**2022-2023**

**Everything You Ever Wanted to Know**

**About Madame’s French Class**

 **I. Written Work**

**A. Individual practice/work:**

We will do a lot of the required written work in class. That way, I will be able to review directions as necessary, provide individual help, and give immediate feedback. **If you do not finish the activities in class, then you need to do so on your own that afternoon or evening.**

**B. Extra help:**

If you are a **Tamanend student**, I can meet with you before school, or, for quick questions, right after first period (our class time). You can also sign up to work with Madame Orinski during I/E (Intervention/Enrichment).

If you are a **Lenape student**, I can meet with you during I/E (Intervention/Enrichment).

**C. Absences:**

What we do in class one day will build upon what we did the previous class. So it remains important for your own success that you speak to me **before** a planned absence or immediately upon your return if it was an unexpected absence (if you were sick, for example). You should check the homework calendar on Canvas as a starting point. You will still need to communicate directly with me to find out what else you may need to do.  Please do not wait for me to seek you out for this dialogue as it is your responsibility to initiate this conversation (and to complete and submit your work). I will be glad to speak with you and provide you with all the information about the class-work and any home-work that you will miss (before your planned absence) or have already missed (the day you return from an unexpected absence), as well as some tips to help you better understand the material. That way, you will be better able to participate in, enjoy, and learn from the class activities upon your return. **Instead of feeling lost, you will set yourself up for success.** That is the goal.

 **D. Late work:**

As mentioned in the previous section: *what we do in class one day will build upon what we did the previous class.* Know that I purposely plan out lessons to include time for you to do your independent practice activities. However, if you do not quite complete them during that time, it is still your responsibility to do so after class ends. Learning a language is a cumulative process. Imagine trying to learn multiplication when you skipped the practice on addition facts! It’s the same idea. Because of this, most work that is one day late can receive only ½ credit; work done later than that will not receive any credit. (Of course, if you have been sick or unexpectedly absent, when you reach out to me about your absence, we can figure out new due dates for you.) Some independent practice activities cannot be turned in late for any credit, such as doing a practice test AFTER the actual test. However, as described in more detail in the next section (on Second Chance Learning), you do still need to do the independent practice activities so that you get to improve your own skills.

**II. Assessment/Grading**

1. **Quizzes/Tests/IPAs:**

Th Central Bucks World Languages Department in each middle and high school will uses assessments that are called ***IPAs***,whichstandsfor ***Integrated Performance Assessments***. They will occur throughout each chapter as formative performance-based practice which may vary by teacher. Additionally, they will be given ***at the end of each unit as common district summative assessments***, and at the end of each course as ***common district final summative assessments***. IPAs assess the **progress** that language students are making in building their **proficiency** through the World-Readiness Standards and were created by ACTFL (American Council on the Teaching of Foreign Languages). The Integrated Performance Assessment (IPA) is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication: ***Interpretive*** *(reading or listening to audio/watching and listening to a video)****, Interpersonal*** *(having conversations with a variety of classmates)****,*** ***and Presentational*** *(writing or a variety of written +/or visuals +/or recording audio)*. The three tasks are aligned within a single theme or content area, reflecting the way students **naturally acquire** and **use** the language in the **real world** or the classroom.

The final summative IPAs given at the end of each course (formerly called final assessments) will be a part of the 4th marking period grade for 8th grade students. For 9th grade students, the final summative IPAs will equal 20% of the total course grade and are placed into the 5th marking period.

Other tests, quizzes, projects, and activities will be included at the discretion of each world language teacher throughout the chapters in each course to check for understanding of essential vocabulary, grammar, and culture.

Please ignore any test grade notifications directly from assessments and finished grading them, I post the accurate grades on Infinite Campus.

**Second Chance Learning** (SCL) is a big part of the Central Bucks middle school philosophy of education and MASTERY LEARNING. If you do not perform as well as you feel you could have on an assessment, then you should take advantage of SCL. This is a several-step process which takes place over about a week or week and a half, depending on which day we can schedule your retest during I/E.

