|  |  |  |  |
| --- | --- | --- | --- |
| **School Year** | 2017-2018 | **Teacher Name** | Kim Hufford |
| **Office** | Rm 223 | **Website** | http://nhgsfrench1.weebly.com/ |
| **Phone** | Ex. 2657 | **Blog** | n/a |
| **Email Address** | Kim.hufford@adams12.org |

|  |  |
| --- | --- |
| **Course Name** | French III/IV |
| **Course Description** | In this level 3/4 course, students will engage in communication through listening, speaking, reading, and writing in French.  Class activities will involve individual and small group work primarily designed to develop literacy skills.  Reading and writing activities will be used to reinforce oral and listening skills.  Students will explore the cultures of French-speaking countries through a variety of activities, such as food preparation, art, music projects, current events and holiday celebrations.  Students will read a novel, *Le Petit Prince.* Students will develop confidence in their ability to learn a new language.    |
| **Unit of Study** | **Grade Level Expectations/Content Standards** | **Approximate Time Spent or Percent of time Spent** | **Targeted Date of Assessment** |
| CHAPTER 1 | Speaking, reading, writing, listening, cultureReturning from vacation; review of the two past tenses (imparfait and passé compose); school and after-school activities. | 15% of this year’s class time | September  |
| Blue Book CHAPTER 8-10 | Speaking, reading, writing, listening, culturePersonal health; the conditional tense and si clauses; relative pronouns. | 15% of this year’s class time | October  |
| CHAPTER 6 | Speaking, reading, writing, listening, cultureThe press and current events; something, someone, etc.; Question phrases as objects and subjects; negative expressions.  | 15% of this year’s class time | December  |
| CHAPTER 3 | Speaking, reading, writing, listening, cultureOnce upon a time; passé simple et plus-que-parfait. | 15% of this year’s class time | January  |
| Le Petit Prince | Speaking, reading, writing, listening, cultureAuthor and novel exploration and analysis. | 30% of this year’s class time | April  |
| Authentic texts  | Speaking, reading, writing, listening, cultureThroughout the year students will encounter and analyze a variety of authentic French texts (books, stories, podcasts, videos, movies, news articles) | 10% of this year’s class time | Throughout  |
| DISTRICT ASSESSMENTS | Speaking, reading and writingOne essay of at least 75 words; one conversation with at least three interactions; reading of five passages in French with multiple choice questions in French. | 5% of this year’s class time | Late April-Early May  |
| FINAL EXAMS | First semester: grammar concepts from aforementioned chapters. Second semester: Petit Prince final assessment in addition to the district assessments (both will count as your final exam).  |  | 1st Sem: Dec. 2nd Sem: May  |
| FOOD DAYS, FIELD TRIPS, CULTURE DAYS, ETC. | Days will vary by objective and lesson plan.  | Less than 5% of this year’s class time | Various dates TBD |
|  |  |  |  |
|  |  |  |  |

|  |  |
| --- | --- |
| **Grading Scale** | **Grade Percentages/Weights** |
| **A** | 90-100 | **Summative Assessments & Projects** | **80%** |
| **B** | 80-89 | **Formative Assessments & Projects** | **20%** |
| **C** | 70-79 | **\*Weekly progress grades are posted at https://ic.adams12.org/campus/portal/adams12.isp** |
| **D** | 60-69 |
| **F** | 59 or below |

|  |
| --- |
| **General Expectations*** Grades are based upon the demonstration of proficiency on units associated with a standard given during each formative or summative assessment. Formative grades in addition to summative unit assessments will be used to holistically determine your grade.
* **Summative: 80%** Summative measures of achievement are taken when unit master is expected. (i.e., unit tests, culmination of a project, embedded assessments, etc.)
* **Formative: 20%** Formative assessments measure the scaffolding skills and/or content embedded in the unit. Formative assessments are taken frequently, after a student has practiced a skill or become familiar with content. Examples of formative assessments include but are not limited to exit tickets, paragraphs, oral check for understanding, warm-ups, stages in a large project, etc.
* Assessments will be graded based on teacher/district/state rubrics.
* On group projects, students will receive a grade for individual work and a group grade.
* Grades are based on achievement of Content Standards and Grade Level Expectations.
 |
|  |
| **Class Expectations****Missing or incomplete assignments/assessments for this course:** Superintendent Policies 6280 Homework and 6281 Make-Up Work, will be followed for this course.  |
|  |
| **Student Expectations** |
| -Academic use of cell phones in class.-Arrive on time with materials needed every day (notebook, planner, writing utensil.-Respect all students and all adults at all times. |