

OHHS Foreign Language Department

Course Syllabus

“A different language is a different vision of life.” Frederico Fellini

Course Name: French I
Course Code: XXXXXX

Course Description: This is an introductory immersion course in French language and culture. The focus is on comprehending and speaking the language as well as developing basic reading and writing skills. English will not be spoken in class.

Prerequisites

It is recommended that students earn a “C” or better in English.

Course Goal: To communicate with a native speaker in the present tense using a wide variety of vocabulary, ask and answer questions, write a 100 word story/essay in 15 minutes and edit it.

Course Resources

Blaine Ray’s NEW Look, I Can Talk!: TPR Storytelling

Supplementary readers:

Jean Paul et Ses Bonnes Idées, Pauvre Anne, and Fama va en Californie by Blaine Ray

Instructional Units: First year French classes will cover the following instructional units over the course of the year from *Blaine Ray’s Look, I Can Talk!* Students will learn a large variety of vocabulary, present and past tense grammar and communication through these Total Physical Response stories. Each chapter includes 3 sections and several mini-stories and/or extended readings as well as a cumulative assessment.

- An intro to actions through commands, colors, numbers, the alphabet, adjectives, the classroom, body parts, weather, and family
- Using complete sentences with il/elle; je/tu; est/a/veut ; more descriptions
- Plural sentences with ils/elles; ont/sont;
- Prepositions ; time ; daily activities ; family
- Numbers ; clothing ; plural sentences ; veut + infinitive; nous/vous;
- **History and culture** of francophone countries will be examined through films and supplementary readers and guest speakers.

The National Standards for Foreign Language Learning can be found online at <http://www.actfl.org/publications/all/national-standards-foreign-language-education> . A list of targets for each level of French can be found online at http://www.frenchteachers.org/concours/gc_about/gc_specs.html .

Expectations:

Communicate in French

Listen attentively using all the listening skills available to you

Respect yourself and all others as diplomats

Participate

Recycle

Any **electronic device** used without permission will be confiscated

Summative assessments will consist of listening comprehension, reading, multiple choice, sequencing, short response, extended response, essays, and direct application through creative response.

- All units will be encompassed with a cumulative and comprehensive Midterm & Final Exam.
- **Quizzes** will be approximately every week during each unit.
- **TPR-S Short Stories** will include a comprehensive test of the information covered in the story. Each test recycles vocabulary from previous stories.

Formative assessments are measured by participation through daily comprehension, speaking activities, classwork and homework.

Department Categories

Reading	25%
Writing	25%
Listening	25%
Speaking	25%
Professionalism	0%

Department Rubrics

Listening Comprehension

Exceeds Target A 4	Meets Target B 3	Approaches Target C 2	Below Target F 1
Student <i>consistently</i> understands <i>spoken</i> language appropriate to their level and infers meaning not implicitly stated	Student understands spoken language appropriate to their level and <i>sometimes</i> infers meaning not implicitly stated	Student <i>sometimes</i> understands <i>spoken</i> language appropriate to their level and has <i>difficulty</i> inferring meaning not implicitly stated (<i>knowledge of vocabulary items is evident</i>)	Student is <i>unable</i> to understand <i>spoken</i> language appropriate to their level and <i>little knowledge</i> of vocabulary items is evident

Reading Comprehension

Exceeds Target A 4	Meets Target B 3	Approaches Target C 2	Below Target F 1
Student <i>consistently</i> understands <i>written</i> language appropriate to their level and infers meaning not implicitly stated	Student understands <i>written</i> language appropriate to their level and <i>sometimes</i> infers meaning not implicitly stated	Student <i>sometimes</i> understands <i>written</i> language appropriate to their level and has <i>difficulty</i> inferring meaning not implicitly stated (<i>knowledge of vocabulary items is evident</i>)	Student is <i>unable</i> to understand <i>written</i> language appropriate to their level and <i>little knowledge</i> of vocabulary items is evident

Speaking

Elements	Exceeds Target A 4	Meets Target B 3	Approaches C 2	Below Target F 1
Fluency	Consistently good	Usually good	Slow/ hesitates	Lengthy pauses
Pronunciation	Accurate	Good	Acceptable	Difficult to understand
Vocabulary	Wide variety and targeted	Varied and targeted	Some repetitive and some targeted	Little to no targeted/ English interference
Grammar	Correct and complex	Generally correct and understood	Not always correct but understood	Incorrect and difficult to understand

