



## Cambridge High School 2019 - 2020

### French 2

**Madame Baldrige**

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Website: <https://mmebaldrige.weebly.com/>

Help sessions: by appointment



Class Codes	Google Classroom	Remind
French 2	j1xz5v	text @fr2chsmmeb to 81010

### Course Description & Objectives

In French 2, students will continue to build upon the knowledge and skills in French language and culture that they established in French 1 with the expectation of reaching a Novice High proficiency level. The fundamentals of French communication, structures, and culture are presented through a development of skills in the areas of listening, speaking, reading, and writing. The class offers a wide variety of activities including group or pair work, videos, audio activities, online activities, and games to name a few. Cultural topics may include the history of Francophone countries, art, sport, and cuisine. Students are expected to listen carefully and speak only French to the teacher and classmates during the designated times. Students are expected to participate enthusiastically in all activities to develop proficiency in the language.

Learning a language is a beneficial and unique experience that combines skills that students learn in language arts, social studies, and math. Fulton County's research-based goal of 90% target language use in class boosts student proficiency, but it also requires close attention from students every day. The World Language classroom is the main vehicle for learning a language. Regular attendance in the class is crucial. Students learn languages by taking risks and getting involved in all class activities on daily basis.

### Fulton County Goals

The goal of Fulton County Schools World Languages is to guide students in their mastery of the FCS World Languages Prioritized Standards [adopted from the American Council on the Teaching of Foreign Languages (ACTFL) national performance standards] by providing proficiency-based instruction that is personalized to student needs. Specific proficiency targets for high school fall in the Novice to Intermediate-High levels of the ACTFL Proficiency Scale.

### For Modern Languages, the standards that guide students to proficiency consist of "The 5 Cs":

Communication – students will engage in conversations, understand and interpret spoken and written language, and present information on a variety of topics.

Culture – Students will learn about target culture products, practices and perspectives.

Connections – Students will connect aspects of their target language learning with information acquired in other subject areas such as math, science, social studies, English and the arts.

Comparisons – Students will demonstrate an understanding of the nature of language and culture, making comparisons between those of the target language and their own.

Communities – Students will find and engage in the target language outside of the school environment and show evidence of building a life-long skill for their own personal enjoyment and enrichment.

**ACTFL** (American Council on the Teaching of Foreign Languages) Students work towards the year-end goal of achieving intermediate low listening, reading, & writing and novice high speaking levels. (Students can understand, exchange, and present information about an expanded variety of familiar topics in present and past tenses using complex sentences and short paragraphs. In a francophone culture, students can interact at a basic functional level in some familiar contexts.) Topics used to achieve these levels include sports and hobbies, celebrations and holidays, vacations and travel, and home.




NCSSFL-ACTFL CAN-DO STATEMENTS

**PROFICIENCY BENCHMARKS**



**NOVICE  
PROFICIENCY BENCHMARK**

**INTERMEDIATE  
PROFICIENCY BENCHMARK**

**COMMUNICATION**

 <p>INTERPRETIVE</p>	<p><i>I can</i> identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.</p>	<p><i>I can</i> understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</p>
 <p>INTERPERSONAL</p>	<p><i>I can</i> communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.</p>	<p><i>I can</i> participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.</p>
 <p>PRESENTATIONAL</p>	<p><i>I can</i> present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.</p>	<p><i>I can</i> communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.</p>

**INTERCULTURAL COMMUNICATION**

 <p>INVESTIGATE</p>	<p>In my own and other cultures <i>I can</i> identify products and practices to help me understand perspectives.</p>	<p>In my own and other cultures <i>I can</i> make comparisons between products and practices to help me understand perspectives.</p>
 <p>INTERACT</p>	<p><i>I can</i> interact at a survival level in some familiar everyday contexts.</p>	<p><i>I can</i> interact at a functional level in some familiar contexts.</p>

## Communication

Most communication will be made available on the site: [mmebaldridge.weebly.com](http://mmebaldridge.weebly.com), which is updated weekly. Parents do not need a code to access this website information.

Students and parents are encouraged to subscribe to “remind”. This will be used occasionally for important announcements. **To subscribe to “Remind” and receive text messages:**

Send a text message to **81010** with the following message: **@fr2chsmmeb**

## Google Classroom

At times, Google classroom will be used to post assignments, notes, videos, exercises, announcements, etc. Some assignments, mainly projects, may be submitted and graded using Google classroom. Once you join google classroom, please remain a member until after the semester is completed, you have earned your grade and have no further questions.

**Class code:** j1xz5v

## Email

For class announcements via email, group emails will be sent to the email that the school has on file. If you wish to change this email, please contact the front office directly.

