

**Crescent Valley & Corvallis High School  
French Syllabi and General Class Information**

[Second Year French](#)

[Third Year French](#)

[Fourth & Fifth Year French](#)

[General Class Information](#)

[BEHAVIORAL EXPECTATIONS](#)

[PERSONAL ELECTRONICS POLICY](#)

[CHEATING/PLAGIARISM POLICY](#)

[COURSE ASSESSMENT \(OREGON BILL 2220\)](#)

[ASSESSMENT PROCEDURES](#)

[A WORD ABOUT ROUNDING](#)

[RE-ASSESSMENT POLICY](#)

[HOMEWORK REQUIREMENTS](#)

[ATTENDANCE POLICY](#)

[LATE WORK/MAKE-UP POLICY & RESPONSIBILITIES](#)

**Course Syllabus Second Year French**

**Instructor:** Katie Myers, [Katie.Myers@corvallis.k12.or.us](mailto:Katie.Myers@corvallis.k12.or.us), 541.757.5990, Facebook: French CVHS-CHS

**Instructor Availability:** CHS= mornings and Thursday Mentoring, Crescent Valley= afternoons and Tuesday AO

**COURSE DESCRIPTION**

This level of French continues and deepens the study of reading, writing, speaking and listening begun in First Year French. This course is conducted primarily in French. A **high** emphasis is placed on speaking and participation.

**TEXT, RESOURCES & MATERIALS**

- *Allez, viens! Level 2*: Holt, Reinhart, Winston
- Workbook *Allez, viens! Level 2*
- Planner/agenda or other system of organization (@ CV, provided by school)
- Either 1 large spiral to keep all French work in & a pocket folder OR a 3-ring notebook with loose-leaf paper to keep all French work in
- 1 loose-leaf ring from last year
- 2 packages white 3x5 index cards (not spiral bound)
- 1 package color index cards (not spiral bound)
- 1 package of whiteboard markers (we will be using these daily!)
- One box of tissues
- Pens/pencils/eraser

**GOALS**

Students will perform at Oregon Second Language Proficiency Stage 3 by June and will better understand cultural norms and nuances.

**OREGON STATE STANDARDS FOR WORLD LANGUAGES**

**Students are assessed on the following Proficiency Stages, or Standards:**

**Proficiency Stage 3**

- |              |   |
|--------------|---|
| SL.PS3.IL.01 | Demonstrate understanding of main ideas and some details from simple conversations, narratives, and presentations on familiar topics in everyday situations |
| SL.PS3.IR.01 | Identify main ideas and some details in simple text   |
| SL.PS3.IS.01 | Use memorized and some original sentences and questions to perform simple, communicative tasks in everyday situations                                       |
| SL.PS3.IS.02 | Participate in simple conversations on a limited range of topics  |
| SL.PS3.IS.03 | Conduct simple rehearsed transactions necessary for survival in the target culture  |

SL.PS3.PW.01	Write simple original sentences from memorized and familiar material
SL.PS3.PS.01	Present material in a clear and organized manner using simple sentences and some string sentences

**OBJECTIVES**

- Master present tenses (regular, irregular and reflexive verbs)
- Understand and use past tenses (passé composé and imparfait)
- Understand and use many grammar structures and pronouns
- Enlarge vocabulary
- Write at the paragraph level
- Read simple poems, descriptions, stories
- Understand simple questions and responses on daily life topics

**SCHEDULE OF TOPICS**

Travel, Household, Town, Food, Vacations & Weekends, School, Health & Body, Youth, Feelings & Emotions

## Course Syllabus Third Year French

**Instructor:** Katie Myers, [Katie.Myers@corvallis.k12.or.us](mailto:Katie.Myers@corvallis.k12.or.us), 541.757.5990, Facebook: French CVHS-CHS

**Instructor Availability:** CHS= mornings and Thursday Mentoring, Crescent Valley= afternoons and Tuesday AO

### COURSE DESCRIPTION

This level of French continues study of reading, writing, speaking and listening begun in First and Second Year French, and is conducted primarily in French. A **high** emphasis is placed on speaking and participation.

### TEXT, RESOURCES AND REQUIRED MATERIALS

- *Allez, viens! Level 3*: Holt, Reinhart, Winston
- Workbook *Allez, viens! Level 3*
- 1 large spiral to keep all French work in
- Pocket folder
- Planner/agenda or other system of organization (provided by school)
- 1 package white 3x5 index cards
- 1 package color 3x5 index cards
- 1 loose-leaf ring (for index cards)
- 1 package of whiteboard markers

### GOALS

Students will perform at Oregon Second Language Proficiency Stage 4 by June and will better understand cultural norms and nuances.

