

Everything You Ever Wanted to Know About Madame's 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.

If you choose to use **multiple computers** during class, that is fine. However, all work being done during French class needs to be done on your **school district laptop**. This allows me to virtually walk around the room, see what you're doing, and offer individual help/hints.

If you need or want **extra practice and review**, 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, the online "extra practice" links, the online workbooks, the online Grammar Tutor, as well as extra online review activities under the "Student Resources" tab).

B. Extra help:

My **Resource** is period 5 (10:58 - 11:42) on B days (since I am on the Dream Team), and you can join me there via the **VISITING STUDENTS RESOURCE** link on the French One Canvas home page.

If you do not have Resource at the same time that I do, then you can join me for help at 1:30 pm via the "8th" **PERIOD** link on your French (one or two) Canvas home page.

C. Absences:

Just as when we were in the school building, 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, **as well as the Canvas module for that day**.

Remember that you can also watch the recorded lesson for any class that you missed. 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 $\frac{1}{2}$ credit, and doing work 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 can not 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

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 25 to 40 points.

Please ignore any test grade notifications directly from Canvas, since they will almost always be inaccurate. When I have gone over the tests 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. If you do not perform *as well as you feel you could have* on a quiz/test, then you should take advantage of SCL. This is a three-part process: you take the initiative within one or two school days of assessment grades being posted to contact me about taking advantage of SCL. You then make plans with me for individual/small-group review of the material that you specifically need to work on. Then you study more on your own and *you make sure that you have completed ALL of the independent practice activities for that chapter/lesson*. That means all of the activities that were assigned, not just the ones that I randomly chose to grade for credit. You need to go module by module and check that you have done all of the assigned activities. Finally, a few days later, you take another quiz/test on either the full assessment or on just the parts on which you did poorly the first time. *Your full new test score 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 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 each chapter, you will do a short speaking assessment. This will almost always be done **via Canvas**, not in front of the class. There is also usually one dialogue per year that you and a classmate or two will do together (again: virtually in front of me, not in front of the class). These speaking assessments usually count for 20 points.

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; 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.

D. Formative v Summative:

Activities that are part of you **FORMING** your understanding of the material are "formative" ones, such as on-line 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, and projects, **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 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 every day, wherever that may be happening:

- ❖ your **charged** school-issued **laptop**
- ❖ your **working** laptop pen
- ❖ **if you have a mobile phone**, you can use it to take a photo of speaking guides, **Kahoot game prompts**, etc., instead of needing to use a split laptop screen when working with a partner in a breakout room
- ❖ if you are working in an area close to others, you will **often** also need some sort of **headphones** and a **microphone** for participating
- ❖ other materials will be determined as the year progresses, and we explore our new ways of learning

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")

