

Emily Jacobs

Mt. Everest Academy 2015-2016

858-627-7453 ejacobs@sandi.net

Days on campus: All Tuesdays, Wednesdays, & Thursdays; most Mondays, & turn-in Fridays.

Study group: Room 7



français 3/4

COURSE DESCRIPTION

Bonjour et bienvenus à la classe de français 3/4. I welcome you and congratulate you on your decision to sign up for a challenging and rewarding learning adventure. In today's global community, knowing more than one language is a necessity, not a luxury. It is also a high school graduation requirement. World language study promotes understanding, tolerance, and respect for the cultural identities and values of others. One's own language can be even more appreciated and understood when compared and contrasted to another language. A wider range of career opportunities is available to those who know another language and culture. Study of a second language provides critical-thinking and problem-solving skills. Ultimately, learning a second language helps students prepare for life in a world of cultural and linguistic diversity in the twenty-first century.

French 3/4 is a college preparatory, rigorous, and enriching course with a high-school curriculum. Textbooks, workbooks, TPR (total physical response), audio sources, videos, music, games, Rosetta Stone, and skits are all part of instruction. This second year introductory course is designed for students who have successfully completed French 1/2. It is a continuation of the introductory course and is intended to extend students' limited facility in the major skills. Reading receives increasing attention, although continuing emphasis is placed on developing the ability to speak with fluency and accuracy. In adherence to the SD Unified School District World Language Instructional Guide, this course addresses the five proficiencies: reading, writing, speaking, listening, and culture in the context of the five "C's" of World Language education: Communication, Cultures, Connections, Comparisons, and Communities.

Learning a second language requires practice, perseverance, organization, and a true commitment to learning. As your teacher, I am committed to the learning process and to being one of your partners in education. As a community of learners, we will set high expectations, work hard, have fun and learn a lot!

The following information is the “instructional manual” for this course. Reading, understanding, and adhering to it will help you to be successful in this course.

CLASSROOM ENVIRONMENT

We will maintain a positive and respectful classroom environment that promotes learning and consideration for one another at all times. You are responsible for the behavior of only one person - yourself. Your conduct and the choices you make will demonstrate the importance you place on the opportunity to be educated.

In this class, you will:

1. Raise your hand to speak (and if possible, ask questions in French).
2. Take risks! Learning a new language requires courage and a sense of humor.
3. Turn off or mute all cell phones during study group. (Any cell phone found to be on or in use without my permission will be confiscated until the end of class on the first offense, and until a parent comes on a second offense.)
4. Clean up work area before leaving class.
5. Always be kind, courteous, and respectful to everyone in the class.

CLASS PREPAREDNESS

Organization is essential to success in this course. Please bring the following materials to *every* study group:

1. Textbook and both workbooks. (I may help you complete or correct assignments.)
2. A three-ringed binder in which to place all Independent Work, Study Group handouts, Cultural Project research materials, and Vocabulary Flashcards.
3. Three-hole lined paper.
4. Pencils, erasers and pens.
5. Vocabulary Flashcards (use a pouch, zip-lock bag, or large key ring to hold the cards together.)
6. Arrive ON TIME so as not to disrupt the learning environment. Please try to use the restroom before class, since our time is so limited.

THREE-RING BINDER

Prepare a binder as detailed below, which I will spot check at classes, especially your language logs, to see how much time you are spending on your studying. If you don't spend some time at least five days a week, you will have great difficulty in this class.

Divide your binder into the following sections:

1. Independent work and study group work to go in monthly packet, & cover sheet
2. Logs of language study times
3. Exams and quizzes
4. Cultural Project
5. Vocabulary flashcards
6. This course description

MONTHLY WORK PACKETS (30%)

1. Use the cover sheet provided at the beginning of each school month. You may find this on the school website under **Teachers, Emily Jacobs**, and the **French** page. Both parent and student must sign the bottom of the cover sheet.
2. Plan ahead to complete all work by school month due date. You can find these dates either on your contracts or on the school website. Some school months are only about three weeks long. You will need to dedicate time **every day** in order to be successful in this class.
3. Put a detailed heading on each page of each assignment as follows: Your full name, level of French, page and activity (unless it's part of a workbook), and **date the assignment was done.**
4. Keep the assignments in the order in which they are listed on the monthly cover sheet.
5. Keep the Audit File Sample separate, but clipped to the bottom of the stapled packet.