### OREGON STATE STANDARDS FOR WORLD LANGUAGES

Students are assessed on the following Proficiency Stages, or Standards:

#### Proficiency Stage 4

- |              |  |
|--------------|--|
| SL.PS4.IL.01 | Identify main ideas and some supporting details in simple conversations, narratives, and presentations on familiar topics in everyday situations |
| SL.PS4.IR.01 | Identify main ideas and supporting details in simple text  |
| SL.PS4.IS.01 | Create simple sentences and questions to exchange ideas and to obtain and provide information  |
| SL.PS4.IS.02 | Participate in simple conversations on a range of topics in everyday situations  |
| SL.PS4.IS.03 | Conduct predictable transactions necessary for survival in the typical daily life of the target culture  |
| SL.PS4.PW.01 | Create/compose simple original sentences and questions on very familiar topics   |
| SL.PS4.PS.01 | Speak to an audience to present material using strings of sentences in connected discourse   |

### OBJECTIVES

- Master past tenses (passé composé and imparfait), understand and use future and conditional tenses and subjunctive mood, and practice all compound tenses
- Understand and use many grammar structures and pronouns
- Enlarge vocabulary
- Write at the paragraph level
- Read poems, descriptions, stories and many styles of writing

### SCHEDULE OF TOPICS

<ul style="list-style-type: none"><li>• Food</li><li>• Road Trips &amp; Travel</li><li>• Future Choices &amp; Careers</li></ul>	<ul style="list-style-type: none"><li>• Household Chores</li><li>• Personal &amp; Social Responsibilities</li></ul>	<ul style="list-style-type: none"><li>• Clothing &amp; Style</li><li>• Family &amp; Relationships</li><li>• Film/Cinema</li></ul>
---	---	---

This class is run concurrently with 4<sup>th</sup>/5<sup>th</sup> Year French and will have the opportunity for deeper instruction and pair work. At times another adult French speaker will be in the class helping with activities.

## Course Syllabus Fourth & Fifth Year French

**Instructor:** Katie Myers, [Katie.Myers@corvallis.k12.or.us](mailto:Katie.Myers@corvallis.k12.or.us), 541.757.5990, Facebook: French CVHS-CHS

**Instructor Availability:** CHS= mornings and Thursday Mentoring, Crescent Valley= afternoons and Tuesday AO

### COURSE DESCRIPTION

This level of French continues study of reading, writing, speaking and listening from previous French courses and is conducted primarily in French. A **high** emphasis is placed on speaking and participation. This year's focus is on French & Francophone Literature.

### Text and Resources

- *Encore Une Fois*
- *Nouvelles Lectures Libres*
- Other texts and resources
- One box of tissues
- Pens/pencils/eraser
- Either 1 large spiral to keep all French work in & a pocket folder OR a 3-ring notebook with loose-leaf paper to keep all French work in
- 1 loose-leaf ring from last year
- 1 package white 3x5 index cards (not spiral bound)
- Planner/agenda or other system of organization (@ CV, provided by school)
- 1 package color index cards (not spiral bound)
- 1 package of whiteboard markers (we will be using these daily!)

### GOALS

Students will perform at Oregon Second Language Proficiency Stage 5 by June and will better understand cultural norms and nuances.

### OREGON STATE STANDARDS FOR WORLD LANGUAGES

**Students are assessed on the following Proficiency Stages, or Standards:**

#### Proficiency Stage 4

- |              |  |
|--------------|--|
| SL.PS5.IL.01 | Demonstrating understanding of ideas and supporting details from longer and somewhat more complex conversations, presentations and narratives, on topics from everyday life. |
| SL.PS5.IL.02 | Infer the meaning of some unfamiliar words and phrases when used in familiar context   |
| SL.PS5.IR.01 | Demonstrating understanding of ideas and supporting details from longer and somewhat more complex written texts on topics from everyday life.                                |
| SL.PS5.IR.02 | Draw conclusions and make inferences, supporting them with information from the text.  |
| SL.PS5.IS.01 | Create language, questions and strings of sentences to exchange ideas and to obtain and provide information.   |
| SL.PS5.IS.02 | Participate in a more extended conversation using a variety of related questions and response on familiar topics.  |
| SL.PS5.IS.03 | Conduct a variety of transactions necessary for survival in the typical daily life of the target culture.  |
| SL.PS5.PW.01 | Create/compose original language using questions and strings of sentences on familiar and unfamiliar topics.   |
| SL.PS5.PW.02 | Make attempts to maintain the attention of the audience.   |
| SL.PS5.PS.01 | Present organized material in a sustained, connected manner using somewhat more complex original language.   |
| SL.PS5.PS.02 | Make attempts to maintain the attention of the audience.   |

### OBJECTIVES

- Review all past, future, conditional, and present tenses of verbs and practice all compound tenses

- Understand and use many grammar structures and pronoun usages
- Enlarge vocabulary
- Write at the paragraph and page-length level
- Read books, poems, short stories and many styles of Francophone writing

**SCHEDULE OF TOPICS & ACTIVITIES**

- Reading *Le Petit Nicolas* and other Francophone literature (short stories, poems, etc.)
- Writing, editing and publishing a short story of your own
- Watching and analyzing Francophone films
- Researching and preparing recipes for authentic Francophone cuisine
- Monthly French conversation group with native speakers of French
- Travel, school, food, friends, family, preferences, etc.
- Listening to news in French

This class is run concurrently with Third Year French and will have opportunity for deeper instruction and pair work. At times another adult French speaker will be in the class helping with activities.