1. Within three school days of assessment grades being posted, you take the initiative to contact me via email about taking advantage of SCL. (I will email you back with options for review times and retake times for you to choose from.)
2. Within five school days of assessment grades being posted, you hand (back) in to me a pile of ALL of the independent practice activities for that chapter/lesson (, including any that I already graded and handed back to you). Please note that that means all of the activities that were assigned, not just the ones that I randomly chose to grade for credit. You should print out the entire list by looking at your Assignments page on Canvas, and then check off each assignment as you put it into the pile. Just put that checked-off list on the top of your pile of papers.
3. You can make plans to work with me during I/E for individual/small-group review of the material that you specifically need to work on. You can also work on any make-up formative assignments during I/E, as part of that review.
4. Then you study more on your own. Perhaps you also redo any review sheets/practice tests.
5. Finally, a few days later (assuming you have fulfilled all of your responsibilities listed in numbers **1-4**), you take another assessment. Your new test score (up to a maximum of 90%) will take the place of your previous one. Students who take advantage of Second Chance Learning usually make great improvements in their understanding of and ability to both use and build on the material. **This is another way for you to set yourself up for future success.** Second Chance re-learning, re-studying, and re-testing need to take place within one to one and a half weeks of the students getting their original assessment back. If there are extenuating circumstances, let me know, and we can certainly work around them.

A few more notes about Second Chance Learning:

-As with absences, please do not wait for me to seek you out for SCL as it is your responsibility to initiate this conversation.

-The maximum grade on an SCL assessment is 90%.

-No SCL is available during the last week of a marking period, or on Final Exams.

**B. Other types of work/activities:**

Some of the other types of work that will be graded include: in-class written activities; listening activities; projects of varying sizes; written dialogue scripts; written paragraphs/letters/small compositions; etc. The point value will depend on the amount of work required and will be announced ahead of time.

Some of the other things that we will do in class, and which may or may not be graded will include: review games, mini-dialogues with a partner or small group, written/listening/video activities, learning and singing French songs, etc.

1. **Formative versus Summative:**

Activities that are part of you FORMING your understanding of the material are “formative” ones, such as workbook activities, and they will be weighted as 10% of your marking period grade. Activities that are more a SUMMARY of your learning are “summative” ones, such as quizzes, tests, projects, and IPAs, and they will be weighted as 90% of your marking period grade. Remember that everything is part of your path towards becoming a (more) successful communicator in French. Not surprisingly, students who consistently invest their energy in formative activities tend to be successful on summative assessments. **It all helps you experience success.**

**III. Academic Honesty/Integrity:**

Learning another language includes learning to express yourself in new ways. This means doing your own work to express your own thoughts and opinions, as well as the more mundane vocabulary and grammar activities (etc.) that you will do in order to build your foundational/formative skills. If you present someone else’s work as your own, or if you provide your work for someone else to plagiarize/copy, that is considered cheating, and you cannot receive academic credit for it. This includes copying from electronic sources, including using translation sites/apps for more than finding out the translation of a single word. In addition to other consequences (including notifying parent/guardian), you will need to redo the assignment so that you get the practice that you need.

Please note, from the CBSD student handbook: Academic honesty is expected in this class. Cheating in any form is unacceptable behavior. Cheating is cause for a student to lose membership/eligibility in the Honor Society. Students found to be cheating on tests, quizzes, projects, or copying homework, or any written work will receive consequences as deemed appropriate to the incident. Plagiarism of any type (including electronic) is considered cheating. Teachers will notify parents of the incident. When plagiarism is suspected, the teacher and the student will develop a plan for the assignment to be redone. Additionally, student may receive a non-academic consequence.

**IV. Materials needed:**

Except where noted, you are responsible for bringing these to class with you every day:

* Your well-organized 1.5-2.5 inch three-ring binder (or section of a much larger one) with:
	+ The photocopied workbook (cahier de vocabulaire et grammaire) for the entire year
	+ Other photocopies for each of the 6 chapters (media guide, grammar tutor, etc.)
	+ Blank paper for taking notes
	+ At least 7 dividers (store bought or homemade) to help you stay organized
* Pens/pencils/highlighters
* your **charged** school-issued **laptop**, even though we will usually **not** use it in class
	+ your **working** laptop pen
* **if** you have a **mobile phone**, you can use it to take a photo of speaking guides for paired conversations or of game clues for dice games, to play Kahoot [instead of using your laptop], etc.