Take your monthly work to your Supervising Teacher to assess for attendance, and to take the Audit File Sample **NO LATER THAN 3:05** on the Friday monthly due date. **Late work will receive half credit. Then bring the packet to me in room 7 for evaluation.**

ATTENDANCE AT STUDY GROUPS

Although we will not have time during study group to cover all of the material in a month's work, weekly attendance is critical in this class. If you are chronically late or absent, you will have a difficult time being successful, for you will miss the opportunity to practice what you have been studying, quizzes, and any handouts. If you are absent due to an emergency or travel, please notify me as soon as possible. It is your responsibility to find out what you missed and to set up a time to make up your missed quiz. Any quizzes not made up by the last day of that school month will receive scores of zero.

EXAMS (50%)& QUIZZES (15%)

Assessments provide you with the opportunity to demonstrate your reading, writing, listening, and speaking skills. Listening and/or written quizzes will be given each week. You may retake each quiz once, and the new grade will be averaged with the old one.

Most exams are worth 100 points, and will be given at the end of each month in room 7 during the regular class time. The Midterm and Final semester exams will each be worth 200 points. Re-takes on exams will NOT be offered, so study well before taking the exam. Scores on exams taken late (unless prior permission is obtained, or a note from the parent indicates the student was ill) will go down by 10% per school day late.

One to two district Benchmarks will be given each semester. Speaking ability will be assessed during these presentations.

Extra-credit -

LOG of time spent studying French

Because learning a second language is not a discipline that can be crammed into 2-3 hours/week the night before class, a log of daily time spent working **outside of class** on any aspect of the study of the language is strongly encouraged. In order to receive extra credit for your log, you must work at least 30 minutes on at least five of the seven days of the week. This must be active studying, so watching a movie cannot be included in this log, although that is a good activity to do for passive understanding.

You will be given a template for this log, and must turn it in **weekly at the beginning of class** in order to receive extra credit. A parent/guardian signature will be required on each weekly log. You will receive 5 points extra credit for each **signed** log turned at the beginning of class for the past week's study **outside of class**.

NO other extra-credit will be offered. If you give some time to your study of your second language each day, at least 30 minutes, but preferably an hour, and complete all assignments on time according to the monthly cover sheet, you will be prepared for the quizzes and tests, and will be able to earn a high grade without extra credit.

BENCHMARKS (5%)

The district has developed Benchmarks to assess speaking ability of students over the course of the year. These assignments will be explained in class and on the cover sheet for the months when they are due. They will be done in groups of 2-3, and assessed according to a rubric. You will be applying specific vocabulary recently studied to imaginary situations.

ACADEMIC HONESTY & INTEGRITY

Honesty is often defined as truthfulness, trustworthiness, and integrity - values that lie at the core of the educational process. Honesty is an essential component to creating a productive classroom atmosphere for students, in maintaining community trust, and in preserving the dynamics of students-teacher interaction. It is important to remember also that college and career applications ask schoolteachers, counselors, and administrators to comment on a student's trustworthiness and integrity. It is our goal at Mt. Everest to create an atmosphere of academic excellence through one's achievement and pride of accomplishment.

If you participate in academic dishonesty (refer to the Mt. Everest Academic Honesty Policy) - cheating on tests or assignments, test avoidance, plagiarism, or theft or alteration of materials, the following consequences will apply:

1. You will receive a zero on the quiz, exam, or assignment.
2. A referral will be written and parents will be notified. The referral goes into your cumulative record.
3. Your citizenship grade will automatically be lowered to a "U" for Unsatisfactory.
4. A parent/student/teacher conference will be held.

PRIDE IN WORK

Please demonstrate care and pride in all your work by writing neatly and legibly. You will not receive full credit for work that is incomplete, messy, difficult to read, or lacking the proper heading:

1. First and last names.
2. Date the assignment was completed.
3. Level of French (3/4)
4. Identification of assignment (if not a workbook page).

WAYS PARENTS CAN HELP

1. Help your child set up a schedule for spending daily time on the study of French.
2. Monitor your child's daily studying, and help him/her complete her log on a daily basis.
3. Have your child watch, or watch with your child, French films to listen to the rhythm of the language- you can watch with subtitles. Two I recommend are "Le chateau de ma mère" and "Le Gloire de mon père."
4. Use stick-it-notes to label household items in French.
5. Encourage your child to practice speaking to you in French, even if you can't understand. Have him/her teach you some words and expressions. Show an interest in his/her success. Encourage him/her to practice saying words and phrases aloud, even to pets or to himself/herself.
6. Search the internet for French language websites that you and/or your child can enjoy and find useful. Two I recommend are 1) <http://www.bbc.co.uk/languages/french/mafrance/> 2) French in Action, an immersion series: <http://www.learner.org/resources/series83.html?pop=yes&pid=682#>
7. Do Rosetta Stone, French Level 1, offered free through the San Diego Public Library.

