

FRENCH

Mme Cheatham

Email is best!

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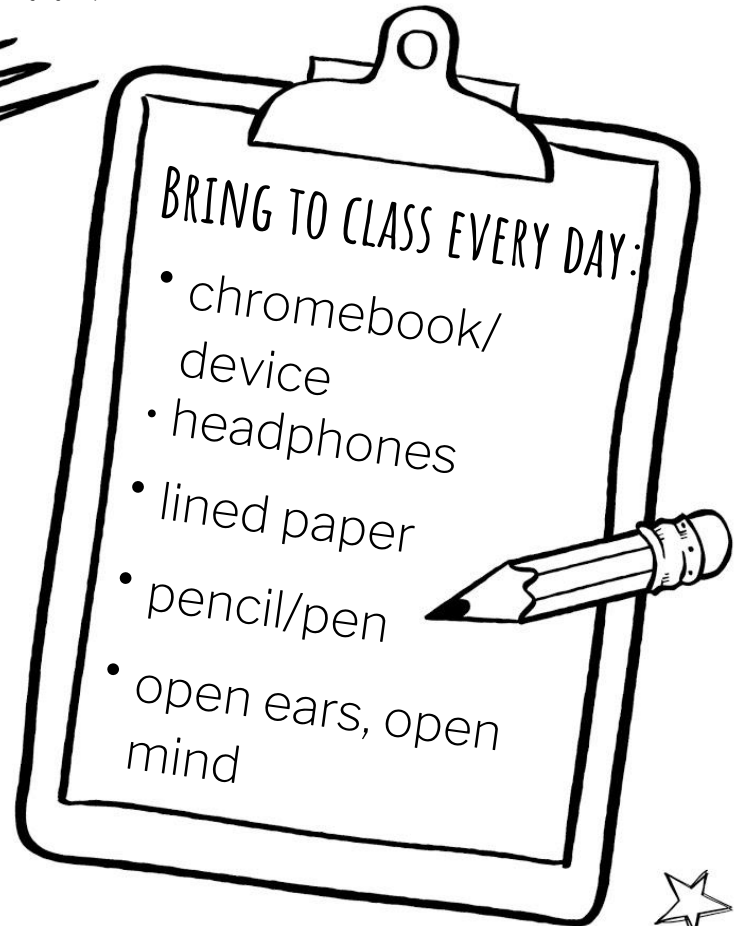
PHONE: 540-693-0015

ROOM: 161, KGMS



CURRICULUM & SUPPLEMENTS

- NOUS SOMMES Curriculum // Storytelling & Cultural exploration
- Voces Digital-Notre Histoire// Online CI curriculum
- Fluency Matters E-Course// Novels written for language learners
- Textivate, Flipgrid, Quizlet, Kahoot, etc!



GRADING

- **30%** Reading comprehension
- **30%** Listening comprehension
- **15%** Writing performance
- **10%** Speaking performance
- **15%** Language engagement

Most of your grade will be based on your performance on short, summative assessments: reading, writing, speaking, and listening.

Language engagement includes being involved in class activities and assignments. Most activities that we do in class will be graded for completion or effort. This practice will make your other grades higher.

A different language is a different vision of life.

- FEDERICO FELLINI

THINGS WE'LL LEARN THIS YEAR...

TALKING ABOUT OURSELVES & OTHERS

DESCRIBING WHERE THINGS ARE/HOW PEOPLE FEEL

RECOUNTING EVENTS OF A STORY

CULTURAL CELEBRATIONS & CONNECTIONS

THE MOST IMPORTANT LINK!

OUR CANVAS COURSE:
[French 1](#) [French 2](#)

HOW TO JOIN:

You should already be a member!

