




Syllabus: Practices & Policies

2021-2022		Franklin High School	
Section 1: Course Overview			
<i>Course Title</i>	French 5-6		
<i>Instructor Info</i>	Name: Dana Miller	Contact Info: dmiller1@pps.net	
<i>Grade Level(s)</i>	9-12		
<i>Room # for class</i>	Room: M101		
<i>Credit</i>	Type of credit: World Language/Elective	# of credits per semester: .5	
<i>Prerequisites (if applicable)</i>	Successful completion of French 1-2 and French 3-4 or applicable placement.		
<i>General Course Description</i>	French 5-6 continues to build upon the previously acquired skills from French 1-2 and French 3-4 in speaking, listening, reading, and writing. Students will also acquire new vocabulary and more advanced grammar. Speaking and writing will be a predominant focus of the class. Students will be introduced to the French literary world through classroom accessible literature as well as the history of France and the French speaking world.		
Section 2: Welcome Statement & Course Connections			
<i>Personal Welcome</i>	Welcome to the third year of FHS French where students will continue on their journey to being a fluent French speaker and expand their knowledge of the French speaking world. Students will be eligible to earn college level French 103 credit from Clackamas Community College.		



<i>Course Highlights</i> (topics, themes, areas of study)	Third year French students will continue to build upon previous knowledge and add to their language, grammar, and cultural base through the following topics: school, family life, food, free time, jobs/volunteering, health, travel, and physical surroundings.
<i>Course Connections to PPS Reimagined Vision</i>	A graduate of Portland Public Schools will be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.


Section 3: Student Learning

<i>Prioritized Standards</i>	The following standards will be explored in the course: Portland Public Schools reimagined - Preparing Our Students to Lead Change and Improve the World Students will begin with an ACTFL Novice Low proficiency and will strive to attain Intermediate Mid to Intermediate High during the school year. To understand more about ACTFL proficiency levels, click here .
PPS Graduate Portrait Connections 	<p>I will help students grow their knowledge and skills in the following aspects of PPS’s Graduate Portrait:</p> <p>World languages help to create powerful and effective communicators and, most importantly, influential and informed global stewards.</p> <p>By creating a sense of belonging and acts of engagement related to the above standards, students will be able to become resilient and adaptable life-long learners, and be powerful and effective communicators.</p>
<i>Differentiation/ accessibility strategies and supports:</i>	<p>I will provide the following supports specifically for students in the following programs:</p> <p><i>Special Education:</i> <i>504 Plans:</i> <i>English Language Learners:</i> <i>Talented & Gifted:</i></p> <p>A multitude of strategies such as curriculum focused on basic content, chunking, providing background knowledge, using audio and visual supports, multiple learning opportunities, and providing peer educators will be provided for ELL and SPED students as well as students who have a 504 plan. TAG students will see differentiation by adjusting the level of complexity, and the amount of</p>



	structure to achieve a higher functioning outcome. All students will be exposed to AVID strategies such as <i>Give One, Get One</i> and <i>Pair Share</i> .
Personalized Learning Graduation Requirements (as applicable in this course):	<input checked="" type="checkbox"/> Career Related Learning Experience (CRLE) #1 <input type="checkbox"/> Career Related Learning Experience (CRLE) #2 <i>-The experience(s) will be: Interview with a French chef</i> <input type="checkbox"/> Complete a resume <input type="checkbox"/> Complete the My Plan Essay

 **8/27 Work** **Section 4: Cultivating Culturally Sustaining Communities**

Tier 1 SEL Strategies	
Shared Agreements 	<p>I will facilitate the creation of our Shared Agreements that respects and celebrates each student’s race, ability, language, and gender in the following way(s):</p> <p>Fostering positive teacher/student as well as student/student relationships and setting clear guidelines to success.</p> <hr/> <p>I will display our Agreements in the following locations:</p> <p>Student work will be displayed in the classroom when/where possible. Student expectations for success will be reviewed consistently in class. Common student questions are on the wall in the target language.</p>



	<p>My plan for ongoing feedback through the year on their effectiveness is: Consistent updates on student progress through class check-ins and up to date grades.</p>
<p><i>Student's Perspective & Needs</i></p> 	<p>I will cultivate culturally sustaining relationships with students by: developing cultural competency skills, which includes building relationships with students from all backgrounds in a way that values students' culture and history.</p>
	<p>Families can communicate what they know of their student's needs with me in the following ways: Email, phone conversations, meetings, back-to-school night.</p>



*Empowering
Students*



I will celebrate student successes in the following ways:

Individual and collective feedback on students' progress.

