



## Course Syllabus

Franklin High School

2020-2021

**DIRECTIONS:** For each course, complete the syllabus and share with your evaluating/supervising administrator **as a pdf** ("File-download-PDF document") **by 9/21/20**. Syllabi will be posted on the FHS website under your name for the public to view.

### Course Overview

**NOTE:** For core classes, all elements of this section (except for name and contact information) are the same.

Course Title: French 1-2

Instructor Name: Nayibe Tovar

Contact Info: [ntovar@pps.net](mailto:ntovar@pps.net)

Grade Level(s): 9th, 10th, 11th, 12th

Credit Type: (i.e. "science", "elective") elective

# of credits per semester: 0.5

Prerequisites (if applicable): None

### General Course Description:

This course introduces and develops skills needed to acquire appropriate ACTFL benchmarks of proficiency in speaking, listening, reading, and writing. Emphasis is placed on the structures of the French language and its grammar. Students will practice controlled conversations with peers and teachers to acquire common vocabulary, basic sentence structure, and pronunciation. Cultural insights to France and the French speaking world will be given throughout the year.

### Prioritized National/State Standards:

- **INTERPERSONAL COMMUNICATION**

I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.

- **PRESENTATIONAL SPEAKING**

I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.

- **PRESENTATIONAL WRITING**

I can write short messages and notes on familiar topics related to everyday life.

- **INTERPRETIVE LISTENING**

I can often understand words, phrases, and simple sentences related to everyday life.

I can recognize pieces of information and sometimes understand the main topic of what is being said.



## ACTFL Standards/ To do statements

- \*ACTFL Can Do Statements [NL](#)
- \*ACTFL Can Do Statements [NM](#)
- \*ACTFL Can Do Statements [NH](#)
- \*ACTFL Can Do Statements [IL](#)
- \*ACTFL Can Do Statements [IM](#)
- \*ACTFL Can Do Statements [IH](#)

### Listening:

The students will develop listening comprehension skills through exposure to various listening activities from fluent speakers as well as their teacher who will use Spanish language during instruction time. The students will listen to and interpret a variety of situations on various topics in French. The students will have the ability to recognize the variations that exist among French speakers throughout the world.

### Speaking:

The students will develop confidence and take risks using French to communicate in situations such as: expressing feelings, responding to basic questions, greeting others, expressing ideas and opinions, talking freely in the target language, asking/giving directions, describing their daily life and surroundings in a variety of situations.

### Reading:

The students will develop reading comprehension skills through exposure to sight vocabulary, pictures as clues to meaning, a variety of reading strategies (silent, group, pairs), cognates, decoding words and the use of a glossary and dictionary. In addition the students will be exposed to cultural reading, inclusive of authentic materials.

### Writing:

The students will develop writing skills through exposure to a new alphabet, spelling, and phonemic awareness. The students will write basic sentences, dialogs, compositions, creative writing, personal letters, responses to questions and directed statements on a variety of topics.

### Culture:

The students will learn to use appropriate formal and informal speech. In addition, the student will become aware of the daily life and customs of the Spanish speaking countries as well as their respective geography and history.

## Course Details

### *Learning Expectations*

#### **Materials/Texts**

Canvas, notebook/, Online access to apps and platforms like Edpuzzle, Nearpod, Conjuguemos and Quizizz.

#### **Course Content and Schedule:**

Students will learn new content and vocabulary from our French ½ curriculum, followed by becoming very familiar with new vocabulary and themes and mastering proficiencies in the 4 domains, speaking, listening, writing and reading.

#### **Topics to cover:**

- Greetings
- Numbers
- Alphabet
- Date
- Time
- Weather
- Nouns and Articles
- Regular ER Verbs
- Adverbs
- Negation
- Interrogation
- Irregular Verbs *Etre, Avoir, Aller, Faire*
- Adjectives
- Professions
- Family
- Activites
- Places

#### **Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other):**

Many of the differentiation strategies that will be used within the classroom may include: visual aids, flexible groupings, teaching to different learning styles, weekly tutorial, carefully scaffolded lessons, modeled instruction, peer helpers and student-led learning to reach the needs of all learners.