Weekly Schedule:

MONDAY

Periods 1-3 : meet in class and complete asynchronous activities

TUESDAY

Periods 4-6: meet in class and complete asynchronous activities

WEDNESDAY

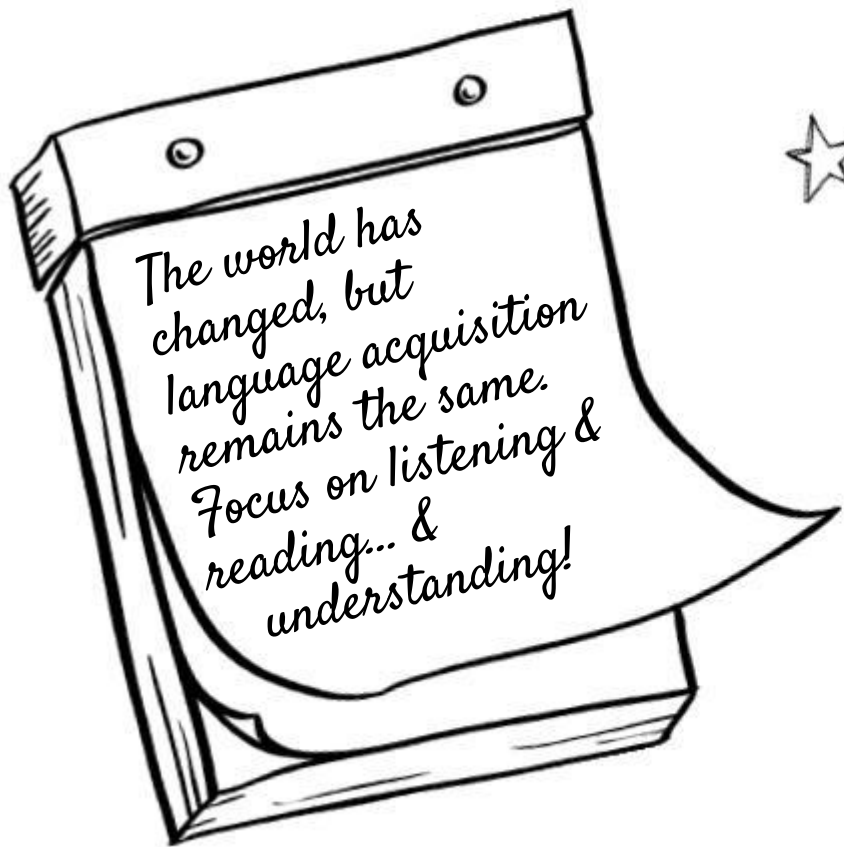
All students: check Canvas for assignments

