



Cambridge High School 2019 - 2020

French 3

Madame Baldrige

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Help sessions: by appointment



Class Codes	Google Classroom	Remind
French 3	70rf1j	text @fr3mmeb to 81010

Course Description

French 3 builds on level 2 French, emphasizing the 5 “Cs” of language learning: communication, cultures, connections, comparisons, and communities with the goal of developing intermediate proficiency by the end of the year (see below). French 3 vocabulary is more detailed, and advanced verb tenses and grammatical structures are introduced. Themes include daily life & activities, cuisine, health, technology, city life, career topics, environment and art. Students will hone all three modes of language use: interpersonal, interpretive, and presentational. The class will be conducted almost exclusively in French through a wide variety of activities (group/pair work, videos, audio, online and other activities). Students are expected to listen carefully and speak French to the teacher and classmates, and to participate enthusiastically in all activities to develop language proficiency.

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 do not learn languages simply by sitting passively in the classroom over a period of time but rather by taking risks and getting involved in all class activities on daily basis.

Fulton County Goals

The goal of FCS 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. Language proficiency is the ability to use language for various purposes, including speaking, listening, reading, writing (in culturally appropriate situations) in non-rehearsed contexts.

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 Teaching of Foreign Languages) has developed “can do” statements that indicate growing language proficiency. By the end of French 3H, students should be at Intermediate-mid levels in reading, writing, listening and speaking.

Level/ Mode	Interpersonal Communication	Presentational Speaking	Presentational Writing	Interpretive Listening	Interpretive Reading
Intermediate Mid	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.	I can make presentations on a variety of familiar topics using connected sentences.	I can write on a wide variety of familiar topics using connected sentences.	I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear.	I can understand the main idea of texts related to everyday life and personal interests or studies.

Communication

Most communication will be made available on the site: 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: **@fr3mmeb**

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: 70rf1j

Email

Emails will be sent to the email that is in the Fulton County database. If you wish to change this email, please contact the front office directly. *Classroom teachers are not able to update the Fulton County database.* For students, the expectation is to check Fulton County email on a daily basis.

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. Textbooks are available for checkout for students who wish to keep a copy at home for extra study (replacement cost \$95.00 and workbook \$45.00). Students will have access to online textbooks with the use of their Surfaces or other electronic device. The text supersite (vhlcentral.com) also has the entire text and contains the online workbook.

***Instructional video to create a student account on VHL Central: 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

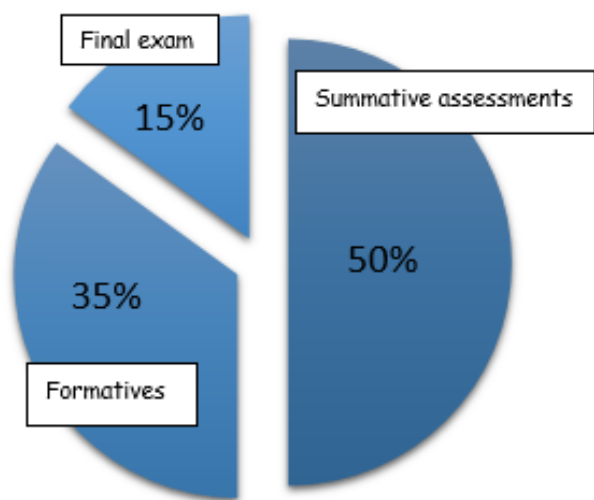
Fulton County Schools’ personalized learning with one-to-one devices has provided students the opportunity to take ownership of their learning and be more engaged. Students are expected to bring their Microsoft Surfaces to school each day fully charged. Students opting not to have a Fulton County Surface 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"> • Always come to class on time and prepared with binder and materials, charged surface, paper, and pen or pencil. • Respect the teacher, your classmates, yourself, and others’ property at all times. • 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. • Use outside time to review all concepts/notes from class. • Speak French 95% 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! • Keep the atmosphere in class safe, wholesome, and appropriate (think “G” rated). • 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. • Phones must be kept in a zipped book bag from bell to bell unless permission to use is given by teacher. 	<p>Consequences may include</p> <ul style="list-style-type: none"> *Warning *Parent/guardian contact *Detention *Disciplinary Referral
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Preferred Activity Time (Les Activités Préférées)

PAT time may 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"> * Ratatouille * Entre Les Murs * Beauty and the Beast * Au Revoir, Les Enfants * Chocolat (2000) * Trois Hommes et un Couffin * Madeline the Movie * Belle et Sébastien * La Vie en Rose 	<ul style="list-style-type: none"> * Le Petit Prince * The Hunchback of Notre Dame * Les Misérables * Notre Dame de Paris * Intouchables * Un Monstre à Paris * Les Choristes * Petit Nicolas * Le Huitième Jour * TinTin 	<ul style="list-style-type: none"> * La Famille Bélier * La Reine Margot (only excerpts) * Jean de Florette & Manon des Sources * The Visitors * The Count of Monte Cristo * Cyrano de Bergerac * Le Colonel Chabert * The Rocket * Cinderella
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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: Emails will be sent to the email that is 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 Textbooks: 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?