## Textbook & Supplies

Our textbook is D’Accord (2015) Vista Higher Learning. A class set of textbooks will be kept in the classroom. Students may not take these books from the classroom. However, textbooks will be issued for students to keep and study at home (replacement cost \$95.00 and workbook \$45.00). Students will also have access to online textbooks with the use of their Surfaces or other electronic device. The text supersite ([vhlcentral.com](http://vhlcentral.com)) also has the entire text and contains online materials. **\*Instructional video to create a student account on VHL Central:**

[www.vhlcentral.com/screencasts/8?source=ua](http://www.vhlcentral.com/screencasts/8?source=ua)

### Mandatory supplies

Charged Surface/other device & earbuds  
Student ID  
Blue/black/red pens, pencils  
3-ring binder with approx. 8 dividers  
Loose-leaf paper

### Optional Supplies

French-English dictionary

### Optional Class Donations

Dry erase markers  
Disinfecting wipes, Kleenex  
Colored card stock & colored printer paper

## Technology Policy

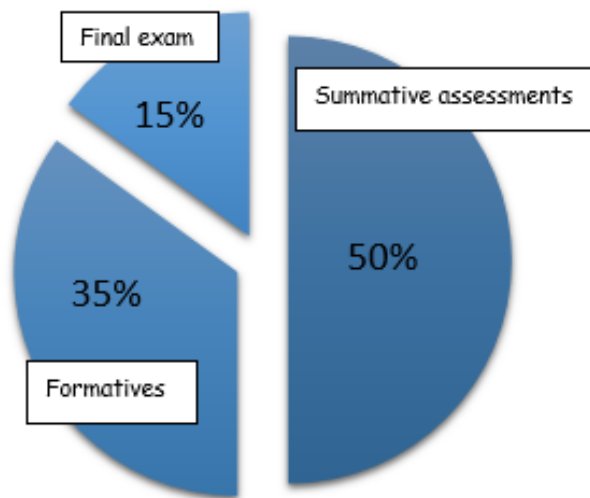
Fulton County Schools’ personalized learning with one-to-one devices has provided students the opportunity to take ownership of their learning and be more engaged. Students are expected to bring their Microsoft Surfaces to school each day fully charged. Students opting not to have a Fulton County Surface are still expected to have a device that they can use for classroom activities. Students without a Surface may be asked to use a school computer for assessments for security reasons. **World Language department practice is that you may use electronic devices (Surfaces, phones, etc.) only when your teacher directs, and only for educational purposes.** Unauthorized use may result in consequences including parent contact, detention, or disciplinary referral.

## Grading and Assessment

Assessment is an important part of the educational process that communicates the value which our society places on learning. Assessment results keep both parents and students informed about their progress in the course. Students are evaluated in a variety of ways including unit tests and quizzes (both teacher-made and commercially-produced), oral and written performance on designated material as well as impromptu situations, responding to questions and other language expressions, projects, and class and homework assignments. Performance-based assessments are also used throughout the school year to assess student proficiency. District-wide Final Common Assessments are administered at the end of the school year to assess overall student performance.

## Grading Practices

Please note that the World Language Department has a “no extra credit policy”. Grade distribution by categories is below:



Summative assessments include tests, PBAs, and some projects. Some may be weighted more heavily than others.

Formatives include quizzes, homework, classwork, and some projects. Some may be weighted more heavily than others.

Performance Based Assessments (PBAs) are given four times per semester plus 2 on the final exam.

Grading Scale
A – 90% and above
B – 80 – 89%
C – 70 – 79%
F – Below 70%

## Make-up Procedures (see student handbook)

It is the student’s responsibility, if absent, to check online or in the classroom for assignments and make arrangements on the day of return with the teacher to turn in missed assignments. Make-up work must be completed by the student within the time specified by the teacher (typically the amount of time the student was absent plus 1 day). If a student is absent for a due date that s/he knew about, the assignment is due the day of return. Any outstanding quiz not made up by the unit test date will be replaced by that unit’s test grade. Any outstanding unit test not made up by the final exam date will be replaced by the semester or year- end final exam grade. Late work will receive a 10% reduction in grade for each day late. Please note that the World Language Department has a “no extra credit” policy.

## Make up for Missed Summative Assessments

All missing summative assessments (unit tests) must be made up within 1 week from the date that the assessment was first administered. On the 1st day back to class, it is the student’s responsibility to obtain and complete a World Language Make up for Missed Summative Assessments form to schedule a testing make up time. Students must attend their agreed-upon testing make up session and bring their forms with all required signatures.

## Fulton County Recovery Policy:

“Opportunities designed to allow students to recover from a low or failing cumulative grade will be allowed when all work required to date has been completed and the student has demonstrated a legitimate effort to meet all course requirements including attendance. Students should contact the teacher concerning recovery opportunities. Teachers are expected to establish a reasonable time period for recovery work to be completed during the semester. All recovery work must be directly related to course objectives and must be completed ten school days prior to the end of the semester.”

## World Language Recovery (Relearning & Reassessment) Procedure (available for summative assessments/unit tests only)

All students will be given two opportunities each semester to show increased mastery of course content.

- The first opportunity will be near mid-semester (approx. 9 weeks), when students will be given a cumulative mid-semester assessment. If the student scores higher on the mid-semester assessment than on a previous summative assessment, then the mid-semester assessment grade will replace their lowest summative assessment grade (unit test).
- The second opportunity will be at the end of the semester. If the student scores higher on the semester final exam than on the lowest summative assessment of the semester, then that grade will replace the lowest summative assessment grade.