We will use a class set of **Bien Dit** {= “Well said!”] textbooks at school.

**V. Communicating with each other:**

Parents/Guardians, we will be communicating a lot throughout the year: in person, on the phone, by notes, by email, and through the Parent Portal of Infinite Campus. One of my favorite things to do is to call parents at work to brag about their wonderful children! I will also send out periodic email “News from the French Room” letters through Infinite Campus. I’ll let you know about what we’ve been learning as well as exciting events that are coming up. I’ll give reminders about up-coming assessments, and will include links to review sheets to use before some of these assessments (and/or after them, as additional review for Second Chance Learning and Testing). I will also include links to some of the interesting/funny/strange videoclips that we use in class.

One final note, borrowed almost verbatim from another teacher: “If your family is experiencing difficulties at home, I would like to provide additional support at school. I understand that you are not always able to share details, and that’s okay. If your child is coming to school after a difficult night, morning, or weekend, please email me ‘Handle with Care’. Nothing else will be said or asked. This will let me know that your child may need extra time, patience, or help during the day.” (Students, you can also let me know this about yourself.) Even though I didn’t write those specific words originally, know that I take them to heart… and I share them with you. Sometimes, we all need a little extra care.

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I look forward to working together with you, both students and families. Again, please do not hesitate to contact me with any questions, or just to touch base.

 Sincerely,

Robi Gluck

(known as “Madame” to the kids, but parents, please call me "Robi")

rgluck@cbsd.org

[my website](https://www.cbsd.org/Domain/1603)

First name in French class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Real first (nick-)name and last name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade (circle one): 8 9 French course (circle one): \_I \_ II Period that French course meets: \_\_\_\_\_\_\_\_\_

**Resource** Teacher’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Resource** meeting period: \_\_\_\_\_\_\_

**Please return ONLY this sheet.**

**[The first 2 sheets stay in your French binder.]**

**We, the undersigned, have gone over the**

**“Important Info. & Helpful Hints” photocopies (or section of your website),**

**or will do so before Back to School Night.**

[If only one parent/guardian is available to go over this with the student, that is fine. If there is a second parent/guardian

 who is not available, but you could fill in the name and how they would prefer to be addressed, that would be helpful to me!]

|  |  |  |  |
| --- | --- | --- | --- |
| Person | Printed name | Signature | How you would prefer that I address you |
| Student |  |  |  |
| Parent/Guardian |  |  |  |
| Parent/guardian |  |  |  |

 **(Student: please turn this sheet over and tell me about yourself.)**

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(Please leave this area blank for me to take notes about any parent/guardian communications throughout the year. Merci!)

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First name in French class plus last name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class Period: \_\_\_\_\_\_\_\_\_\_

**Tell me about yourself…**

**{Note: you don’t need to use complete paragraphs or even complete sentences on this sheet; lists are fine here.}**

1. Who lives with you? (name, relationship to you, age, any other information about that person that you want me to know)

2. Which language(s) do you speak at home?

3. Do you have any family members who already speak (some) French?

4. Do you have any major cultural or religious holidays/celebrations that you will celebrate this year that are not already days off on the CBSD calendar? (This is important to me so that I can be sensitive to and supportive of your needs.)

**5. Which pronouns do you prefer to describe yourself? (Please circle)**

|  |  |  |  |
| --- | --- | --- | --- |
|  **he/him/his** |  **she/her/hers** |  **they/their/theirs** |  **other (please fill in): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**6. What are some things that you like to do in your free time:**

* **when you’re alone?**
* **when you’re with family members?**
* **when you’re with friends?**

**7. What are you good at doing?**

**8. Do you have any thoughts about what you’d like to do professionally when you’re an adult? (It’s totally okay if you don’t!)**

**9. What are two or three specific things that your teachers have done in the past that you found particularly helpful?**

1. **.**
2. **.**
3. **.**

**10.Is there anything else that you’d like me to know about you that I haven’t asked?**