

AHS FRENCH III 2017-2018

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Ankeny High School

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Textbook : *D'accord 2* Vista Higher Learning, Inc. ©2015

Virtual Textbook Website: <https://www.vhlcentral.com> (Login information will be provided by instructor)

For students who may not have access to the Virtual Textbook (vText) at home there are some hard copy textbooks available for checkout in the AHS Media Center.

Additional Required Materials

Pen, pencil, dry erase marker, highlighter, headphones, loose leaf paper, and the note-taking and organizational systems of your choice (notebook, folder, binder, etc.).

Course Information & Objectives

- French III is a course intended for students in their third year of French as it builds upon the skills learned in previous French classes.
- Upon successful completion of this year-long course **students earn 2 credits for Ankeny High School**
- In this course students will continue to improve communication by listening, reading, speaking, and writing in French. When communicating, students in French III will be able to :
 - Demonstrate an understanding of the culture(s)
 - Incorporate interdisciplinary topics (connections)
 - Make comparisons between the native language and the target language and between cultures (comparisons)
 - Use the target language in real-life settings (communities).
 - Interpret written language on a variety of topics.
 - Interpret spoken language on a variety of topics.
 - Communicate orally and in writing on a variety of topics.
 - Exchange information in written and spoken language.
 - Compare the products, practices and perspectives of cultures associated with the target language to own culture.

Procedures

All classes are conducted in French, on the part of both the teacher and the student. Some exceptions may occur when discussing complex grammatical and cultural topics. The purpose of this French-only policy is to maximize students' exposure to the target language. If you do not understand what's been said, please ask your instructor to slow down or repeat. If you are struggling to express an idea in French the way you want to, try to think of a simpler way to get the same idea across.

Behavioral Expectations

The vision of the Ankeny Community Schools is that behavior will be reported separately from academic achievement.

Behavior expectations for this course:

- Speak French in class and study outside of class. The only way to develop a language skill is to spend time in the language. Mistakes will be viewed as a natural part of the learning process.
- The classroom will be a place where individual differences are expected and respected.
- All students are expected to actively participate in all activities—taking every opportunity to practice and develop their reading, writing, listening, and speaking skills in French.
- Students who miss class are expected to complete make-up work within a reasonable amount of time or in advance when possible.
- The safety and well-being of all learners are keys to a successful learning environment. Students will contribute to this environment by making responsible choices and following directions.
- This course is an elective—a positive attitude is expected.
- Bring assignments and other required materials (i.e. charged Chromebook) to class and to be ready to learn as soon as class begins.
- Technology will be used appropriately as an instructor-directed resource, cell phones should be stored away when class begins
- Students demonstrate academic integrity in all aspects of their work—demonstrate what *you* know and are able to do.

Grading Practices

- A 0-100 percent scale will be utilized at the secondary level in the Ankeny Community School District.
- Letter grades will be assigned based on the 0-100 percent scale.
- Grading Scale for Non-weighted Classes:

Minimum Percent	92.5	89.5	86.5	82.5	79.5	76.5	72.5	69.5	66.5	62.5	59.5	59 and below
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

- **Categories/Weighting in Infinite Campus**

There are 5 skill areas in which students will be assessed. Those skills and corresponding percentages are:

- Speaking 15%
- Listening 15%
- Reading 15%
- Writing 15%
- Culture 15%
- Formative (minor assessments) 15 %

The semester exam comprises 10% of the course grade.

- Course grade is based on assessments of student learning of French language and culture. Grade will be based on language skills of listening, speaking, reading and writing.

Multiple and Varied Assessment Opportunities (including Retakes)

All students should have multiple assessment opportunities to demonstrate higher levels of achievement. The opportunities may be initiated by the instructor or the student, but always at the instructor's discretion. Additional opportunities may include retakes of an alternate form of an assessment (e.g., Form B instead of Form A), student revisions of work products based on descriptive feedback, or alternative methods of assessments (e.g., an oral response rather than a written test).