THURSDAY

Periods 1-3 : meet in class and complete asynchronous activities

FRIDAY

Periods 4-6: meet in class and complete asynchronous activities



GREAT COMMUNICATION
BEGINS WITH
CONNECTION

Oprah Winfrey

Online Expectations

COMMUNICATION

Email me with questions

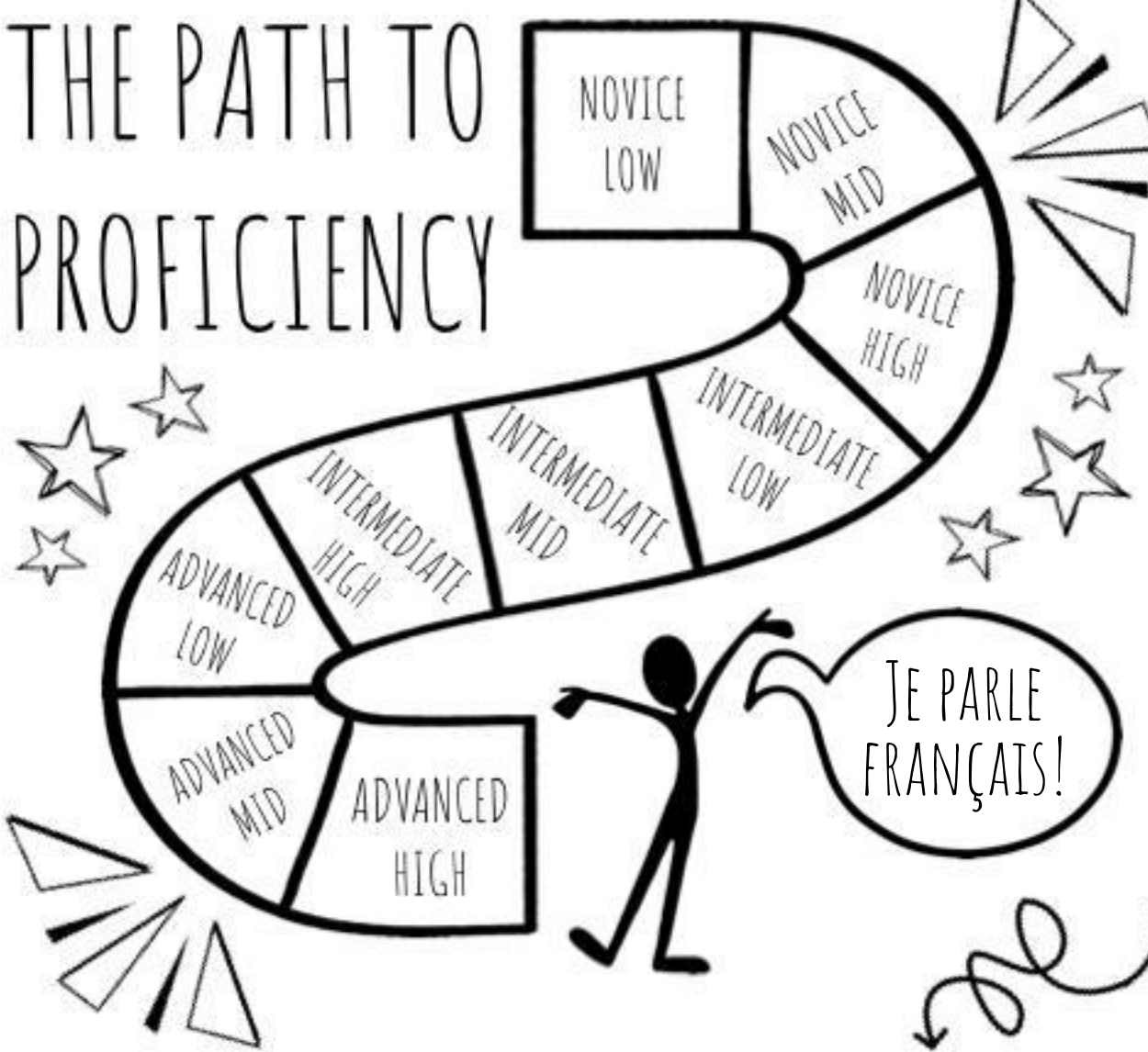
VIDEO CONFERENCES

- Have camera ON
- Microphone ON
- Cleared background
- No background noise
- Interact with teacher & classmates

SUBMITTING WORK

Submit all completed work through Canvas.
Do NOT email completed work to me!

THE PATH TO PROFICIENCY



As you acquire language, you become more PROFICIENT. You are able to accomplish more and more tasks, communicate about more topics, and make yourself better understood.

We become more proficient in any language through COMMUNICATION: interpreting, expressing, and negotiating the meaning of messages in the language that we are learning.

In particular, LISTENING and READING to language that you can make sense of will help you to make the biggest gains on the Path to Proficiency, and so that is what instruction in this course is geared toward.

EXPECTATIONS

STUDENT + TEACHER

Take care of our self, each other, and our surroundings.

STUDENT

- (1) Show up to class
- (2) with materials
- (3) willing to participate.

TEACHER

- (1) Show up to class
- (2) with a plan
- (3) willing to adapt.

STUDENT

Ask questions when you don't understand.

TEACHER

Ask questions to see whether students understand & adjust teaching as needed!

We are going to work hard in class every day, and you will have some independent work.

Stick with it.

Even after several years of language classes, most learners are only in the Intermediate range of proficiency.

HOMEWORK & MAKE UP WORK

Fill out Absence Google form to request work to make up for the communicative activities you missed!



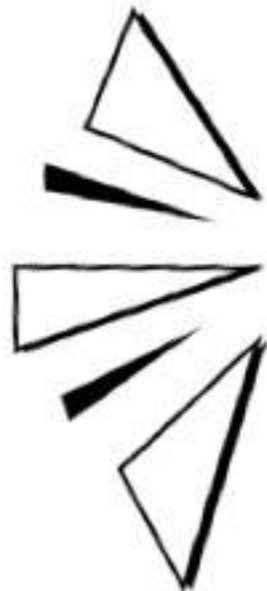
ACTIVITIES

- listen to songs
- co-create stories
- discuss our lives
- watch short films
- read current events
- play games
- listen to/read stories
- explore French-speaking cultures

...all in French!

