

Learning Targets: Defined below for clarity are the Unit Titles, Big Ideas of every Unit taught during this course, and the Essential Questions to be answered to better understand the Big Ideas. A student's ability to grasp and answer the Essential Questions will define whether or not he or she adequately learns and can apply the skills found in Big Ideas. This will ultimately define whether or not a student scores well on assessments administered for this course.

- **1st Quarter**

- **Unit I Title: Communicating with Limited Proficiency (N1)**

- **Big Idea # 1 (Presentational):** I can present information on both very familiar and everyday topics using a variety of practiced and memorized words, phrases, and simple sentences through spoken or written language.
 - *Essential Question #1:* How can I present information to narrate about my life, experiences and events?
 - *Essential Question #2:* How can I present information to give a preference, opinion or persuasive argument?
 - *Essential Question #3:* How can I present information to inform and explain?
- **Big Idea #2 (Interpersonal):** I can communicate in spontaneous spoken or written conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, and simple sentences.
 - *Essential Question #1:* How can I share information and ideas in conversations?
 - *Essential Question #2:* How can I meet my needs in conversations?
 - *Essential Question #3:* How can I express, react to and support preferences and opinions in conversations?
- **Big Idea #3 (Interpretive):** I can identify the general topic and some basic information in texts that are spoken or written in both very familiar and everyday contexts, by recognizing practiced or memorized words, phrases, and simple sentences.
 - *Essential Question #1:* How can I understand informational texts?
 - *Essential Question #2:* How can I understand fictional texts?
 - *Essential Question #3:* How can I understand conversations and discussions?
- **Big Idea #4:** I can identify some products and practices of Francophone cultures.
 - *Essential Question #1:* What are some products and practices of francophone cultures?

- **2nd Quarter**
 - **Unit II Title: Moving Toward Novice-Mid (N2)**
 - **Big Idea # 1 (Presentational):** I can present information on both very familiar and everyday topics using a variety of practiced and memorized words, phrases, and simple sentences through spoken or written language.
 - *Essential Question #1:* How can I present information to narrate about my life, experiences and events?
 - *Essential Question #2:* How can I present information to give a preference, opinion or persuasive argument?
 - *Essential Question #3:* How can I present information to inform and explain?
 - **Big Idea #2 (Interpersonal):** I can communicate in spontaneous spoken or written conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, and simple sentences.
 - *Essential Question #1:* How can I share information and ideas in conversations?
 - *Essential Question #2:* How can I meet my needs in conversations?
 - *Essential Question #3:* How can I express, react to and support preferences and opinions in conversations?
 - **Big Idea #3 (Interpretive):** I can identify the general topic and some basic information in texts that are spoken or written in both very familiar and everyday contexts, by recognizing practiced or memorized words, phrases, and simple sentences.
 - *Essential Question #1:* How can I understand informational texts?
 - *Essential Question #2:* How can I understand fictional texts?
 - *Essential Question #3:* How can I understand conversations and discussions?
 - **Big Idea #4:** I can identify some products and practices of Francophone cultures.
 - *Essential Question #1:* What are some products and practices of francophone cultures?
- **MID-TERM EXAM**
- **3rd Quarter**
 - **Unit III Title: Moving Toward Novice-Mid (N2)**
 - **Big Idea # 1 (Presentational):** I can present information on both very familiar and everyday topics using a variety of practiced

and memorized words, phrases, and simple sentences through spoken or written language.

- *Essential Question #1*: How can I present information to narrate about my life, experiences and events?
- *Essential Question #2*: How can I present information to give a preference, opinion or persuasive argument?
- *Essential Question #3*: How can I present information to inform and explain?
- **Big Idea #2 (Interpersonal)**: I can communicate in spontaneous spoken or written conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, and simple sentences.
 - *Essential Question #1*: How can I share information and ideas in conversations?
 - *Essential Question #2*: How can I meet my needs in conversations?
 - *Essential Question #3*: How can I express, react to and support preferences and opinions in conversations?
- **Big Idea #3 (Interpretive)**: I can identify the general topic and some basic information in texts that are spoken or written in both very familiar and everyday contexts, by recognizing practiced or memorized words, phrases, and simple sentences.
 - *Essential Question #1*: How can I understand informational texts?
 - *Essential Question #2*: How can I understand fictional texts?
 - *Essential Question #3*: How can I understand conversations and discussions?
- **Big Idea #4**: I can identify some products and practices of Francophone cultures.
 - *Essential Question #1*: What are some products and practices of francophone cultures?
- **4th Quarter**
- **Unit IV Title: Growing Toward Novice-High (N-3)**
 - **Big Idea # 1 (Presentational)**: I can present information on both very familiar and everyday topics using a variety of practiced and memorized words, phrases, and simple sentences through spoken or written language.
 - *Essential Question #1*: How can I present information to narrate about my life, experiences and events?
 - *Essential Question #2*: How can I present information to give a preference, opinion or persuasive argument?

