

resolve a problem, or elicit more information. Students will use organizational structures to present persuasive speeches and essays to unsympathetic native speakers. Students will also begin to demonstrate mastery of time frames in their speaking and writing. The AP French Language exam in May requires such analysis, conversations, and presentations; as such, these skills will be the focus of the culminating course of the French program at Chillicothe High School. Students may be required to purchase materials. At the end of the AP French Language and Culture course, students will take the AAPPL Exam to determine proficiency levels and readiness to compete for the Seal of Biliteracy. The AAPPL Exam will not be factored into either student grades or teacher evaluations. **A lab fee of \$20 will apply.**

Students in AP French are expected to take and pay for the AP exam. If the student fails to take the exam, a 4.5 point grading scale will be applied to the course. The course is designed to prepare students to perform well on the examination. A student who earns a 3 or above on the exam will be granted college credit at most colleges and universities throughout the United States.

- **1st Quarter**

- **Unit I Title: Establishing Intermediate Mid (I-4)**

- **Big Idea #1: (Presentational):** I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected 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 participate in spontaneous spoken or written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
 - *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 understand the main idea and some pieces of information from sentences and series of connected sentences within texts that are spoken, written or written on familiar topics.

- *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: (Culture)**: I can identify common patterns in the products and practices of a culture.
 - *Essential Question #1*: What are some common patterns in the products and practices of a culture?
- **2nd Quarter**
 - **Unit II Title: Reaching for Intermediate High (I-5)**
 - **Big Idea #1: (Presentational)**: I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected 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 participate in spontaneous spoken or written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
 - *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 understand the main idea and some pieces of information from sentences and series of connected sentences within texts that are spoken, written or written on familiar topics.
 - *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?

- **Unit IV Title: Reaching for Advanced (A)**
 - **Big Idea #1: (Presentational):** I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames 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 maintain spontaneous spoken or written conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions.
 - *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 understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken or written.
 - *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: (Culture):** In my own and other cultures I can explain some diversity among products and practices and how it relates to perspectives.
 - *Essential Question #1:* What are some common patterns in the products and practices of a culture?
- **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 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 Honors French B (AP Optional) 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? _____