MORE ABOUT GRADING...

On each assessment, your grade will be determined by how your performance compares to the target performance for that skill in your course. Here are the targets for this course:



READING & LISTENING

I can identify details from the text. I can give insightful evidence to support my conclusions and to make inferences. I can interpret unfamiliar words based on context.

SPEAKING & WRITING

I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.



To see a detailed breakdown of all performance levels for this course in the areas of Reading and Listening (Interpretive Mode) and Speaking and Writing (Presentational Mode), please see the "Performance Targets" reference document.

Performance descriptor

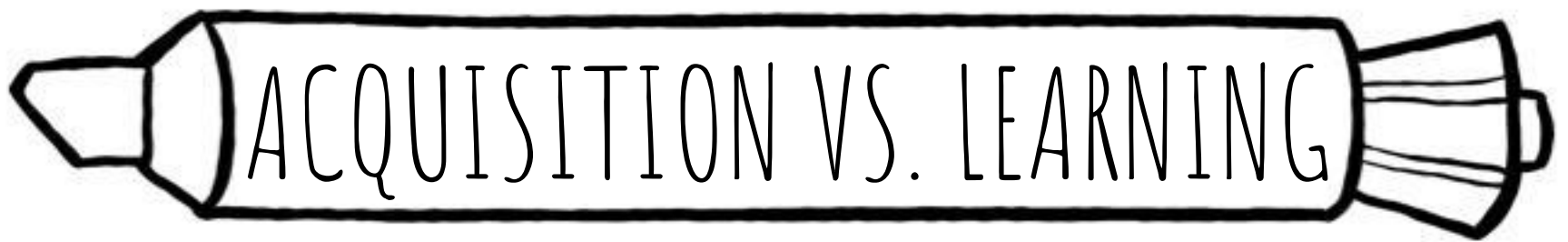
What goes in the grade book

HOW IT WORKS

ADVANCED	Adv	A	100-90	Your performance shows confidence and demonstrates that you are already reaching for the next target.
PROFICIENT	Prof	B	89-80	You performed at the target level (see above) without help. You are right on track!
DEVELOPING	Dev	C	79-70	Your performance shows that you can do some of the things needed to hit the target, but you need a little more support to do all of them.
EMERGING	Em	D	69-60	You know what you are supposed to be able to do, but you need help putting the pieces together so that you can hit the target!
BEGINNING	Beg	F	59-50	Your performance shows that you are a bit confused and probably feeling frustrated. You need some help to get started working toward the target!
NO ATTEMPT	N/S	F	0	You have not done enough for your performance to be evaluated (<i>use of online translators earns this grade</i>).

What you'll see on your paper

What it means



ACQUISITION VS. LEARNING

In this course, our goal will be to acquire French language. “Acquiring” a language is very different than “learning” a language. Acquiring is something that happens to you instead of something that you make happen.

When you “learned” how to speak your first language, you didn’t actually learn it; you acquired it naturally by listening to other people speak it around you for a long time; not by studying it. Therefore, almost all of our class time will be spent using French to talk about interesting and important things in our lives and in the world. We will spend very little time learning *about* the French language (studying grammar rules, memorizing vocabulary, etc.), because the human brain is not designed to learn language in that way. Instead, we will focus on finding content to listen to and read in class (interpretive communication) in order to give our brains lots of ‘food’ to process and turn into language in our heads. We will do some speaking and writing, but those skills will come naturally as you take in more and more French through listening and reading, so they will not be a major focus of the course.

This French course is a Comprehension-based French course. That means that I will be using methods and strategies that are based on the theory of linguists and researchers such as Dr. Stephen Krashen and Bill Van Patten. We will use TPRS (Teaching Proficiency through Reading and Storytelling; developed by Blaine Ray and based on the work of Dr. James Asher) and modified MovieTalk (developed by Dr. Ashley Hastings), in addition to many other Comprehension-based activities.



CORE VOCABULARY

For each of our units, you will be given a Core Vocabulary list. These are the most important new words that will be used in the activities in the unit, and they will be used in future units in the course. Most of our assessments will include Core Vocabulary words from the current unit and previous units (ex: they will be used in reading and listening passages, and you will probably need to use them to respond to speaking or writing prompts). If you miss a lot of class, memorizing Core Vocabulary words can help you to catch up and be able to follow what is happening in class, but beware—memorization only helps short-term! To acquire language, your brain needs repeated exposure to language in contextualized communication.

