

## French II



Mme Jocelyn Weinbaum  
Room F-209  
Jweinbaum@aacps.org

*Pride Period Availability for Re-teaching/Reassessment: Monday, Tuesdays, Wednesdays and Fridays*

### **Course Overview:**

*This course is built on prerequisite skills and knowledge obtained from previous years of language learning. In order to meet with the demands of the 21<sup>st</sup> Century, students will be participating in learning activities to support their growth of the characteristics of a global citizen. Additionally, the French language program supports Common Core Standards in reading and math, as well as, Advanced Placement French Language and Culture.*

*Students seeking to qualify for admission to Maryland colleges and universities must complete a minimum of two credits of the same World or Classical Language.*

### **What the Teacher Will Do to Support the Student:**

- Create engaging and rigorous learning activities using authentic resources which help students build his/her understanding of French language and culture.
- Teachers will speak in the target language and encourage students to communicate using the target language
- Chunk assignments into manageable amounts and include time in class to debrief and review work.
- Provide additional support for assignments and assessments, including re-teaching so that students meet course standards.
- Notify parents via email or phone at any point during the marking period if a student is in danger of failing or dropping 2 or more letter grades.

### **What the Student Will Do to be Successful:**

- Come to class with required supplies and ready to be an active participant in the learning process.
- Complete all assignments as required.
- Review and synthesize classroom notes, activities, and assignments frequently to help prepare for upcoming assessments and to internalize learning.
- Take advantage of opportunities for additional help. Students should attend these sessions with specific questions so that the teacher can most effectively help the student.
- Use appropriate websites and online authentic resources to reinforce language acquisition.
- Students will demonstrate the effort to speak and otherwise use the target language.

### **What Parents Can Do to Support the Student:**

- Ensure that the student has supplies and that they complete homework and study for tests.
- Encourage the student to seek additional help when it is needed.
- Check Parent Connect regularly to monitor student grades.
- Contact teacher with any questions about assignments, grade, or other issues in a timely manner.

### **Resources and Materials:**

This course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. Students will be provided with authentic materials and real life situational tasks. They will also use other supplementary materials and texts.

French 2 uses the textbook *Discovering French Today* as a basic text. If students are issued a text as a resource, they are responsible for the care of the materials. Damaged or lost property will be reimbursed by the student to school at the replacement cost.

Students are also required to have a notebook, pencil, and paper every day.

### **Course Content and Standards:**

Per American Council of the Teaching of Foreign Languages (ACTFL) and Maryland World Language Standards, Reading, Writing, Speaking and Listening skills are assessed. These four strands are represented in the National Standards for Learning Languages by the Communication standards (interpersonal, interpretive, and presentational) and the level of proficiency demonstrated. In addition, the standards of the other four goals for learning languages – Culture, Connections, Comparisons, and Communities – also support and are aligned with the Common Core. These standards describe the expectations to ensure all students are college, career, and world-ready.

The communication standards are:

- 1.1 INTERPERSONAL: Students exchange information orally and in writing in the target language in a culturally appropriate manner to provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2. INTERPRETIVE: Students understand and interpret the target language in its spoken and written form on a variety of topics.
- 1.3. PRESENTATIONAL: Students present information, concepts, and ideas to an audience of listeners or readers on a wide variety of topics in the target language.

<p>Unit I: L'identité et la communauté Context 1: La quête de soi: L'identité Context 2: La famille et la communauté</p> <p>In this unit, students will describe themselves using various aspects of identity that make them who they are. Next, they will discuss how they fit into their family and community structures.</p> <p>Unit II: Les loisirs et les arts Context 1: La vie contemporaine: les loisirs Context 2: L'esthétique: les arts</p> <p>This quarter focuses on leisure activities. Students will discuss what they can do on the weekends and make comparisons with activity options available in francophone communities.</p>	<p>Unit III: L'alimentation et la santé Context 1: Les défis mondiaux: l'alimentation Context 2: Les défis mondiaux: la santé</p> <p>This quarter focuses on health issues. Students will examine the ways in which diet and exercise affect their health, examining the lifestyle choices that they can make in order to maintain a healthy body and mind.</p> <p>Unit IV: Les routines quotidiennes et le logement Context 1: La vie contemporaine: les routines quotidiennes Context 2: La vie contemporaine: le logement</p> <p>This quarter explores aspects of home life, including types of housing, rooms and furniture, household duties and chores, daily routines, and weekly schedules.</p>
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**The goals of the World and Classical Languages Program are:**