Students with 504 plans and special education IEPs will be given full and necessary accommodations based on particular needs. In terms of curriculum, typically shortened assignments will be assigned, deadlines may be extended and assessments may be modified.

The modifications for TAG students will be determined not only by classification but by performance. Accommodations will include tiered lesson plans to offer more challenging readings and assignments, teacher facilitation of independent learning opportunities, homogeneous and heterogeneous group work to meet all student needs. All students will be exposed to AVID strategies such as Give One, Get One and Pair Share.

**Safety issues and requirements (if applicable):**

Students must comply with all safety requirements established by Franklin Campus and Portland Public schools.

This syllabus may be modified to meet the needs of a specific class or student upon teacher discretion.

**Classroom norms and expectations:**

Students will be expected to follow the FHS school-wide behavior norms demonstrated in the behavior matrix. Students at Franklin and in my virtual classroom will Strive to be Thoughtful, Responsible, Organized, Neighborly, and Generous.

**A) Overall expectations:**

1. Attend classes every day.
2. Be on time.
3. Communicate with the teacher.
4. Attempt all work, assignments and projects.
5. Do your best.

**B) Discipline:**

1. Verbal warning/discussion with the student.
2. Parent contact.

3. Referral to counselor or administrator.

*Evidence of Course Completion*

**Assessment of Progress and Achievement:**

- On-going assessments will happen frequently throughout the year. Most will be on the acquisition of grammar and vocabulary. There will be one formal oral assessment in the spring.

**Progress Reports/Report Cards (what a grade means):**

*Grades should be based on the student's demonstration of proficiency on the ACTFL standards.*

**Assessment/evaluation/grading policy:**

100% & above A+	Consistently meets and at times exceeds proficiency by applying knowledge and making connections that were not explicitly taught in class.
90-99% A	Almost all learning targets are fully or consistently met. Assessment scores indicate a high level of understanding of concepts and skills.
80-89% B	Most of the learning targets are fully or consistently met. Assessment scores indicate a good grasp of concepts and skills.
70-80% C	Some of the learning targets are fully or consistently met. Assessment score indicates satisfactory acquisition of skills and concepts.
60-70%	Only a few of the learning targets are fully or consistently met. Students are beginning to grasp and apply concepts.
0-59%	Below – None or almost none of the learning targets are fully or consistently met. Assessment scores indicate little understanding of the concepts and skills.  Assignments are of poor quality, frequently incomplete and/or late, and do not show attention to detail.

Quizzes and tests- formative and summative- CAN be retaken. They are all aligned with learning targets and proficiency standards so as long as the student shows they know the material, they will pass them.

Homework- During Asynchronous time, students will have assignments to practice on their own. It is always important to practice spanish so I also recommend that students regularly

review their notes and use [quizlet.com](http://quizlet.com), [quizizz.com](http://quizizz.com), [conjuguemos.com](http://conjuguemos.com), [kahoot.com](http://kahoot.com) or can download duolingo and word reference on tablets and phones.

Office hours are a great option for students to make up these tests! I am also available at other times if the student makes arrangements with me during Asynchronous time.

**Career Related Learning Experience (CRLEs) and Essential Skills:**

- Reading, Writing, Listening, Speaking, Communicating and Using technology as a tool to learn and research.
- Identify tasks that need to be done and initiate action to complete the tasks.
- Plan, organize, and complete projects and assigned tasks on time, meeting agreed-upon standards of quality.
- Take responsibility for decisions and actions and anticipate consequences of decisions and actions.
- Maintain regular attendance and be on time.
- Maintain appropriate interactions with classmates.

**Communication with Parent/Guardian**

What methods are used to communicate curriculum, successes, concerns, etc.?

PPS email, Synergy student communication log, Canvas inbox, Remind telephone calls and text, Zoom/Meet parent, guardian, student/teacher.

**Personal Statement and other needed info**

I believe that students learn more efficiently if they are encouraged to be the managers of their own learning and in which the teacher or instructor is a guide, a facilitator and a model. This virtual learning practice is an opportunity to become more creative and resourceful within our capacities.