ACADEMIC INTEGRITY

Academic Integrity is being honest and responsible with regard to your schoolwork. Most basically, it means that your work is your work, and anything that you have found somewhere else is credited to its source.

Students will receive a non-negotiable “0” on any assignment in which academic integrity has been breached.

- You may not copy another student’s work or allow someone to copy your work
- **You may not use online translators to write sentences or essays**
- You must cite any website, book, article, etc. from which you gather information.





WHAT IS STORYASKING?



Storyasking is a form of storytelling in which the storyteller (in this case, the teacher) doesn't know what will happen in the story, and so he or she asks the audience what they want to happen at different points in the story. Therefore, the teacher is not telling the story to the students; she or he is asking the students what happens, and they come up with ideas.

In each storyasking session, we will have several target vocabulary terms that we must acquire and therefore include in the story. Our goal is to repeat those terms over and over and over. For example, "dog," "eats," and "dances." The story could be about a dog that goes on a cruise and eats and dances every night. Or maybe the dog eats a huge piece of cake and dances off the calories at a discotheque in Paris. It's whatever the class decides.

Research shows that a word does not become a permanent part of our vocabulary until we have heard or seen it many times in context. I have a lot of tricks up my sleeve to help you feel understand new words with confidence through purposeful questioning and repeated exposure to the words in context.

The most important thing in storyasking is that you ALWAYS understand what I am saying, because your brain can only acquire language that it can make sense of. If you ever get confused, all you need to do is (1) make the confused gesture (snapt/make a fist and put it in your other hand) or (2) ask me in French to clarify. When that happens, I will either explain it differently in French or write it on the board in English. I will do my best to make sure that you understand me, but sometimes I won't see that you're confused, so you need to be your own advocate and let me know!

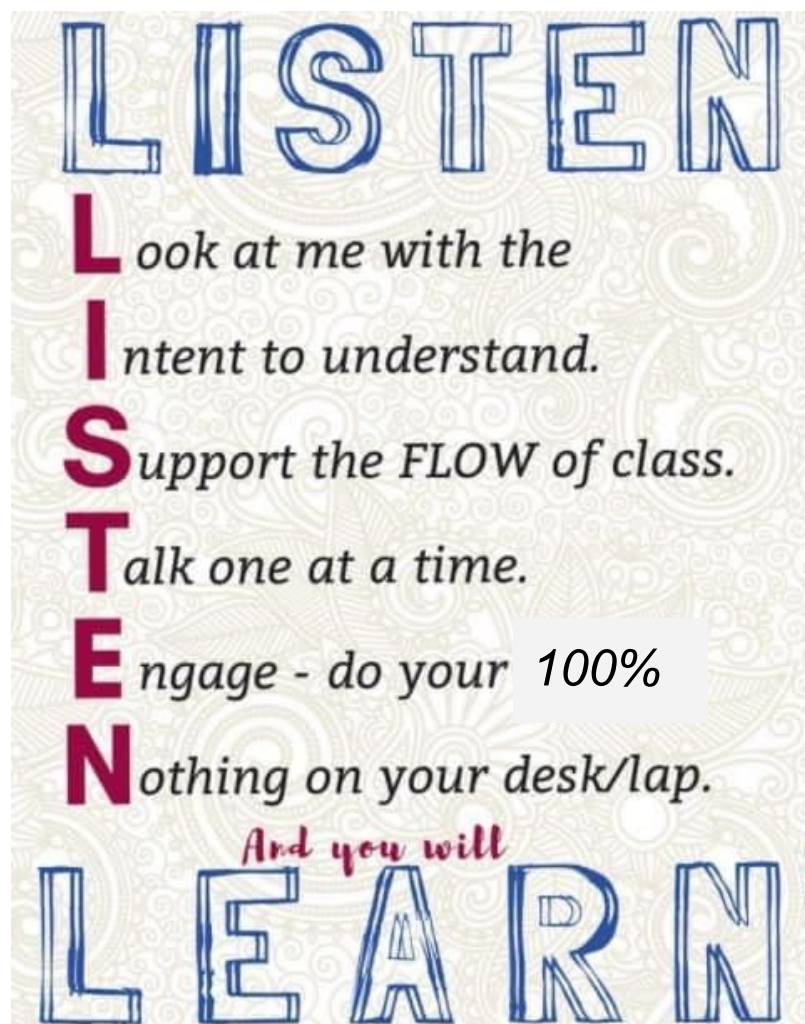
Class will be fun sometimes, sometimes not—this is a rigorous academic elective class. I want you to be involved and engaged every day! Sometimes, we will be doing really fun activities or creating funny stories. Other days, we will be learning about important topics and working hard to have respectful, meaningful discussions. Whatever we are doing, we are in it together!!



