



French IV – Mme LaFrance – N 127

Bienvenue à la classe de français!

Classroom Philosophy

In this class, we will use technology to make French useful to you. The most fun part of learning French is actually using it with your friends, with the teacher, and hopefully at some point, with native French speakers.

You and your experiences are important to me. Your unique culture, your background, your potential, and your future are all important to me. I want to get to know you to help you succeed, not just in my class, but in life.

What you will need:

- Charged Chromebook
- Charger (I have chargers to borrow while in class -- first come, first served)
- Access to online student textbook (teacher will provide access code)
- Pen or pencil
- Paper or notebook

A class set of textbooks is available for in-class use. If you need a book at home for a documented visual impairment or mandated reading support, please contact me directly.

Book:

- Face à Face (Vista Higher Learning, 2019) online access

Classroom Expectations (from the teacher):

- Always try your best!
- Arrive on time and prepared with any needed materials and Chromebook.
- Ask when you have questions!
- No put downs in French class, including the word “shut up” (never casually, nor formally)
- Stay focused on class and avoid other electronic distractions.
- Speak in French to the best of your ability.
- Adhere to our Classroom Agreement.

Classroom Agreement (from the students):

- Be visible -- screens on and follow the speaker with your eyes.
- Be clear and concise when asking questions or giving a response to avoid misunderstandings
- Respect others when they are speaking.
- Make sure you arrive on time and if late catch up when needed
- Good communication -- ASK when you are unclear or frustrated.
- Understand that some students have to be teachers for other siblings, making it even harder on themselves
- Participate to the best of your ability.

Consequences:

Students not following classroom rules will be subject, but not limited, to the following consequences:

1. Verbal/electronic warning
2. Parent/guardian contact via email or phone call
3. Referral to the counselor and/or discipline office
4. Removal from class (virtually and/or in-person), if necessary

Grading Scale:

A – 100-90% B – 89-80% C – 79-70% D – 69-60% F – 59% and lower

Your grade will be divided as such:

10% - Work Ethic (handing-in assignments, preparedness, responsibility, attitude)

10% - Activities (in-class and homework - accuracy)

10% - Quizzes

10% - Written tests (via computer: teacher-created or from the text)

60% - Oral Assessments (Integrated Performance Assessment)

Contact Information:

If you have any questions or concerns, please e-mail me (clafrance@mcas.k12.in.us) or use RDS/Google Classroom contact procedures.

Course Description (courtesy of the State of Indiana)

French I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning French language learning, and to various aspects of French-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading

isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of French-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding French language and culture outside of the classroom.

Goals (courtesy of the State of Indiana)

The goals of the course include communication, culture, connections, comparisons, and communities:

- To write and speak in a language other than English.
- To interpret information in a language other than English.
- To present information in a language other than English.
- To develop awareness of other cultures.
- To make connections to other content areas.
- To access and connect information through various media.
- To investigate the nature of language and culture.
- To become an active global citizen by experiencing languages and cultures in multiple settings.

Course Objectives (courtesy of the State of Indiana)

Students will engage in written and spoken conversations on a variety of topics. (Interpersonal)

Students will be able to:

- Use multiple greetings and farewells in new social situations.
- Recognize and state information about self and others in simple terms.
- Recognize and express a variety of simple feelings and preferences of self and others.
- Exchange familiar information and opinions in brief guided conversations.
- Exchange familiar information and opinions in written form with guidance.
- Make basic requests and ask basic questions.
- Recognize and use situation-appropriate non-verbal communication.
- Recognize speaking and listening strategies that facilitate communication.

Students will interpret written and spoken language on a variety of topics. (Interpretive) Students will be able to:

- Understand and respond to classroom requests, commands, and directions.
- Recognize alphabets, sounds, and markings specific to the target language.
- Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.
- Identify familiar vocabulary from an authentic supermarket flyer, list main characters from a short authentic children's story
- Make educated guesses about meaning in familiar contexts, using cognates and familiar vocabulary.

Students present to an audience of listeners or readers on a variety of topics. (Presentational)
Students will be able to:

- Recite rhymes, proverbs, and poetry or sing songs of the target language and cultures.
- Present simple prepared material on selected topics.
- Read passages aloud to practice intonation and pronunciation.
- Write complete sentences with teacher guidance.
- Describe objects, self, and others in written and spoken language in simple terms with teacher guidance.

Students will examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied. Students will be able to:

- Recognize basic routine practices of the target cultures.
- Examine products, perspectives, and symbols of the target cultures.
- Examine factors that influence practices, products, and perspectives.

Students will use the target language to expand their knowledge of and make connections among multiple content areas. Students will be able to:

- Describe basic objects and concepts from other content areas in simple terms.
- Integrate content area concepts and skills through relevant activities.
- Report on survey results in the target language, identify and describe body parts used for various activities, use a map or locational technology to identify locations

Students will strengthen language proficiency and cultural knowledge by using current digital media and authentic resources. Students will be able to:

- Use digital media and culturally authentic resources to build vocabulary.
- Use digital media and culturally authentic resources to study target cultures.

Students will understand the nature of language and culture through comparisons of the languages and cultures studied and their own. Students will be able to:

- Recognize and use cognates and words shared between English and the target language.
- Recognize and use simple language structures.
- Recognize and use basic idiomatic and colloquial expressions in the target language.
- Recognize and use authentic simple forms of address in a variety of familiar situations.
- Identify some daily living patterns of other cultures and the learner's own culture.
- Recognize celebrations and holidays of other cultures and compare them to those of the learner's culture.
- Describe contributions from other cultures in simple terms with guidance.

Students will use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement. Students will be able to:

- Share experiences from the world language classroom within the school and/or community.
- Use the target language to teach basic vocabulary to friends and family, make simple presentations to family or friends using the target language
- Recognize the use of the target language in the learner's community.
- Experience and report on the cuisine, music, drama, literature, etc. from the target cultures.

- Research and present about a local and/or global need that is identified as authentic by the cultures of the target language.