

Curriculum Goals: Students in French 2 will work towards a basic level of fluency in all forms of communication in the French language - with an emphasis on authenticity, applied communication skills, meaning and relevancy. Students are expected to strive for fluency, to take an active role in pursuing the needs of the course and to be self-advocating. Students planning to move on to French 3 or the IB French ab-initio program are encouraged to attend a few summer meetings with the other advanced students to improve fluency in a community setting such as shopping in the mall. Students who continue on to French 4 have the ability to "opt in" to our IB ab-initio testing providing they accept the IB testing policies and fees, and will receive weighted graduation credit for the course.

★**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. 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. Hate speech, cyber harassment and/or bullying is unacceptable. It is 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. Students receive credit for this work in Peer Checks and Quarterly Book Checks.

Resources:

Class website: is located on audrogers.com and is available without a password. Once on the site, go to **Announce** 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 1-12 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 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 & Advanced Verbs worksheet packets, Database Categories & Construction Process, 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

French 2 Syllabus Outline

2017-2018

Instructor: Audrey Rogers (Madame Rogers)

Room: A-155

Email: 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.

First Quarter: *9/18 - 9/21 -> (* = may be moved)	Daily	Skill practice from a variety of sources for reading, speaking, grammar and writing. Reading practice from magazines, news resources, cultural websites, novels and textbooks. Fluency practice in-class discussion and communication activities. Writing practice in journals, textbook responses and assignments in a variety of text types (formats)
	Weekly	Varied communication & skill practice with Edmodo Tests, En Photo, DOL-Cherche and cultural/current event topics. Peer Checks for journals/portfolios and Self Evaluations on Edmodo.
	Video	* <i>The Count of Monte Cristo</i> (30 pts) Test- Edmodo, (10pts) 2-column notes
	Out-of-Class Note Books Comp Books	Peer communication, study group and self-guided practice, language exploration Cumulative <i>quarterly</i> portfolio check for student work portfolios (60 pts) Cumulative <i>quarterly</i> check - work to present (25pts)
Second Quarter *11/27-11/30 (same)	Daily	Skill practice, reading practice, fluency practice, writing practice
	Weekly	Varied communication & skill practice, Peer Checks, Self-Evaluations
	Out-of-Class Note Books Comp Books	Peer communication, study group and self-guided practice, language exploration Cumulative <i>semester</i> check for student work portfolios - beg. to present (60 pts) Cumulative <i>semester</i> check - all work to present (25pts)
	Finals	Cumulative knowledge final with study guide (65pts) Fluencies (vary)
Third Quarter *2/19-2/22 (same)	Daily	Skill practice, reading practice, fluency practice, writing practice
	Weekly	Varied communication & skill practice, Peer Checks, Self-Evaluations
	Out-of-Class Note Books Comp Books	Peer communication, study group and self-guided practice, language exploration Cumulative check for student work portfolios - <i>this quarter only</i> (60 pts) Cumulative check - all work to present (25pts)
	Finals	Cumulative knowledge final with study guide (65pts) Fluencies (vary)
Final Quarter *5/7-5/10 (same)	Daily	Skill practice, reading practice, fluency practice, writing practice
	Weekly	Varied communication & skill practice, Peer Checks, Self-Evaluations
	Out-of-Class Note Books Comp Books	Peer communication, study group and self-guided practice, language exploration Cumulative <i>semester</i> check for student work portfolios - beg. to present (60 pts) Cumulative <i>semester</i> check - all work to present (25pts)
	Finals	Cumulative knowledge final with study guide (65pts) 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.