

Everything You Ever Wanted to Know About Madame's Class for 2019-2020

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 will need to do so on your own that afternoon or evening.

If you need or want **extra practice and review to do at resource/home**, you can always find additional related exercises for each lesson of each chapter by following the links on my webpage and/or (re-)doing activities from the online program (exercises from online textbook pages as well as review activities under "Student Resources").

B. Extra help:

If you would like extra help, you are always welcome to come to the French room during **Resource period**, if that fits with yours. There will be additional times to come for help from me (and possibly from a Peer Tutor) that I will share with you as plans become final for the 2019-2020 school year.

Bef

C. Absences:

Students, because what we do in class one day will build upon what we did the previous class it is particularly important for your own success that you speak to me **before a planned absence** (such as a field trip [for another class, or with your entire team] or a family occasion) or *immediately* upon your return if it was an unexpected absence (if you were sick, for example). In addition, you can contact a friend to find out what the written work was, especially if you are sick at home, but able to do some work before returning the next day. You should also check the homework calendar on Canvas as a starting point. You will still need to speak 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 give me 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.

Work that is turned in late (unless you were out sick, for example) may still receive some, but not total credit. For small assignments, you can still get half credit by turning it in the next day, as long as we haven't already gone over the correct answers in class. For larger assignments (such as projects), the grade will go down 10% for each day late. Hopefully, this will not ever be an issue for you.

II. Assessment/Grading

A. Quizzes/Tests:

There will be assessments on most lessons (each chapter consists of two lessons). Depending on the amount of material covered, most will vary from about 30 to 65 points.

Second Chance Learning (SCL) is a big part of the Central Bucks middle school philosophy of education. If you do not perform to at least a "Satisfactory" level on a quiz/test, then you should take advantage of SCL. This is a three-part process: you take the initiative to make plans with me to come in for individual/small-group review of the material that you specifically need to work on. Then you study at home. Finally, on another day, you take another quiz/test on just the parts on which you did poorly the first time. This will usually happen during your Resource period either with me (if we have Resource at the same time) or with your regular Resource teacher. The maximum grade that I can put down in my grade book on a Second Chance quiz/test is 75%, but most students improve so much that they have an excellent grasp of the material. Even on occasions when the actual earned point value does not change significantly, the 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 week of the students getting their original quiz/test back. If there are extenuating circumstances, let me know, and we can certainly work around them.

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

B. Speaking French:

For some chapters, you will do an oral presentation/mini-monologue. This will almost always be done in front of me, not in front of the class. There is usually one oral per year which you will submit by either calling my voice mail and leaving a message or by sending me a recording via the internet. For this particular speaking assessment, you can listen to, erase, and re-record if you feel that you didn't do your best). There is also usually one dialogue per year that you and a classmate will do together (again: in front of me, not in front of the class). These oral presentations usually count for about 40 points.

Because so much of what we do in class is communicating with others in French, I feel that it is important for you to get credit towards their French grade for this. Therefore, I will occasionally announce to you that, for the next paired or small group conversation exercise, I will be listening in and evaluating. I will be mostly listening for effort and participation, so that, if you are speaking French for the entire conversation, even if it has lots of errors, you will still earn 100% credit towards oral practice/participation. When you go above and beyond in terms of communicating in French with your partner (in terms of expressions, pronunciation, vocabulary, more complicated grammar, creativity, etc.) you can earn more than 100% during these activities. During each chapter, I will listen in to your efforts 8-12 times. Because I certainly don't want you to feel that you are always being graded the moment that you open your mouth to try to communicate in French, I will always announce if the up-coming conversational/ communicative activity is being graded.

C. 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; finding or drawing, cutting out, and bringing to class pictures of items from an assigned vocab list (such as school and gift items, or foods to buy at the market), cumulative writing and speaking assessments, 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, but which 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.

Some of the special activities/events celebrated in French One and/or French Two include: French café/restaurant day(s); Croissant days, Carnaval d'Hiver (Winter Carnival), Mardi Gras, and Poisson d'Avril (April Fool's Day).

D. Formative v Summative:

Activities that are part of you **FORMING** your understanding of the material are graded as Formative ones, such as workbook activities and the many partner conversations throughout the chapter. Activities that are more a **SUMMARY** of your learning are graded as Summative ones, such as quizzes, tests, and projects. Although Unami and Lenape have different breakdowns of the weight of formative versus summative grades (Unami: 10% and 90%; Lenape: 20% and 80%), 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 translation sites/apps. 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.

IV. Materials needed:

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

- ❖ your **charged** school-issued **laptop**
- ❖ **3-inch loose-leaf binder** (many students prefer slanted rings because they hold more sheets and tear fewer holes), either for French class alone, or an extra-large one that you use for several courses, to hold the entire year's notes and handouts (yes, you will need to keep them for the entire year)
- ❖ **at least 10-12 three-hole dividers** for your French binder (to divide it into sections such as: video handouts, songs, notes and other handouts by chapter, review for cumulative exams, etc.) (If you don't wish to purchase these, you can just use sheets of colored paper, but you do need some sort of dividers.)
- ❖ **loose-leaf paper**
- ❖ **pens, number two pencils with good erasers, and two to three different colored pens/markers and/or highlighters** (for making corrections on your work, both in class and when you're at home, as well as for color-coding notes)

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.

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")

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