RULES FOR STORYASKING

- ✓ LISTEN WITH THE INTENT TO UNDERSTAND
- ✓ USE "OHHHH..." OR A REJOINDER TO SHOW YOU UNDERSTAND
- ✓ USE SNAP/FIST GESTURE TO SHOW YOU DON'T UNDERSTAND
- ✓ USE WHITEBOARDS/CHAT TO SUGGEST CUTE ANSWERS
- ✓ ONE PERSON SPEAKS, EVERYONE ELSE LISTENS
- ✓ SIT UP STRAIGHT WITH SQUARED SHOULDERS AND CLEAR EYES
- ✓ SPEAK FRENCH, NOT ENGLISH!
- ✓ GIVE YOUR 100% (ANSWER ALL QUESTIONS)
- ✓ ACTORS MATCH ACTIONS WITH THE STORY

DAILY LANGUAGE ENGAGEMENT



Classroom Expectations:

BE RESPECTFUL--

- 1) Respect your teacher and fellow classmates in your words, attitude, and actions -- Use appropriate language and tone, and volume, tell the truth, and listen when someone is talking.
- 2) Raise your hand and get permission before talking or leaving your seat.

BE ACCOUNTABLE--

- 3) Follow all directions the first time they are given.
- 4) Keep your hands, feet, and objects to yourself.
- 5) Follow all school rules.

BE PRODUCTIVE--

- 6) Arrive to class on time, prepared to work and to PARTICIPATE. -- Come with pencil, binder, homework and agenda.

Consequences: I will use a variety of interventions to help students achieve classroom expectations, including:

- Reviewing expectations, reminders, seat changes, removal from activity/class, verbal warning, parent contact, office referral, etc. I will track my interventions in class using my Behavior Intervention Chart.

DAILY LANGUAGE ENGAGEMENT RUBRIC

<p><i>You exceed expectations, receiving <u>as much comprehensible input as you can</u> by <u>never speaking over the teacher and classmates</u>, listening to understand, always completing make---up work and missed work, <u>always</u> asking when language is unclear and/or <u>always</u> doing assignments!</i></p>	<p>10 (A+)</p>
<p>You meet expectations, receiving <u>a lot of comprehensible input</u>.</p>	<p>8.5 (B)</p>
<p>You <u>don't always</u> receive a lot of comprehensible input because you <u>sometimes</u> speak over the teacher and classmates, <u>sometimes</u> ask when language is unclear, <u>sometimes</u> are out of class (e.g. <i>lingering in halls, bathroom, absences are not made up</i>), and/or <u>sometimes</u> don't do assignments.</p>	<p>7.5 (C)</p>
<p><i>You know what to do to receive comprehensible input, but <u>often don't meet expectations</u> because you speak over the teacher and classmates, don't ask when language is unclear, are out of class, and/or don't do assignments or make---up work. The input you receive is <u>often not comprehensible</u>.</i></p>	<p>6.5 (D)</p>
<p>You <u>usually</u> don't meet expectations because you <u>frequently</u> speak over the teacher and classmates, <u>rarely</u> ask when language is unclear, are <u>frequently</u> out of class, and/or <u>rarely</u> do assignments and make up work. Whatever input you receive is <u>almost always not comprehensible</u>.</p>	<p>5.5 (F)</p>
<p><i>You speak over the teacher and classmates, allow language to be unclear, are out of class, and/or don't do assignments <u>so much</u> that you receive <u>almost no input</u>.</i></p>	<p>4.5 (F)</p>