



Syllabus: Practices & Policies

2021-2022	Franklin High School	
Section 1: Course Overview		
<i>Course Title</i>		
<i>Instructor Info</i>	Name: Gina Johnson	Contact Info: gjohnson@pps.net
<i>Grade Level(s)</i>		
<i>Room # for class</i>	Room: M-101 (2nd period) M-102 (3rdperiod)	
<i>Credit</i>	Type of credit: World Language	# of credits per semester: .5
<i>Prerequisites (if applicable)</i>	FR 1-2	
<i>General Course Description</i>	French 3-4 is a language course designed for students who have successfully completed the first year of French studies. It is a two-semester course that aims to improve the student's ability to speak, read, and write in French, to systematically review grammar previously studied, to master new concepts including how to express oneself in the present, past and future tenses, and to enhance one's knowledge of the cultural diversity of the French-speaking world. The emphasis on improved oral skills will be considerable, and students will be encouraged to speak in French on a variety of topics and in a number of situations ranging from question and answer to oral presentations and/or situations.	
Section 2: Welcome Statement & Course Connections		



<i>Personal Welcome</i>	Welcome to French class! I am looking forward to an enjoyable and productive year with you as you continue to acquire proficiency in French and learn about France and the French-speaking cultures around the world. By the end of this year you will have developed a basic vocabulary and will be able to carry on simple conversations in French at the novice-high level.
<i>Course Highlights (topics, themes, areas of study)</i>	<p>First semester: French 1-2 curriculum will be reintroduced and reinforced. -Greetings/leave takings, weather, time, date, numbers, basic descriptions of people/objects, asking questions, classroom vocabulary and basic grammatical structures</p> <p>Second semester topics/themes:</p> <ul style="list-style-type: none"> ● Preferences ● School schedules ● Food ● Work and volunteerism ● Daily routines ● Sports/hobbies/chores ● Describing past events
<i>Course Connections to PPS Relimagined Vision</i>	
Section 3: Student Learning	
<i>Prioritized Standards</i>	<p>The following standards will be explored in the course and are based on the ACTFL (American Council on the Teaching of Foreign Languages) standards (which have been aligned with Common Core Standards).</p> <p><i>A. Listen and speak effectively in a variety of situations. This includes interpersonal, interpretive, and presentational communication.</i></p> <p><i>B. Write effectively in a variety of situations. This includes interpersonal, interpretive, and presentational communication.</i></p> <p><i>C. Use the target language to acquire, assess, and communicate information.</i></p> <p><i>D. Appreciate the target cultures in everyday situations.</i></p> <p><i>E. Understand the use of printed and spoken language to effectively communicate ideas in formal and informal situations.</i></p>



PPS Graduate Portrait Connections	<p>I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait:</p> <ul style="list-style-type: none"> • powerful and effective communicators • positive, confident, and connected sense of self • influential and informed global stewards
<p><i>Differentiation/ accessibility strategies and supports:</i></p>	<p>The differentiation strategies used in this course are based on the evidence received through multiple forms of pre, ongoing, and formative assessments. Described here are the types of assessments used and specific differentiation strategies in place to meet the needs of ALL learners (including TAG, ESL, SPED)</p> <p>PPS schools strive to provide a more challenging environment for motivated students and a supportive environment for students who are struggling. Examples of flexible groupings include: individual, pairs, small group, mixed-ability groups, and whole class. I frequently use multi-option assignments and extensions when necessary; time is used flexibly in accordance with student needs. I offer opportunities for students to be engaged in higher order thinking such as inquiry, problem solving and investigation and reporting.</p>
<p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Career Related Learning Experience (CRLE) #1 <i>project based activities</i> <input type="checkbox"/> Career Related Learning Experience (CRLE) #2 <li style="padding-left: 40px;"><i>-The experience(s) will be:</i> <input type="checkbox"/> Complete a resume <input type="checkbox"/> Complete the My Plan Essay
<h2>Section 4: Cultivating Culturally Sustaining Communities</h2>	
<p>Tier 1 SEL Strategies</p>	
<p><i>Shared Agreements</i></p>	<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>Take time during class in September to discuss and come to consensus about shared agreements.</p> <hr/> <p>I will display our Agreements in the following locations:</p> <p>In front of the classroom and on CANVAS</p>