Writing and Speaking

Elements	Exceeds Target A 4	Meets Target B 3	Approaches C 2	Below Target F 1
Fluency & Content	Comprehensible, organized, <i>well-developed</i> with <i>rich</i> detail, <i>complex</i> sentences, <i>little hesitation & accurate pronunciation</i>	Comprehensible, organized, developed with <i>some</i> detail, <i>compound</i> sentences, <i>some hesitation and good pronunciation</i>	Comprehensible, organized, developed with <i>little</i> detail, <i>simple</i> sentences, <i>hesitation and acceptable pronunciation</i>	<i>Incomprehensible, unorganized, undeveloped, no detail, incomplete sentences, too much hesitation and unacceptable pronunciation</i>
Vocabulary	<i>Extended</i> use of targeted and previous vocabulary	Use of targeted vocabulary and previous vocabulary	<i>Some</i> use of targeted vocabulary but <i>too much use of</i> previous vocabulary	<i>No</i> use of targeted vocabulary
Structures	<i>Mastered</i> basic skills and <i>proficient in targeted</i> structures	<i>Proficient</i> in basic skills and <i>attempts</i> targeted structures	<i>Proficient</i> in basic skills (<i>including tense, form & word order</i>)	<i>Lacks</i> basic skills

Needs to work on...

... adding details ... sentences are too simple ... increasing vocabulary ... complete sentences ... organization ... increasing length of story	... spelling/accents ... noun/adjective agreement ... article agreement ... word order	... reflexive verbs ... irregular verbs ... stem-changing verbs ... compound verbs ... infinitives ... present forms	... object pronouns ... past vs. present ... preterite forms ... imperfect forms ... preterite vs. imperfect	... future forms ... conditional forms ... subjunctive forms ... essay development ... adverbs ... conjunctions ... increasing length and complexity of sentences
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* Note: If sample does not address the task, is incomprehensible, or is not of sufficient length to be evaluated, it will be considered incomplete and will need to be redone.

“Oak Harbor High School Builds Individual Excellence”

The following are uniform school wide practices that pertain to OHHS courses:

Letter Grade	Percentage
A	93% and above
A-	90% - 92%
B+	88% - 89%
B	83% - 87%
B-	80% - 82%
C+	78% - 79%
C	73% - 77%
C-	70% - 72%
D+	68% - 69%
D	60% - 67%
F	59% and below

AP Grade Scale	
Percent	Grade
90 - 100	A
85 - 89.9	A-
83 - 84.9	B+
77 - 82.9	B
75 - 76.9	B-
73 - 74.9	C+
67 - 72.9	C
65 - 66.9	C-
55 - 64.9	D
54.9 and below	F



RE-DO

POLICY: OHHS is an effort based school where we believe all students can learn. We also know that students learn at different rates. Thus, we are implementing a re-do policy that recognizes the needs of individual learners.

- 100% Re-do
 - Assessments (with exception of the Final semester exam)
 - Key Assignments: Evidence that demonstrates mastery of a standard
- Teachers may:
 - require completion of supporting assignments prior to re-do opportunities for students to show they can meet the standard.
 - require students to complete re-do of work outside of class time.
 - limit the number of re-do opportunities for each assignment.
 - assign zero grades when students choose not to do key assignments and/or assessments to standard.
 - have different requirements for late work.
- All opportunities for re-do work will come with a deadline as assigned by the teacher.

OHHS PLAGIARISM POLICY: Any student, who knowingly turns in any work that has been done by someone other than himself or herself, and fraudulently represents it as his/her own, shall be considered to have cheated. Cheating also includes: aiding someone else in cheating, the use or preparation of written, pictorial, electronic or other materials not authorized by the instructor during a test or assignment, the use of testing materials obtained previous to the test date, or plagiarism of any kind. Students found cheating will also be subject to an office referral, which could result in a suspension. As an effort based school, students who have plagiarized/cheated must still demonstrate their learning. Thus, students will be given the opportunity to complete the work. This will fall under the “Late Work Policy” of the teacher where total possible points may be reduced.

The use of online or electronic translators to complete assignments is considered cheating. Any evidence of the use of an online translator calls into question the integrity of the entire assignment and renders its origin as suspect. Any assignment showing any evidence of use of an electronic translator, without the student having acquired prior permission to use a translator will receive a grade of zero and, as stated above, the student will be subject to an office referral. The student must still demonstrate their learning. Students will be given the opportunity to complete the work. This will fall under the “Late Work Policy” of the teacher where total possible points may be reduced.