I will solicit student feedback on my pedagogy, policies and practices by:


Checking in individually with students if they are having problems adhering to shared agreements. Consistent class surveys to check progress.

When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways:

First, conference one-on-one with student. Second, reach out for parent/guardian support. Third, reach out for counselor/admin support.

See academic honesty policy [here](#).



<p><i>Showcasing Student Assets</i></p> 	<p>I will provided opportunities for students to choose to share and showcase their work by:</p> <p>As language is about communication, students will have many opportunities to show competence through many ACTFL presentational activities such as writing (messages, articles, reports), speaking (telling a story, giving a speech, describing a poster), or visually representing (video or PowerPoint.)</p>

Section 5: Classroom Specific Procedures

<i>Safety issues and requirements (if applicable):</i>	
<i>Coming & Going from class</i>	<p>I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class: To obtain a pass in a non-emergency situation, students must be able to provide their name, the date, and the time in the target language.</p>
<i>Submitting Work</i>	<p>I will collect work from students in the following way: Homework will be collected by a fellow classmate once corrections are done. Classwork must be handwritten unless otherwise hindered. Projects and tests will be handed in directly. Online work will be submitted online.</p> <p>If a student misses a deadline, I will partner with the student in the following ways so they have the ability to demonstrate their abilities: Make sure they have access to all material and come up with a plan on how to submit material all while keeping up with current material.</p>



<i>Returning Your Work</i>	My plan to return student work is the following: Typically student work will be returned once a week. <i>Timeline:</i> <i>What to look for on your returned work:</i> Grades, feedback, and checking for understanding. <i>Revision Opportunities:</i> Dependent upon situation.
<i>Formatting Work (if applicable)</i>	Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here: N/A
<i>Attendance</i>	If a student is absent, I can help them get caught up by: Redirecting them to all materials found on Canvas.

Section 6: Course Resources & Materials

<i>Materials Provided</i>	I will provide the following materials to students: All materials will be handed out in class and all material will also be provided on Canvas.
<i>Materials Needed</i>	Please have the following materials for this course: Please have a separate binder or a section of a larger one devoted to the class. Extra paper, pens, pencils, and a red pen for correcting. We will be piloting a textbook this year and students will have online access, so please bring Chromebooks to class. <i>Franklin can help with any materials you may need as well. Please reach out to me privately and I will help you get what you need.</i>
<i>Course Resources</i>	Here is a link to resources that are helpful to students during this course:
<i>Empowering Families</i>	The following are resources available for families to assist and support students through the course: All course material will be found on Canvas.

Section 7: Assessment of Progress and Achievement

<i>Formative Assessments</i>	As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways: Grades will be updated regularly on Synergy. Students will maintain their own documentation of their progress through ACTFL benchmarks.
<i>Summative Assessments</i>	As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their <u>learned</u> abilities: Major assessments will consist of interpersonal, interpretive, and



	presentational forms of communication.
<i>Student Role in Assessment</i>	Students and I will partner to determine how they can demonstrate their abilities in the following ways: Students will compare their progress to World Language Can-Do statements and ACTFL benchmarks. Student work will be their own and will not be done using an online translator which would result in a zero grade for the assessment.
Section 8: Grades Progress Report Cards & Final Report Cards	
<i>Accessing Grades</i>	Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester: Synergy
	I will update student grades at the following frequency: Weekly.
<i>Progress Reports</i>	I will communicate the following marks on a progress report: <i>Mark:</i> If the mark is below a C, the reason for the grade will be given. <i>Meaning of the mark:</i> <i>Mark:</i> <i>Meaning of the mark:</i>
<i>Final Report Card Grades</i>	The following system is used to determine a student's grade at the end of the semester: A through F.
	I use this system for the following reasons/each of these grade marks mean the following: A = minimum of 90% and/or the highest language benchmark available for the semester in each of the units. B = minimum of 80% and/or 80% success of the highest benchmark available for the semester in each of the units. C = minimum of 70% and/or 70% success of the highest benchmark available for the semester in each of the units. D = minimum of 60% and/or 60% success of the highest benchmark available for the semester in each of the units. F = non proficient/fail.
Other Needed info (if applicable)	



We will be piloting a new textbook called, Entre Cultures, this year. More information to come.

