



**French II Syllabus**  
**CHS World Languages Department**

**Contact Information:** Parents may contact me by phone, email, or visiting the school.

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**CCSD Vision Statement:** The Chillicothe City School District will provide tomorrow's leaders with a high quality education by developing high expectations and positive personal relationships among students, staff, and community members.

**CCSD Mission Statement:** The Chillicothe City School District empowers students to learn, to lead, and to serve.

**Course Description and Prerequisite(s) from Course Handbook:**

**French II - 371**

**State Course #:** 060230 111

**Prerequisite:** C or better in French I or teacher permission.

**Elective**

**Grades:** 9-12

**Graded Conventionally**

**Credit:** 1

**Course Description:**

Students in French II will continue to build upon the skills they acquired in the first year of French to increase the depth of their interpretive, interpersonal, and presentational skills as well as the range of topics which they can discuss. This course continues the immersive culture of French I to create an authentic environment that facilitates language acquisition for the students. At the end of the course, successful students will be able to communicate at the Novice-High level of proficiency, as defined by the American Council on the Teaching of Foreign Languages. They will be able to answer questions about themselves and begin to ask questions to others. They will begin to create original sentences with the assistance of memorized phrases and lists. They will use inferences and context clues to uncover the main idea and important details of more complex, authentic texts. Students will be able to discuss several topics important in their own lives

**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: Re-establishing Novice-Mid (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?
  - **2nd Quarter**
    - **Unit II 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?
    - **MID-TERM EXAM**
  - **3rd Quarter**
    - **Unit III Title: Establishing Novice-High (N4)**



- *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 function at a survival level in authentic cultural context.
  - *Essential Question #1*: What are some situations that require cultural knowledge to navigate effectively?
- **END OF COURSE EXAM**

#### **Course Materials:**

- Google Chromebook
- Composition Notebook

#### **Electronic Resources:**

- [www.quizlet.com](http://www.quizlet.com)
- [www.classroom.google.com](http://www.classroom.google.com)
- [www.gimkit.com](http://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.

**21<sup>st</sup> 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 the 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 II 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? \_\_\_\_\_

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