- To develop students' language skills to enable them to communicate effectively in a language other than English.
- To develop respect for other cultures.
- To develop a clearer understanding of their own linguistic and cultural heritage.
- To expose students to authentic resources to further develop and increase their ability to read, listen, speak, and write in the target language.

**Course Grading:**

Your grade in this course will be determined based upon your progress towards mastery of the standards. Specifically, *your grade will be calculated using the following weighted categories.*

- 65% Summative Assessments
- 10% Formative Assessments
- 15% Quarterly Assessment (may not be redone)
- 10% Homework (may not be redone)

### **Assignment Descriptions:**

1. **Summative Assessments**– These include standards based performance assessments, quizzes, projects, and presentations. There will be a minimum of 4 summative assessments during the quarter; 2 per context.
2. **Formative Assessments** – there will be at least one graded classwork assignment every other week. When an assignment is completed as part of collaborative work, each student will receive his/her own grade based upon his/her individual work.
3. **Quarterly Assessment** – There will be one AACPS assessment to synthesize all instruction throughout the quarter. Quarterly assessments are Integrated Performance Assessments which measure student mastery of the communicative standards. These assessments may not be redone.
4. **Homework** – Homework will be regularly assigned. Meaningful homework serves as an opportunity to prepare students for upcoming lessons and assessments, by reviewing skills or extending concepts. Some homework assignments will be graded.

### **Opportunity for Mastery (Redo):**

Per AACPS regulation, students may redo up to three to five assessments and/or assignments each quarter. Students are encouraged to participate in teacher-led re-teaching. All redo items must be completed within ten days of receiving the original grade and may only be redone one time. The higher of the two grades will be used for calculating the student's quarter grade. The teacher may choose to have the student redo all of an assessment or assignment or may have student only redo specific items or parts of the work. Students may not redo homework, the quarterly assessment, or a large project. However, students may redo parts of a large project, if graded separately by the teacher, with each part counting as a separate redo. Assessments or assignments due in the last week of the quarter are not eligible.

### **Late Work and Incomplete Assignments:**

Students are expected to submit assignments on the date that they are due. Students are expected to complete assignments, in full, to the best of his/her ability and students should take advantage of tutoring and re-teaching opportunities so that the student can submit his/her best work. Late assignments may be penalized 10% for each day it is late up until five school days (not A/B days).

Teachers shall assign a minimum grade of 50% to assignments or assessments for which the student made a good faith effort, as determined by the teacher, to meet the basic requirements. If a student does no work on an assignment or assessment, the teacher shall assign a grade of zero.

When a student is absent, it is the student's responsibility to get the make-up work. The student will be allotted the same number of days equal to the number of days absent to make-up work.

### **Recording of Grades and Communication with Parents:**

Per AACPS regulation, all grades, with the exception of lengthy assignments such as projects and extended writing assignments, will be entered into Parent Connect within one week of assignment submission. Parents can check Parent Connect regularly to monitor student grades.

### **Academic Dishonesty:**

A student who exhibits academic dishonesty as determined by the teacher and administrator shall receive a zero on the particular assignment in question. Violations of the Academic Integrity Policy and Regulation may result in disciplinary action. Consequences for violations may vary according to the severity of the violation and shall follow the progressive interventions and discipline as outlined in the Student Code of Conduct.