## **BEHAVIORAL EXPECTATIONS**

Respect is the most important word in my classroom. A respectful attitude toward other students, the teacher or substitute teacher and all classroom materials is expected, and I in turn pledge to respect all students. Please be especially respectful to those students who may be struggling with the language. Regular and punctual attendance, attentive participation, completion of work, and a positive attitude are expected. **French is fun!**

Food and drink are permitted in class, and students are expected to be responsible with this privilege. **NO GUM!!** No food, drink or gum is permitted in the Language Lab. Please try to use the bathroom during the passing period. If you need to leave the classroom during class, you must sign out and use the pass. You may leave only to go to the bathroom, NOT to get food. Excessive departures will result in a loss of this privilege.

## **PERSONAL ELECTRONICS POLICY**

THERE IS A COMPLETE AND TOTAL BAN ON ALL PERSONAL ELECTRONICS, which includes but is not limited to cell phones and iPod/mp3 players. Upon first use in class, I will confiscate the device and you may not retrieve it until the end of the school day. Upon the second offence, your parent/guardian will need to retrieve it from the front office. Parents, if you need to contact your student during the school day, please contact the main office.

## **CHEATING/PLAGIARISM POLICY**

Cheating and Plagiarism involve reproducing or paraphrasing the work of others without appropriately citing the sources of the work. Examples of plagiarism include but are not limited to the following:

- Downloading an entire paper/paragraphs/groups of sentences from the Internet/online texts and turning them in as one's own original work
- Reformatting online text and turning it in as one's own original work
- Using a personal electronic device to receive information and using it as one's own work
- Copying a print text and turning it in as one's own original work
- Copying another student's homework and turning it in as one's own original work
- Knowingly passing off someone else's original idea(s) as one's own work
- Looking at another student's paper during a test/exam or allowing another student to look off of your paper
- Using an online translator to complete work in a World Language course

All plagiarism and academic dishonesty issues will be addressed as outlined in the Student Handbook. Plagiarism is prohibited at school; this also includes the use of online translators. Looking up one word is one thing, looking up a string of words is getting you into dangerous waters. Also, I want this to be YOUR French, not Google Translate's French. Trust me, I will know.

Plagiarism carries the following consequences for each offense:

- In-school suspension (1 day first offense, 2 days second offense, etc.)
- Assignment re-done and re-submitted
- Research paper on topic designated by administration
- Incident recorded in student's behavioral file
- Parents notified

Plagiarism may impact a student's eligibility for school honors or awards, scholarships and teacher/counselor letters of recommendation.

## **COURSE ASSESSMENT**

Oregon House Bill 2220 requires student grades be calculated from summative assessments – examples include tests, speeches, projects, or other measures *of* student learning.

**Listening:** The class is conducted largely in the target language, so students will be constantly hearing French. Listening comprehension activities will use various audio sources. The goal is for students to understand the main idea as well as supporting details. Some listening activities will be developed into writing and/or speaking activities. Students will practice identifying, interpreting the message and making inferences.

**Speaking:** New vocabulary and grammar structures are practiced in speaking exercises, partnered conversations, and class discussions. Students will learn to take risks, and also learn that sometimes mistakes are good! Students will present projects and have oral exams.

**Reading:** Reading comprehension is developed through use of the text as well as other written materials (brochures, stories, websites, etc.). Reading activities often will lead to identification, summarizing and synthesizing information in oral or written formats.

**Writing:** Students will write in response to a listening/reading activity or a writing prompt and will be assessed on production, word choice, grammatical accuracy and improvement. Dictionaries, not online translators, are encouraged. Peer-editing and revision are sometimes part of the writing activities.

Students are given many and varied opportunities to demonstrate their ability to communicate in the 4 modes (listening, speaking, reading & writing), as well as to demonstrate their citizenship (responsibility for their learning). Assessments are intended to provide feedback on their progress.

Grades will closely reflect a student's **ability** to communicate in French in the 4 modes (Listening= 25%, Speaking=25%, Reading=25% & Writing=25% for a total of **100%**). A "Z" in Pinnacle means a MISSING assignment/assessment. Zs act like zeroes in the grade book and lower a student's overall grade! A student's behavior and citizenship (homework completion, in-class participation, cultural explorations, etc.) will be noted in Pinnacle but will **not** affect his/her academic grade (weight of 0%).