## Academic Integrity

Plagiarism of any kind and/or cheating may result in the grade of “0” on any graded work, and disciplinary action may follow. The use of translator programs (such as Google translate) or excessive help from a native speaker may be considered plagiarism. Copying another student’s homework will result in a grade of “0” for both students for that assignment. For writing assignments, students may be asked to reproduce work at school if academic integrity is at risk.

## Classroom Expectations for Academic Success

<ul style="list-style-type: none"> <li>• Always come to class on time and prepared with binder and materials, charged surface, paper, and pen or pencil.</li> <li>• Respect the teacher, your classmates, yourself, and others’ property at all times (remember the 5 Ps discussed in class).</li> <li>• Always have a positive attitude. Be courageous and willing to make mistakes to learn French! Turn your brain on and be fully engaged in learning every day.</li> <li>• Use outside time to review all concepts/notes from class.</li> <li>• Speak French in class and only use English for emergencies and asking for clarification. We will use a class signal to let the teacher know when clarification is needed. Speak, write and practice French every day!</li> <li>• Keep the atmosphere in class safe, wholesome, and appropriate (think “G” rated).</li> <li>• Food and gum interfere with communication. Please leave these items in your backpack or locker. Students are permitted to eat a <u>small snack</u> at the beginning of class. Water is permitted during the entire period.</li> <li>• Phones must be kept in a zipped book bag from bell to bell unless permission to use is given by teacher.</li> </ul>	<p><b>Consequences may include</b></p> <ul style="list-style-type: none"> <li>*Warning</li> <li>*Parent/guardian contact</li> <li>*Detention</li> <li>*Disciplinary Referral</li> </ul>
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## Preferred Activity Time (Les Activités Préférées)

PAT time will be used as a reward system for good behavior and performance. Usually on Fridays, time earned will be used to do selected French-related activities. This may include watching a portion of a French movie, French television, eating French food, playing French games, creating French art or other activities that are agreed upon by the teacher and the World Languages department.

## French Film Permission

French films provide invaluable insight to the French language and culture. Over the course of the semester, we may watch two to three of the following French movies, including excerpts. For all films shown in class, including French films that are not rated, care is taken to ensure that material is appropriate for the classroom. Films that are created for distribution in the United States and have ratings of G, PG, or PG-13 may be watched in class. However, many French films do not have ratings. By signing below and returning the slip, you are permitting your son or daughter to watch any of these films or excerpts in French class. If you do not approve of a film, please make a written note on your signature page.

<ul style="list-style-type: none"> <li>* Ratatouille</li> <li>* Entre Les Murs</li> <li>* Beauty and the Beast</li> <li>* Au Revoir, Les Enfants</li> <li>* Chocolat (2000)</li> <li>* Trois Hommes et un Couffin</li> <li>* Madeline the Movie</li> <li>* Belle et Sébastien</li> <li>* La Vie en Rose</li> <li>* Le Château de Ma Mère / La Gloire de Mon Père</li> </ul>	<ul style="list-style-type: none"> <li>* Le Petit Prince</li> <li>* The Hunchback of Notre Dame</li> <li>* Les Misérables</li> <li>* Notre Dame de Paris</li> <li>* Intouchables</li> <li>* Un Monstre à Paris</li> <li>* Les Choristes</li> <li>* Petit Nicolas</li> <li>* Le Huitième Jour</li> <li>* Cinderella</li> </ul>	<ul style="list-style-type: none"> <li>* La Famille Bélier</li> <li>* Jean de Florette &amp; Manon des Sources</li> <li>* The Visitors</li> <li>* The Count of Monte Cristo</li> <li>* Cyrano de Bergerac</li> <li>* Le Colonel Chabert</li> <li>* The Rocket</li> <li>* TinTin</li> </ul>
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\*The syllabus may be updated as needed throughout the school year.

It should be kept in the student’s notebook or binder as a reference tool. It will be posted on our class website\*

Please complete this section of the syllabus and return to Madame Baldrige,  
indicating that the syllabus was read and understood by both student and parent:

**Due Monday, August 19**

Student Name **PRINTED:** \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Name(s) **PRINTED:** \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Information (*Using an asterisk\*, please indicate your preferred method of contact*):

-Home phone number:

-Cell phone numbers:

-Email addresses:

*Note: Group emails regarding our class curriculum and announcements will come to the email that the school has in the FCS database. If you wish to change this email, please contact the front office directly. The classroom teachers are not able to update information in the Fulton County database.*

**Class Textbook: Choose 1 option**

\_\_\_\_\_ My child is fine with the electronic textbook only

\_\_\_\_\_ I would like for my child to have a physical book as well

**Questions for parents**

- 1) Since we will be experiencing French culture and may consume food and drinks from the francophone world, does your son our daughter have any food allergies or sensitivities that the class needs to be aware of?
- 2) Would you be willing to make an online donation of \$10 for French class cultural days and activities?
- 3) For a small culture grade, would your son or daughter be willing to prepare a French recipe (with adult supervision) for the class for French holidays or for other curricular celebrations?
- 4) What are your child's strengths? Is there anything you need me to know about your child?
- 5) As a parent, do you have any questions for me?