

# Back to School Night

2019-2020

---

Mme Susan Boyle

Introduction to French - 6th grade

French 2 - 8th grade

# Qui suis-je?

- ☐ French Teacher at Jefferson since 2006
- Arlington resident and parent of APS graduates
- Passionate proponent of 2nd language learning with a focus on international-mindedness
- Graduate of George Washington and George Mason Universities

# Teaching Philosophy - Comprehensible Input

- Steven Krashen's Theory of "Comprehensible Input" -  
<http://www.sdkrashen.com/>
- CI is grounded in research that indicates Individuals acquire a 2nd language in the same manner that they learned their 1st language
  - First listen and read; then speak and write
  - No explicit grammar instruction
  - Language is "acquired"; not "learned"
  - Focus on teacher / parent / community providing appropriate input

# What does CI look like in the middle school classroom?

- Focus on Teacher input, especially in the beginning stages.
- Students required to listen and participate at an unforced, easy pace.
- Input reflects students' interests
- Students not forced to produce language until they are ready

# What does CI look like in the middle school classroom?

- Students create stories that are silly and thus memorable
- Classroom activities feel like “playing”
- Listen to lyrics, sing, dance, play games
- NOT your “grandmother's French class - no conjugations, vocab lists, or worksheets

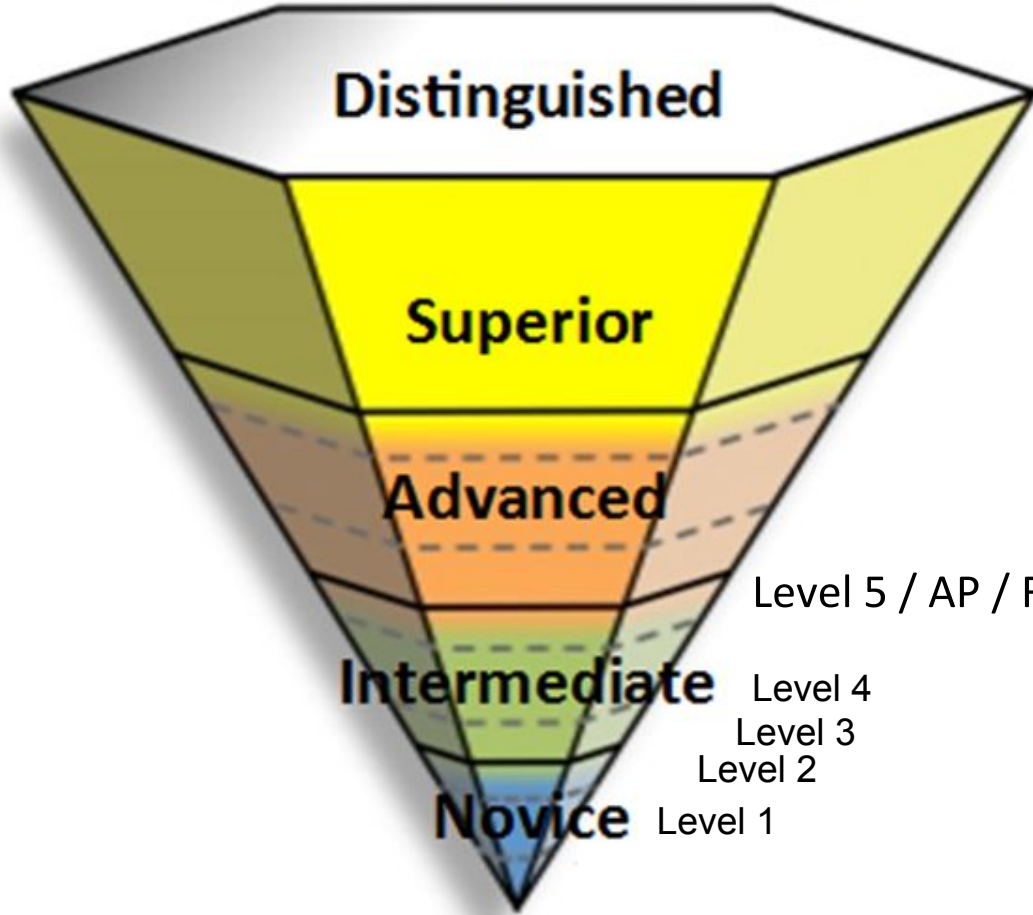
## APS World Language Scope and Sequence

- 6th grade Introduction to French. A/B schedule for full year. Focus on listening skills and creating interest in learning a 2nd language. No high school credit.
- 7th and 8th grades. French I and 2. Every day for full year. Students take county-wide listening / reading comprehension/ speaking/writing mid-term and final exams. High school credit.

# How long should my student take languages?

- It takes 7 continuous years of formal study or immersion in a 2nd language for a person to become fluent.
- The state of Virginia and APS require students to have 3 consecutive years of 1 language, or 2 years of 2 languages by graduation.

# ACTFL Proficiency Levels





# APS Scope and Sequence

## ACTFL levels APS French Framework

---

### Level I - ACTFL Novice Low - Mid

- Engage in simple conversations using learned words and phrases
- Write in short sentences using learned words
- Understand short simple spoken and written texts when supported by visuals

# APS Scope and Sequence

## ACTFL levels APS French Framework

### Level II - ACTFL Novice High-Intermediate Low

- Participate in simple conversation using sentences and groups of sentence.
- Write simple messages and paragraphs using learned vocabulary and structures
- Read and understand authentic texts dealing with familiar topics.
- Understand the main ideas when listening to conversations dealing with familiar topics or themes.

# IB Criterion 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

# Grading Scale

## 30% Formative assessments

- 5% homework - reading, listening, some writing
- 10% quizzes - listening comprehension, some writing
- 15% - classwork / Interpersonal Communication - ability to stay in the target language during classwork

# Grading Scale

## 70% Summative Assessments

- IB Criterion A, B, C, D assessments
- All modalities: Listening Comprehension, Reading Comprehension, Speaking, Writing
- At least twice per quarter

## Interpersonal Communication Rubric

IB Scale for Comprehending spoken language (Criterion A)  
and Communicating in response to spoken language (Criterion C)

0	1-2	3-4	5-6	7-8
<p>Does not respond with gestures or words in French.</p> <p>Use of English</p>	<p>Responds appropriately with <b>gestures</b> but no words</p> <p>Use of English</p> <p>Does not add details to stories</p>	<p><b>Sometimes</b> responds in French using an appropriate response</p> <p>Responds with one word answers and/or simple phrases.</p> <p>Sometimes adds details to stories</p>	<p><b>Often</b> responds in French using an appropriate response</p> <p>Responds with one word answers and simple phrases.</p> <p>Often adds details to stories</p>	<p><b>Always</b> responds automatically in French using an appropriate response</p> <p>Responds with simple or complex phrases.</p> <p>Always adds details to stories</p>

# Take-Aways

- ☞ 2nd language learning is valuable in our society. All students in the U.S. should have a 2nd language in addition to English
- Language instruction has changed in the last 20 years - no more “drill and kill”. Instead - Comprehensible Input
- Learning a 2nd language should be FUN and not feel like WORK.

## Contact me

---

[susan.boyle@apsva.us](mailto:susan.boyle@apsva.us)

703-228-5900 - Jefferson main office.

Leave a message with best number and  
time to call back