Students will have the opportunity to be reassessed. Students must have completed the learning activities for content assessed and submit a retake request form in a timely fashion. Student may be required to attend relearning sessions in order to retake an assessment. Students will be provided the opportunity to be reassessed (i.e., retakes and homework). The instructor(s) will determine appropriateness and authentic need for reassessments. Generally, reassessments will be limited to one retake per assessment. Additional reassessments will be provided at the discretion of the teacher. Retakes will be taken within a reasonable time frame that the teacher determines and informs students of in advance.

Extra Credit and Bonus Points

To ensure that grades reflect progress toward and achievement of the standards, giving extra credit points or bonus points will not occur in this class

Homework / Independent Practice

Homework is an opportunity for students to practice skills, apply knowledge, review and build on past learning, and extend learning. Homework is individualized and based on each student's progress towards established standards. The purpose of the assignment will determine whether or not a grade is given and will be clearly articulated to students. Through independent learning tasks (homework), students assume more responsibility for their learning and are given opportunities to apply what they have learned to new situations or experiences. Since language acquisition takes patience and practice, thoughtfully completed assignments are essential for success. All work is due at the beginning of class.

Assessment:

- **Formative Assessment:** Formal and informal processes teachers and students use to gather evidence for the purpose of improving learning.
- **Summative Assessment:** Assessments that provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness.
- Students will continually receive formal and informal feedback on their progress. Assessment in this course will consist of written assignments, reading assignments, oral presentations, class participation, projects, compositions, tests/quizzes, and the final semester exam.
- Students in this dual credit course are expected to be prepared and do their best at all times. Grades will be a reflection of their learning and improvement.

Academic Integrity

Plagiarism, looking at/copying another students' schoolwork, allowing another student to look at/copy your work, inappropriate use of technology on an assessment, and academic dishonesty of any kind may result in consequences outlined in the student handbook. Students will receive a form and contract that clearly defines academic integrity in this course.

The instructor reserves the right to change or modify this course outline and syllabus at any time.

Ankeny High School French Language Policy

As parent/guardian, the best way to help your student to succeed is to encourage them to meet all deadlines promptly and to turn in their assignments completely finished. Often your student will become frustrated because they do not yet have enough vocabulary to express what they want to say. This is normal! The steps that I have listed below are how your student's language skills will grow.

Step 1: Encourage your student to use the words that they have learned in class to express the main idea of what they want to say. This concept is called circumlocution, and is a skill we practice in class regularly. A sentence does not have to be perfect to convey meaning. Think about any conversation you have had with a toddler. 😊

Step 2: If your student is lacking the vocabulary to get their main idea across, then tell them to put that idea aside for now. They need to **talk about something they know** instead.

Step 3: When students need a resource to help understand or communicate a message, they need to use the appropriate tools as outlined by the instructor.

NEVER allow your student to use an electronic/ online translator!!! Not only is this cheating (see policy below) but it also puts up more road blocks in a student's learning. New language learners must personally go through the steps that I have listed above to be able to improve their rate of successful communication using the new language. Online translators short circuit this process and give incorrect information.

USE OF TRANSLATORS WILL NOT BE PERMITTED.

The use of computer translation software, applications, websites and/or hand-held translation devices on French assignments is a violation of the AHS Academic Integrity Policy. Students who use computer translation software, applications, websites and/or hand-held translation devices on any assignment for French class will be subject to the consequences for violation of Ankeny High School's Academic Integrity Policy, as outlined in the AHS student handbook. *Consequences can include, but are not limited to:*

- ***parent will be contacted***
- ***referral to office***
- ***documentation of incident***
- ***student remains accountable for demonstrating learning***
- ***additional consequences for repeat violations***

As a parent/ guardian, I understand the AHS French Department's Computer Translation Policy and why electronic/ online translators are harmful to student learning.

(print student name)

(signature)

(date)

(print parent/guardian name)

(signature)

(date)