

Français I, intensified
2019-2020



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Arlington Public Schools World Languages Mission: To develop functional oral and written communication skills in the target language and an understanding of other cultural perspectives and practices.

Course Summary:

Welcome! In this course, students will utilize the language skills of listening, speaking, reading and writing in order to become confident and capable speakers of French. Level I students will function at the Novice Low/Mid of proficiency by the end of the year, as defined by the American Council on the Teaching of Foreign Languages. Students will be provided with more in-depth study of the language and a greater focus on developing more complex language skills.

Students will hone their skills through learning vocabulary and grammar in context and through exposure to the cultures of the French-speaking world. Students will make cross-cultural connections and comparisons that will enable them to expand their understanding of the target language. Students learn sounds, stress patterns, and intonation of the language. Basic structures and vocabulary are learned through practice in listening, speaking, reading, and writing with emphasis on using language to communicate orally. Students express themselves both orally and in writing by recombining the vocabulary and language structures creatively. Students comprehend and read simple questions and statements about daily activities and interests. Students also learn basic information about the geography, customs and culture of the French speaking countries. Students in French 1 intensified practice all these in depth, read extensively and will be introduced to the past tense structures in the French language.

Texts and Supplemental Materials:

Textbook and Workbook: “T’es Branché? 1A” EMC Publishing

A variety of leveled readers for reading as a whole class and Free Voluntary Reading time.

Textivate.com, an online, password protected website for exercises and possible homework activities, Thisislanguage.com and Quizlet.com

Other websites for vocabulary and cultural exploration as needed.

Topics of Study and Timeline	
<i>Introducing self and others</i>	<i>September-October</i>
<i>Pastimes and Leisure Activities</i>	<i>October-November</i>
<i>School Activities</i>	<i>November-January</i>
<i>Friends and Activities</i>	<i>January – February</i>
<i>Families and Relationships</i>	<i>March-April</i>
<i>Reading and Writing (County-wide Final)</i>	<i>April – May</i>
<i>Exploration of Francophonie – preparation for level II</i>	<i>May – June</i>

Language Acquisition Assessment Criteria: Phase 1

By the end of the seventh grade, you will be able to:

Criterion A: Comprehending spoken and visual text

- i. Identify basic facts, messages, main ideas and supporting details in everyday situations.
- ii. Recognize basic conventions.
- iii. Engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Criterion B: Comprehending written and visual text

- i. Identify basic facts, messages, main ideas and supporting details.
- ii. Recognize basic aspects of format and style, and author's purpose for writing.
- iii. Engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Criterion C: Communicating in response to spoken and/or written and/or visual text

- i. Respond appropriately to simple short phrases.
- ii. Interact in simple and rehearsed exchanges, using verbal and non-verbal language.
- iii. Use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics.
- iv. Communicate with a sense of audience.

Criterion D: Using language in spoken and/or written form

- i. Write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation.
- ii. Organize basic information and use a range of basic cohesive devices.
- iii. Use language to suit the context.

This course is aligned with the Arlington Public Schools World Languages Curriculum Framework. The corresponding level expectations and framework can be found at www.apsva.us/worldlanguages.

Required Materials for Class:

- A composition notebook and a supply of pencils

Class Expectations

- Students will arrive to class on-time and with all necessary materials
- Teacher will prepare level-appropriate materials based on national, county, and International Baccalaureate Middle Years (MYP) standards
- Students and teacher will respect each other and strive for a positive learning environment

Academic Expectations

- Homework will be posted in the classroom and on Canvas
- IB Assessments will be assigned at least once per quarter

Academic Honesty:

Students are expected to adhere to the TJMS Academic Honesty Policy. See the TJMS Student Handbook for more information

Assessments:

Student progress with language communication skills (listening, speaking, reading and writing) will be monitored and assessed through formative and summative assessments. Students will be formally assessed through end-of-unit dialogues, quizzes and tests. All students will also participate in the following countywide assessments: PATS (Performance Assessment Tasks-Speaking) within second and fourth quarters; a mid-term test in third quarter; a written composition and a final exam in fourth quarter.

APS Grading Scale

Letter Grade	IB Criterion A,B,C,D	Percentage	Quality Points
A	7, 8	90 – 100	4.0
B+	6	87-89	3.5
B	5	80-86	3.0
C+	4	77-79	2.5
C	3	70-76	2.0
D+	2	67-69	1.5
D	1	60-66	1.0
E	0	0-59	0.0

- Student grades reflect student achievement and not student behavior.
- Quarterly grades will round up when the percentage is .5 or higher.
- In addition to achievement, work habits as noted in the report card comments will be evaluated for each course using the following symbols:
 - + Surpasses Expectations
 - # Meets Expectations
 - ^ Approaching Expectations
 - N Needs Improvement
- The final grade is required to be calculated using the quality points and not percentages, letter grades, number or point systems.

World Languages Department Grading: Quarter, Final Exam and Final Grade Policy:

The World Languages Department **does** round up individual quarters, mid-term exams, final exam grades and end-of-course grades. Any quarter grade ending in .5 will be rounded up.

- Final grades for the year will be calculated based on the quality points listed above.
- For the final grade calculation, each quarter grade and the final exam will be worth 25% each.
- A final grade of 1.0 will be required in order to pass the class.

Quarterly Grades Calculation

	Formative assessments <i>for "practice"</i>	Summative assessments <i>to show mastery</i>
Weight towards quarterly grade	30% <ul style="list-style-type: none">• Homework (5%)• Quizzes (10%)• Classwork/ Interpersonal Communication (15%)	70% <ul style="list-style-type: none">• IB Performance Assessments: Crit. A Comprehending spoken and visual text; Crit. B Comprehending written and visual text; Crit. C Communicating in response to spoken and/or written and/or visual text; Crit. D Using language in spoken and/or written form
Late work policy	<ul style="list-style-type: none">• Late homework will be accepted through the end of the quarter.	<ul style="list-style-type: none">• If absent, assessments must be made up by the end of the quarter.

Help or Practice

I welcome and encourage students to come for help during lunch hours or before / after school.

Tips for Success

Learning a second language requires daily effort and fearlessness! Students are expected to participate in classroom activities – **speaking in front of the class and making mistakes are essential elements of learning**. Beginning second-language-learners are in the “toddler” stage of language acquisition and will continue to grow!

Teaching Method

At TJMS we teach French using a method called TPRS, which stands for Teaching Proficiency through Reading and Storytelling. Most likely, if you took a second language in school, you were in a traditional language class in high school: you memorized vocabulary lists and dialogues, filled in grammar worksheets and practiced your verb conjugations. Most parents say, "I took high school French/ Spanish/ German/ etc. and I don't remember any of it." That's because humans don't learn language by memorizing vocabulary lists and filling out grammar worksheets! Your own children acquired their first language because they received "abundant, comprehensible input" (per Dr. Stephen Krashen, a well-known language acquisition researcher). Essentially, you spoke to them, read to them, and sang to them in their first language, and that is how they learned to speak.

The method TPRS mimics the way your children learned their first language. Our job is to load students full of abundant, personalized, comprehensible input, or in other words, French that they can understand. This looks vastly different than a traditional French classroom. In our classes, we create stories, sing songs, discuss culture and current events, talk about their lives and play games, all as vehicles to deliver comprehensible input.

PLEASE RETURN THIS PART TO CLASS ASAP

2019-2020 French 1 Intensified Syllabus

Please sign below to acknowledge that you read and understood the course syllabus on Canvas or on the TJMS website.

Guardian's Name: _____

Guardian's Signature: _____

Student's Name: _____ PER _____

Guardian's Contact Information: _____

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