

French II Honors
Instructor: Madame Goldstein

Contact: rgoldstein@flinthill.org

Course Description:

The course begins with a review of all the structures, verbs, and vocabulary acquired during the first year of study, and subsequently builds on these structures to promote an accurate and precise means of communication in French. Extensive work is done in learning new vocabulary and verbs, as well as acquiring a mastery of the past tense. The emphasis is on putting the student in authentic situations that require communication and response. The expectation is that the student will be able to transmit and receive information in French. The textbook includes an audio component and an online interactive video component.

Instructional Objectives

Communication

- Students will exchange simple information orally and in writing.
- Students will use basic greetings and expressions of courtesy; will express likes and dislikes, requests, descriptions and directions.
- Students will ask questions and provide responses based on familiar material, such as family members, activities, personal belongings, time and weather.
- Students will demonstrate skills necessary to sustain brief oral and written exchanges in French using familiar sentences and phrases.
- Students will construct simple written compositions in French.

Listening and Reading for Understanding

- Students will comprehend simple spoken and written French from a variety of authentic sources that have been selected for various purposes.
- Students will identify the main ideas and some details when reading and listening in French.
- Students will understand and follow simple instructions in French.

Oral and Written Presentation

- Students will present, orally and in writing, information in French relating to familiar vocabulary, phrases and grammatical patterns.
- Students will present or perform in French rehearsed material, such as role plays, narratives, poetry and/or songs.

Cultural Perspectives, Practices and Products

- Students will develop an awareness of perspectives, practices, and products of francophone cultures.

Making Connections through Language

- Students will recognize the connections between the content studied in French class and in other subject areas.

Cultural and Linguistic Comparisons

- Students will demonstrate an understanding of cultural similarities and differences through comparisons between francophone cultures and the cultures of the United States.
- Students will compare basic elements of the French language to the English language.

Communication across Communities

- Students will identify situations in which French language skills and cultural knowledge are applicable beyond the classroom setting for recreational, educational and occupational purposes.

Course Materials

Online textbook: *D'Accord* – Level 2 + textbook site for practice activities

Google Classroom: for submitting all HW

Formative: For slides, handouts, other files and videos

Internet

Exercises and additional information about cultural topics covered in the *D'Accord* series can be found at www.vhlcentral.com Students access the site with their password. Students will be directed to other sites as necessary.

Semester 1: Review and Preliminary Chapters: Thematic units relating to home life.

Semester 2: Chapters 1,2 & 3 Thematic units relating to food, health, and technology

Required Materials

- A notebook if you prefer to take notes by hand
- Your laptop with online workbook and textbook
- A writing utensil

Grading and Assessment

Grading

Methods of Evaluation (formative and summative): Total Points

Category	Grade Book Category	Skills & Assignment Types
Interpretive Mode Reading and Listening	ITPT	To interpret written and spoken language via reading comprehension and activities related to reading, To listen/view authentic conversation, audio & video files, and dialogue and respond appropriately.
Presentational Mode Speaking and Writing	PSTT	To present information, concepts, and ideas to an audience via compositions, writing, dialogues, and discussing different cultural topics.
Interpersonal Mode Speaking and Writing	ITPS	To engage in conversation on a personal level via dialogues, conversations, texts, emails

*note: Vocabulary and grammar may be used as categories in Husky Hub for formative assignments, but will not count as grades

Missing Work Policy (from Flint Hill Family Handbook):

Given the importance of assessment in the overall academic program, students are expected to complete all assignments in a timely manner. The timely submission of student work is vital because it enables the teacher to monitor student progress properly, which in turn ensures the greatest growth potential for students. This policy primarily applies to assignments completed by students outside of class (e.g. projects, papers, etc.), not assessments traditionally completed during class (i.e. quizzes and tests).

If a student does not submit a **summative assessment** at the time it is due, without communicating an alternate plan with the teacher prior to this deadline (e.g. due to a planned absence), both of the following consequences will ensue:

1. Within one school day, the teacher will send a “Missing Work Comment” to the student, and this comment will also be sent to the student’s parents, coaches, advisor, key administrators, and other teachers. A general form of that comment is below (although individual teachers may customize):

Dear <student name>, You did not submit the assignment <assignment description>. As per the school’s missing work policy, you must now attend a missing work session with me during office hours within the next three school days. Please connect with me about scheduling this missing work session.

2. Within three school days, the student will meet with the teacher during an agreed-upon time for a “Missing Work Session,” and that session will be approximately one standard school period in length. During this session, the student will complete the missing assessment, and the teacher will assess the completed work without grade penalty.

If a student does not follow through with these behavioral expectations for engagement with the academic program (i.e. timely completion of assignments), then further disciplinary measures may be implemented by the divisional office.

