

Curriculum Goals: Students should end the year with basic “survival French” skills, including reading, writing and speaking. This is not a mastery-level class, but students should be able to communicate on a “basic survival” level.

★ Expected productivity

French 2 students have daily practice in 3 parts every single day.

Homework consists of work not completed by the end of class, and PRACTICE of things they have learned so far. These activities are found online at audrogers.com under the tab *Devoirs* and consist of:

- Speaking/listening practice (Parlance)
- projects/practice textbook exercises to learn and rehearse language skills
- Cultural journals or grammar and vocabulary databases
- Weekly Self Evaluations on Edmodo (**ask for a parent code**) - 10 pts. each
- Edmodo Skill Quizzes (points vary)

Except for the two listed above, these items do not receive letter/point grades on their own. They are part of the “body of work evidence” found as Peer Check (2-3 times per quarter) or Portfolio Check and Journal Check scores (1time per quarter). Practice work papers and projects are turned in upon completion to be reviewed and returned within a few days. *Students who do not do or turn in assignments will not learn the skills needed to pass the class. Track student progress by asking to see his or her portfolio and journals, then compare it to the assignment charts on Devoirs. Students: If you need help or are struggling, say so.*

Turn-ins happen approximately 2-3 weeks before the end of each quarter. Students “turn in” their journals and portfolio notebooks to a specific classroom location. Students may access them, make repairs, or add to them, throughout the Turn-ins time period, in class or during tutoring sessions - but the books stay with me until they have been individually scored for the quarter and returned to the student *with a scorecard.*

Academic Honesty is something the teachers and administrators at Pueblo West High take very seriously. The policy is posted on our school’s websites. Students who are found to have violated this policy will be referred to the Main Office, and may face consequences for their choices.

Classroom Behavior: I treat my students with courtesy, compassion, and respect. I use good manners because that’s an expectation for proper behavior within a group and workplace environment. I maintain a professional attitude and work ethic. I hope for the same behavior in return. When students choose to behave disrespectfully towards the school, the classroom, or themselves then it becomes a matter for the Main Office. My goal is to provide a safe environment where my students can be successful. In order to waste the least amount of instructional time, students need to come to class prepared, have materials ready to go at the beginning of class, and *do* the necessary practice to be able to speak the language to their level’s standards throughout the school year. Even when they struggle, there should still be a measurable amount of progress from beginning to end.

★**ADVICE TO PARENTS:** PowerSchool is not the best resource for making sure your student will be successful. I do my best, but grades are sometimes a bit slow, depending on the difficulty of the items being scored. The Portfolios, Edmodo for parents, 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. Much of the work we do is “practice work” to learn and rehearse skills. It doesn’t go in the grade-book every time, but it *does* affect what/how a student learns. 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. I return papers *regularly*. Email me if you need more.

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 1-6 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 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.**

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

Basic Schedule: **Late portfolios will not be scored.** Unless otherwise stated, daily & textbook practice is due the following class day. **All work counts towards each term grade.** **Final Senior portfolios and journals** will be turned in earlier, based on graduation needs. Testing needs may change according to the class and its progress - I may have to add quizzes to encourage progress.

Units of Study (French 2 is a Middle Years Program class - *MYP* - of the International Baccalaureate)

Semester 1:

- **Advanced Verbs and Expanding Conversation** - Advanced Verbs notes handout. This document remains in the portfolio for the rest of a student's French education, and as part of the credit. Students are expected to actively pursue conversational opportunities throughout the course. *Un Livre de Moi: A Book about Me* project.
- **Finding Your Style: Clothing and Shopping**- *textbook Unité 1, Unité 2*; two Unité tests on EdModo with guides, a fluency check, databases and a Peer Check.
- **Food to Live By: Shopping for Food in Francophone Cultures** - *textbook Unité 8*, Unité test on EdModo with guide, a fluency check, databases and a Peer Check, . **Quarterly Portfolio and Journal Check.**
- **Housing on a Budget** - (Part 1) *textbook Unité 9*, a fluency check, databases, Dream House project
- **Semester Finals;** Portfolio and Journal Check, Semester 1 Final (cumulative knowledge & reading) on EdModo with guide, Listening Final - Edmodo, Fluency Final, Written Final or Project Final.
- **Turn-in Week:** for portfolios and journals *these dates are subject to change depending on school activities, snow days and testing windows. Check Devoirs to be sure.* Quarter 1 - 9/24-9/27; Semester 1 - 12/3-12/6

Semester 2:

- **Housing on a Budget** - (Part 2) *textbook Unité 9*, a fluency check, Peer Check, databases, Dream House project
- **Health Care and a Healthy Lifestyle** - *textbook Unité 10*, Unité test on EdModo with guide, a fluency check, Peer Check, databases, Health poster. **Quarterly Portfolio and Journal Check.**
- **People, Places, and Society: Travel** - *textbook Unité 11*, Unité test on EdModo with guide, a fluency check, databases, maps and travelogue.
- **Semester Finals;** Portfolio and Journal Check, Semester 2 Final (cumulative knowledge & reading) on EdModo with guide, Listening Final - Edmodo, Fluency Final, Written Final or Project Final.
- **Turn-in Week:** for portfolios and journals *these dates are subject to change depending on school activities, snow days and testing windows. Check Devoirs to be sure.* Quarter 3 - 2/11-2/14; Semester 2 - 4/29-5/2 (Seniors are 2 weeks before Sr. Finals)

PLEASE 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 Information: (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. Some take longer. (If a student turns in assignments late, it increases the teachers' workloads 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.