <i>quarterly</i> portfolio check for student work portfolios (60 pts) Cumulative <i>quarterly</i> check - work to present (25pts)
<b>Second Quarter</b>	<b>Daily</b> <b>Weekly</b> <b>EdModo</b> <b>Tests</b>	Text book assignments Unités 2&3, language practice, Journals Skill/Vocabulary Quizzes, DOL-Cherche! Self-Evals, Peer Checks (25-45pts) Quizzes, Speaking Practice recordings, Peer Checks, Videos, Resources Unit tests for <i>finished</i> Unité on EdModo (50 pts each) + Study Guide practice
*11/27-11/30 (same)	<b>Note Books</b> <b>Comp Books</b> <b>Finals</b>	Cumulative <i>semester</i> check for student work portfolios - beg. to present (60 pts) Cumulative <i>semester</i> check - all work to present (25pts) Cumulative test over units covered all this year (60 pts) Fluencies (vary)
<b>Third Quarter</b>	<b>Daily</b> <b>Weekly</b> <b>EdModo</b> <b>Tests</b>	Text book assignments Unités 3 & 4, language practice, Journals Skill/Vocabulary Quizzes, DOL-Cherche! Self-Evals (10pts), Peer Checks (25-45pts) Quizzes, Speaking Practice recordings, Peer Checks, Videos, Resources Unit tests for <i>finished</i> Unité on EdModo (50 pts each) + Study Guide practice
*2/19-2/22 (same)	<b>Note Books</b> <b>Comp Books</b>	Cumulative check for student work portfolios - <i>this quarter only</i> (60 pts) Cumulative check - all work to present (25pts)
<b>Final Quarter</b>	<b>Daily</b> <b>Weekly</b> <b>EdModo</b> <b>Tests</b>	Text book assignments Unités 4&5, language practice, Journals Skill/Vocabulary Quizzes, DOL-Cherche! Self-Evals (10pts), Peer Checks (25-45pts) Quizzes, Speaking Practice recordings, Peer Checks, Videos, Resources Unit tests for <i>finished</i> Unité on EdModo (50 pts each) + Study Guide practice
*5/7-5/10 (same)	<b>Note Books</b> <b>Comp Books</b> <b>Finals</b>	Cumulative <i>semester 2</i> check for student work portfolios(60 pts) Cumulative check - all work to present (25pts) Cumulative test over units covered all this year (60 pts) Fluencies (vary)

**DO NOT REMOVE FROM PAGE!!! (This is kept, signed, in the student's portfolio for score points.)**

★ I have read and understand the expectations above, I know to contact the instructor if there's an issue.

Parent(Print): \_\_\_\_\_ Signature: \_\_\_\_\_

★ I have read and understand the expectations above, including my responsibilities for work and academic honesty. I know to contact the instructor if there's an issue.

Student(Print): \_\_\_\_\_ Signature: \_\_\_\_\_

**(Both student and parent signatures must be present for full credit.)**

**Grading:** (When you are worried about the length of time it takes to put in grades: remember, a fairly light course load of students means around 150-200 students per teacher, and students usually have at least one daily practice assignment which takes maybe 5 minutes to score per student. So,  $150 \times 5 = 750$  minutes; then  $750 \div 60 = 12$  and  $1/2$  hours of grading per 5-minute assignment *outside of class time*. Some take longer. (If a student turns in assignments late, it increases the teachers workload even more.) In order to provide the best level of classroom instruction and support, I cannot spend class time grading so all of that happens outside of class. However, if a score is incorrect in PowerSchool, please send me the evidence and I'll repair it right away.