** Note: All assignments will be labeled on Husky Hub as either summative or formative, but that doesn’t mean you shouldn’t do the formative assignments; they are meant to be practice for the summative ones and I will give you feedback on them as if they were summative.*

Makeup Work Policies: (from Flint Hill Family Handbook)

Attendance in class is an integral part of student success in the discipline. However, we recognize that there are a variety of reasons why students might miss class, particularly due to illness or family emergency. When these absences occur, it is important that the student complete any missed assignments or assessments as expeditiously as possible. Delayed makeup work can create a variety of problems including:

- Inability for the student to move forward in the curriculum because they haven’t completed the learning and assessment of previous skills or concepts.
- Inability for a teacher to hand back timely feedback to the other members of the class because they are waiting for a student to finish a makeup.
- Teachers may create an alternative assessment for the makeup student should the delay inhibit their ability to give feedback to the other students.

Illness Absences

Students with absences due to illness are permitted to have double the amount of the calendar days that they were absent to make up assessments and assignments. Any extensions beyond this timeline must be granted by either the classroom teacher, the department chair, or the Academic Dean.

Other Absences

Students who are not in class for reasons other than illness (non-Flint-Hill athletic competition travel, family vacations, etc.) must either complete any assessments or assignments in advance of their absence, or receive permission from their teacher to make up the work at a later point.

***If students have a question on a summative assignment that prevents them from completing it or a technology issue, this must be emailed to me before class so that I can grant extensions on a case by case basis.*

******Please note that Flint Hill School does not offer extra credit in any of its courses and does not give completion credit for assignments that are meant to be quick comprehension checks and will be reviewed in class. This does not mean that you should not do them though! They are meant to be practice for assessments and not doing them will likely have a direct result on your overall grade. Additionally, the Modern Language Department does not allow retakes in honors level classes.***

Returning assignments: I strive to grade and return assignments within 24-48 hours, but sometimes it might take a little longer, especially for larger projects or assessments.

Reminders

- **Be in Class On Time And In Your Seat, Prepared To Succeed.** If you are in the classroom (not at the door) by the time the bell rings, you will not be counted as tardy. If you are more than five minutes late, you will be asked to get a pass from Ms. Hameed.
- **Be Respectful:** Have respect for all classroom property and materials, as well as your classmates and yourself. **If I am or someone else is talking, please remain quiet and respectful.** Treat other students and your teacher as you would wish to be treated. There are plenty of partner and group activities that allow for more time to talk (in French). =)
- **Turn off all electronics:** Please **turn off** your cell phones, smart watches or any other noise-making electronics before entering class. **Cell phones should be in the caddy and not in your backpacks or on your person.**

- **Computer use is for academic and class purposes only:** Use of the laptops for any purpose other than what is necessary for class, may result in disciplinary action. (e.g. X, insta, online games, online chat, web surfing, e-mail, etc.)
- **Limit reasons to leave class:** The less time that you spend in class, the less time you are learning. If you need to leave to go to the bathroom or get a drink of water, etc. **please try to make it the exception to the rule.** (Emergencies do happen, just not that frequently. =)). Additionally, if you are gone for more than five minutes, I will check in with you and may ask you for a pass from the nurse if you were not feeling well.
- **Submit all electronic assignments before the start of class:** In order to be prepared for class and to avoid a “missing work comment” please have everything you need in hand or turned in electronically ahead of time. You shouldn’t need to print anything! *(Helpful hint: Not leaving work until the last minute will ensure that everything submits and/or prints, just in case there are ever technological issues.)*

***** Note that all recordings must be submitted along with notes and that all open-ended written work (i.e. paragraphs, papers, projects, not cahier d’exercices) must be submitted with a screen recording of your work.**

Plagiarism/Cheating Policy:

Plagiarism means to present, as one’s own, the work, writing, words, ideas, or computer information of someone else (sources could be published or unpublished.) Cheating is supplying, receiving, or using material without permission of the teacher. Please remember that using Google Translate, ChatGPT, or any online translator or AI, and soliciting help from a native speaker of the language or tutor is in violation of our Honor Code. Their role should be limited to aiding you in reviewing concepts and refining your skills. Use of Word Reference as an online dictionary to look up a word, listen to pronunciation, or check a conjugation may be considered acceptable uses for online resources depending on the assignment and the teacher’s instructions. I will not be accepting copies of Google Docs when I have provided a copy for every student in Google Classroom.

Ultimately, to become truly proficient in a language, students need to work with their language and put it into practice consistently. Using online resources will not help you to become a better reader or writer of the language. Examples of honor code violations in class include using outside resources to translate sentences, paragraphs or complete assignments, cutting and pasting someone else’s work. This is often evident when students use language that is outside of their language proficiency, or what has been taught in class, or vocabulary or concepts

that are not typical at this level.

Consequences of Plagiarism/Cheating:

- First observation, conversation with the teacher and redo the assignment for the next class.
- Second observation, receive a 0 on the assignment. Report observation to Mr. Chang.
- Third observation, automatic referral to the Honor Council.

After the third observation, consequences for plagiarism and cheating will follow the guidelines of the school's Honor Council.

*****Remember, the fundamental guideline is that if the words or ideas didn't originate from you, utilizing them constitutes cheating!**