	<p>My plan for ongoing feedback through year on their effectiveness is: Take ongoing note of which agreements are being respected and which if any are not and check in with students if there needs to be changes.</p>
<i>Student's Perspective & Needs</i>	<p>I will cultivate culturally sustaining relationships with students by: Getting to know them as individuals through formal and informal surveys and questioning. Finding out their proficiency level through <i>I can do</i> checklists.</p>
	<p>Families can communicate what they know of their student's needs with me in the following ways: via email: gjohnson@pps.net (please note I work halftime-Monday/Wednesday and every other Friday A days)</p>
<i>Empowering Students</i>	<p>I will celebrate student successes in the following ways:</p> <ul style="list-style-type: none"> ● displaying student work ● consistent feedback (verbal and written) ● acknowledging academic milestones
	<p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <ul style="list-style-type: none"> ● checking in with classes after each unit of study ● Google Form surveys
	<p>When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways:</p> <ol style="list-style-type: none"> 1. give warning and remind student of classroom agreements 2. contact parent or guardian to discuss student's disrespect of agreement/s 3. involve administration to set up a plan of action
<i>Showcasing Student Assets</i>	<p>I will provide opportunities for students to choose to share and showcase their work by: I will ask students confidentially if they agree to have their work showcased and used as a model for others.</p>
Section 5: Classroom Specific Procedures	
<i>Safety issues and requirements (if applicable):</i>	



<i>Coming & Going from class</i>	I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class: <ul style="list-style-type: none"> ● ask for permission (in French) to exit classroom ● teacher will provide a written pass (to bathroom/office/counseling/etc) ● students are asked to return promptly so that the next student may leave
<i>Submitting Work</i>	I will collect work from students in the following way: <ul style="list-style-type: none"> ● via Canvas ● in person
	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: during Tutorial
<i>Returning Your Work</i>	My plan to return student work is the following: <i>Timeline: within 5 A days from original due date</i> <i>What to look for on your returned work: written or oral feedback</i> <i>Revision Opportunities: depends on the assignment or assessment. See teacher for details.</i>
<i>Formatting Work (if applicable)</i>	Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here: on Canvas files
<i>Attendance</i>	If a student is absent, I can help them get caught up by: referring them to resources and assignments on Canvas and encouraging them to participate in tutorials.

Section 6: Course Resources & Materials

<i>Materials Provided</i>	I will provided the following materials to students: <ul style="list-style-type: none"> ● access to online textbook/workbook ● paper dictionaries ● readers ● paper/pen/pencil when a student has forgotten their own supplies
<i>Materials Needed</i>	Please have the following materials for this course: <ul style="list-style-type: none"> ● Notebook for writing practice ● Charged chromebook or laptop ● Pen/pencil/highlighter ● Binder or folder for handouts/notes



	<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: https://www.wordreference.com/ https://bonpatron.com/en/ https://conjuguemos.com/ https://www.waysidepublishing.com/titles/french/entrecultures-1
<i>Empowering Families</i>	The following are resources available for families to assist and support students through the course: ACTFL Performance Descriptors How to help your child learn French in HS 10 Reasons to learn French
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: <ul style="list-style-type: none"> ● quizzes ● dictées ● informal classroom activities ● homework <p>*communication of progress-verbally or written grades, rubrics or feedback</p>
<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: <ul style="list-style-type: none"> ● unit tests ● final semester exams ● projects/presentations
<i>Student Role in Assessment</i>	Students and I will partner to determine how they can demonstrate their abilities in the following ways: <ul style="list-style-type: none"> ● dialogues in the target language ● role plays ● etc



Section 8: Grades

Progress Report Cards & Final Report Cards

<p><i>Accessing Grades</i></p>	<p>Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester: Synergy parentvue or studentvue</p>						
	<p>I will update student grades at the following frequency:bi-weekly</p>						
<p><i>Progress Reports</i></p>	<p>I will communicate the following marks on a progress report: <i>Mark: P</i> <i>Meaning of the mark: Passing with at least 70%</i></p> <p><i>Mark: D,NP or F</i> <i>Meaning of the mark:D= is not meeting the standard level of proficiency and needs extra help or tutoring or to turn in work.</i> <i>F or NP= Student is failing and will need to see me to discuss how to improve and demonstrate proficiency</i></p>						
<p><i>Final Report Card Grades</i></p>	<p>The following system is used to determine a student's grade at the end of the semester:</p> <p>Assessment/Grading Policy:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 80%;">Formative: classwork/h.w. practice</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Projects:</td> <td style="text-align: right;">30%</td> </tr> <tr> <td>Summative: unit tests and final exams:</td> <td style="text-align: right;">50%</td> </tr> </table> <p>A 90-100 B 80-89 C 70-79 D 60-69 F 0-59</p>	Formative: classwork/h.w. practice	20%	Projects:	30%	Summative: unit tests and final exams:	50%
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