- *Essential Question #3*: How can I present information to inform and explain?
- **Big Idea #2 (Interpersonal)**: I can communicate in spontaneous spoken or written conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, and simple sentences.
 - *Essential Question #1*: How can I share information and ideas in conversations?
 - *Essential Question #2*: How can I meet my needs in conversations?
 - *Essential Question #3*: How can I express, react to and support preferences and opinions in conversations?
- **Big Idea #3 (Interpretive)**: I can identify the general topic and some basic information in texts that are spoken or written in both very familiar and everyday contexts, by recognizing practiced or memorized words, phrases, and simple sentences.
 - *Essential Question #1*: How can I understand informational texts?
 - *Essential Question #2*: How can I understand fictional texts?
 - *Essential Question #3*: How can I understand conversations and discussions?
- **Big Idea #4**: I can identify some basic beliefs and values of France and francophone cultures.
 - *Essential Question #1*: What are some cultural beliefs and values of France and francophone cultures?
- **END OF COURSE EXAM**

Course Materials:

- Google Chromebook
- Composition Notebook

Electronic Resources:

- www.quizlet.com
- www.classroom.google.com
- www.gimkit.com

Course Expectations:

The teacher has six goals for this classroom: 1) The class shall be conducted completely in French. 2) Students will not be afraid to speak the language. 3) Students will infer and circumlocute (no translation). 4) Students will take risks and make mistakes. 5) Teacher and students will build and participate in a

French-speaking community. 6) The class is about all of us. In order to accomplish these goals, students are responsible for three expectations

1. **Participate.** Students must take part in all class activities.
2. **Speak only French.** English will impede our abilities to acquire French. Success with this expectation also counts as classwork.
3. **Respect.** Ensure that you are part of a community in which language acquisition can occur.

Grading:

Unit Exams	50%
Assessments (Including: Quizzes, Essays, Labs, and Projects)	30%
Class work/Homework	20%

- Each nine week's grade comprises 20% of a student's final grade.
- The Mid-Term Exam and End of Course Exam each comprise 10% of a student's final grade.

Grading Scale:

The grading scale for Chillicothe High School can be found in the student handbook or online at

<http://www.chillicothe.k12.oh.us/1/Content2/studenthandbook>.

Late Work: Late work will be subject to the Board-adopted policy on assignments that are submitted late (to be reviewed in class).

- Regardless of the absence type (excused, unexcused, OSS, etc.), students are expected to make up work and be held accountable for learning all material they missed.
- Any student who is absent from school will receive one (1) additional day for every day he/she missed to make up his/her work for full credit (100%).
- Any student who exceeds the allotted time to turn in an assignment for full credit may still submit work late for partial credit.
 - Any student who turns in work up to 1 week late must at least be given the opportunity to earn 75% on that assignment.
 - Any student who turns in work between 1 and 2 weeks late must at least be given the opportunity to earn 60% on that assignment.
- The end of the 9 weeks is the cut off point for teachers to accept late work from students for full or partial credit unless the teacher decides to give the student an incomplete for the 9 weeks due to extenuating circumstances.

21st Century Skills: In order to increase student competence and communication skills, I place two expectations upon my students.

1. If students need to schedule a time to take a make-up test, quiz, or assignment, they must do so through the Google Calendar that CCSD provides them. It is their responsibility to invite the teacher to the make-up session.
2. Although family communication is always welcome, if families have questions about a student's grade on a particular assignment, it is the responsibility of the student *and not the parent* to address that problem first. They may cc their parent(s) in their email to me, and I will respond in kind, but students must take initiative for their own grades. If I fail to resolve the situation in a satisfactory matter, a parent may then reach out to me.

Performance Based Section: Writing Assignments/Exams/Presentations/Technology

One or more of the End of Unit Exams may be Performance Based. According to the Ohio Department of Education, "Performance Based Assessments (PBA) provides authentic ways for students to demonstrate and apply their understanding of the content and skills within the standards. The performance based assessments will provide formative and summative information to inform instructional decision-making and help students move forward on their trajectory of learning." Some examples of Performance Based Assessments include but are not limited to portfolios, experiments, group projects, demonstrations, essays, and presentations.

CHS French I Course Syllabus

After you have reviewed the preceding packet of information with your parent(s) or guardian(s), please sign this sheet and return it to me so that I can verify you understand what I expect out of each and every one of my students.

Student Name (please print): _____

Student Signature: _____

Parent/Guardian Name (please print): _____

Parent/Guardian Signature: _____

Date: _____

Parent Communication Preference (Circle one below):

Phone Text Email Other (Please specify) _____

Parent Phone number: _____

Parent Text number (if different from above): _____

Parent email address: _____

Other parent contact: _____

Is there anything you would like me to know about your child or family that will help me teach your child more effectively? _____