- Students need to achieve at least 70% both semesters to progress to the next level of French

#### ASSESSMENT PROCEDURES

GRADING SCALE	PROFICIENCY 5-POINT RUBRIC	EQUIVALENT GRADE
100%-90% = A	4.5-5 Exemplary	<b>A</b>
80%-89% = B	4-4.25 Complex	<b>B</b>
70%-79% = C	3.5-3.75 Meets/Standard	<b>C</b>
60%-69% = D	3-3.25 Emerging/Basic	<b>D</b>
50%-59% = F	2.5-2.75 Attempted, little success	<b>F</b>
	1 No Success	<b>F</b>
	Z No evidence/Missing	<b>F</b>

#### **\*\*PLEASE BE AWARE\*\***

A grade of "D" in this course gives high school graduation credit, but not credit towards entrance into the Oregon University System. Students need AT LEAST two years of the same language to get into most state schools. Other institutions (private or more selective colleges/universities) may require 3 or 4 years of language study.

#### **A WORD ABOUT ROUNDING**

This may occur at the end of the grading period if you have earned X9.5-X9.9% (ex: 89.6%). For this to take place you must sign the rounding contract stating that you understand that I am rounding your grade and you will have to work "just that much harder" to achieve that grade on your own during the next grading period. I will round you ONCE but not twice (choose wisely!); if at the end of the next grading period your grade is X9.5% or higher but I have already rounded you, I will not round you again. It was your job to work harder.

#### **RE-ASSESSMENT POLICY**

If a student has not met the standard on a summative assessment s/he may retake the assessment up to 2 more times (it may be a slightly different assessment). Students must complete re-takes **before** the last two weeks of the semester! The highest score a re-assessment can earn is 3.5, or "meets the standard." Prior to the retake, student must demonstrate to the teacher having prepared to improve his/her score:

- Student must show teacher all assigned, completed and corrected HW for the unit
- Student must meet with teacher or tutor for help (probably during AO/Mentoring)
- Student and parent must acknowledge that the assessment is being re-taken via signed note or email

## **HOMEWORK REQUIREMENTS**

There will be homework every day. Students can expect to work for an **average of 15 minutes each evening**. Daily practice is **vital** to the foreign language learning process, reinforces concepts learned and practiced in the classroom, and will help students improve their French significantly.

## **ATTENDANCE POLICY**

Attendance in a foreign language class is particularly important! Proficiency can only be attained with strong participation and attendance. Arriving on time is a matter of respect and responsibility. Please be on-time. Excessive tardies will have consequences. Please make up missing work in a timely manner.

## **LATE WORK/MAKE-UP POLICY**

Making up missed work is YOUR responsibility, students!! YOU need to check Pinnacle, YOU need to ask me about missed/absent work, YOU need to check the HW board/Facebook/ask a friend/email me, YOU need to get it done. I am happy to help you, but I cannot remind each absent student about each day's assignments.

## **Student Responsibilities**

- To be responsible for all work, make ups, re-dos, absences, HW (write down, Facebook, ask a friend), etc.,
- To check Pinnacle regularly for grade updates and missing assignments,
- To attend class regularly and to be on-time,
- To participate in class, to ask questions if you do not understand, to come in for help when needed,
- To study/do French at least 15 minutes per day (no matter what day it is!),
- To speak French in class, to try (even when it's really hard!) and to take risks, to push yourself to be better, to make mistakes (they are OK and very important to the learning process!).

## **Parent Responsibilities:**

- To check Pinnacle for missing assignments and grades (you can sign up for automatic emails of missing assignments, low scores, absences/tardies, too!),
- To contact teacher with questions/concerns and to attend Open House and Parent Conferences if available.

## **Teacher Responsibilities:**

- To encourage students in their quest for French/Francophone language and culture, and to promote a positive learning environment where it is safe to make mistakes and take risks,
- To update Pinnacle at least every two weeks,
- To communicate problems with students and parents,
- To push students to do their best and to take risks,
- To be compassionate and encouraging when students are struggling.

**WE** have read the syllabus together, fully understand its content, and have communicated any concerns or questions to the teacher. We acknowledge student responsibilities, parent responsibilities and teacher responsibilities.

Student Name (printed): \_\_\_\_\_ + Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

## **Parents:**

Please email/Facebook me a short note stating that you have read the syllabus and agree to support the course expectations. I will be building a parent contact list to more quickly communicate important information with you. Please note my last name is MYERS (**not** Meyers). [Katie.Myers@corvallis.k12.or.us](mailto:Katie.Myers@corvallis.k12.or.us) or FB: French CVHS-CHS

If email is not the best way to contact **you**, please fill in below:

Parent's preferred contact information (phone#): \_\_\_\_\_

Please check this box if you **have internet at home**