

French 4 AP

Instructor: Philippe Rigaud

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Conference Periods: A Day: from 11:25 to 1:30 pm B Day: from 11:25 to 1:30 pm

Phone: 940-369-1060

Room: B131

Tutorials: Tuesday & Thursday from 8:00 to 8:45 am and Monday, Wednesday from 4:15 to 5:00 pm

Course Objectives and Goals: This class will focus on French language proficiency through mastery of fluency in listening, speaking, writing and reading with understanding so that these skills are applied automatically. It seeks to develop language skills and insight that are useful in themselves and that they can be applied to various activities and disciplines. This course follows the AP College Board curriculum.

College Board Advancement Placement Courses provide college level studies for high school students who desire, are ready to do college work and have a strong curiosity about the subject and a willingness to work hard.

Typically, successful AP students are task-oriented, proficient readers who are able to organize their time and who have parental /guardian support. Students who are already overextended with academics or extracurricular activities should seriously consider whether they have the time to devote to an AP class. Outside study time is at least one or two times the amount of the time spent in class per week. Students must maintain a 70 average each six weeks in order to remain eligible to participate in extracurricular activities in accordance with University Interscholastic League (UIL) rules. One waiver per academic year is allowed for a single course with grade 60-69.

The student who receives an AP grade of 3, 4, or 5 on the AP French Language Exam has mastered – to a degree commensurate with the AP grade – the skills and knowledge required to receive credit for an advanced level college/university French language course.

- The student has strong communicative ability in French in interpersonal, presentational, interpretive modes.
- The student has strong command of French linguistic skills (including accuracy and fluency) that support communicative ability.
- The student comprehends French intended for native speakers in a variety of settings, types of discourse, topics, styles and registers.
- The student produces French comprehensible to native speakers in a variety of settings, types of discourse, topics and registers
- The student acquires information from authentic sources in French and is aware of some cultural perspectives of French-speaking people.

The AP French Language student can:

- Identify and summarize the main points and significant details and make appropriate inferences and predictions from a spoken source, such as a broadcast news report or a lecture, on an academic or cultural topic related to the French-speaking world.
- Identify and summarize the main points and significant details and predicts outcomes from an everyday conversation on a familiar topic, a dialogue from a film or other broadcast media, or an interview on a social or cultural topic related to the French-speaking world.
- Identify and summarize the main points and significant details and make appropriate inferences and predictions from a written text, such as a newspaper or magazine article or a contemporary literary excerpt.
- Write a coherent and cohesive analytical or persuasive essay in reaction to a text or on a personal, academic, cultural or social issue with control of grammar and syntax.
- Describe, narrate, and present information and/or persuasive arguments on general topic with grammatical control and good pronunciation in an oral presentation of two or three minutes.
- Use information from sources provided to present a synthesis and express and opinion.
- Recognize cultural elements implicit in oral and written texts.
- Interpret linguistic cues to infer social relationships.
- Communicate via formal and informal correspondence.
- Initiate, maintain and close a conversation on a familiar topic.
- Formulate questions to seek clarification or additional information.
- Use language that is semantically and grammatically accurate according to a given context.

Approved resources:

Textbooks provided

- APprenons
- Latitudes 3
- Other resources (texts, articles, excerpts, audios)

Rules/Class Procedures:

All policies in the STUDENT HANDBOOK, STUDENT CODE OF CONDUCT AND ACADEMIC INTEGRITY POLICY will be followed.

In addition, students in French class should be:

Fun	Students who are fun display enthusiasm in the classroom express their interests and have a positive attitude.
Respectful	Students who are respectful show tolerance for differences in opinions and cultures and treat both teacher and fellow students with kindness.
Engaged	Students who are engaged make their best effort at participating fully during class time, take good notes do their best of their abilities and study for projects and tests.
Neat	Students who are neat treat school and personal property with care.
Courteous	Students who are courteous demonstrate good manners not only with the teacher, but also with everyone at school (administration, staff, custodians and schoolmates)
Helpful	Students who are helpful always bring necessary materials to class, take notes for friends when absent, encourage and praise other students and are good citizens.

World Languages Department Grading Policy

- Major Summative Assessments 80%
- Minor Summative Assessments 20%

Major Summative Assessments:

They are to evaluate understanding and take place at the end of a learning unit incorporating what has previously been evaluated in the unit's minor assessments.

They include: Oral presentations, written assignments (essays, emails), projects, and guided conversations (for example interviews or simulated conversations)

Minor Summative Assessment:

They are designed to check for understanding, addressing a smaller set of learning objectives as compared to major assessments.

They include: quizzes, skits, guided conversations (brief interviews or questioning), reading comprehension and *class participation*

Class participation (points per day):

Students can learn a language only when they are actively involved. Therefore students should communicate with the teacher and peers in the target language as much as possible. Every time a student addresses the class out loud or writes on the board in French, a point is recorded. When a student is absent, he/she can only earn 2 points. Therefore one must make an extra effort when present.

Homework

None – However, students are strongly encouraged to review their daily notes and visit web sites listed on my webpage and other multimedia applications.

Formative Assessments

They will be given continually. They are for practice so that the student and teacher can gauge the success of the learning. This practice is “designed to provide direction for improvement and/or adjustment of teaching and learning activities for individual students or for a whole class.”

They are not reflected in the final grade.

These include in-class practice, out-of-class practice, comprehension checks and self-evaluations

REASSESSMENT

A student may reassess a minor/major summative assessment only after the student has demonstrated new learning to justify a reassessment. This acknowledges that students process and master material at different rates. A student must fill out a request to reassess form to begin the reassessment process, which is located on Mr. Rigaud's page on the Guyer website. The teacher will make sure students know the specific activities and relearning that will need to take place in order to reassess, as well as any other requirements to reassess.

The reassessment must be completed within one week of the primary assessment.

Semester Exams will not qualify for reassessment.

- Homework is due on the date the teacher establishes.
- Students who turn in their work on time will receive feedback.
- Students who do not turn in their homework on time may not receive feedback.
- 1st offense for not turning in work is a warning and parent contact
- 2nd offense for not turning in work is a teacher detention and parent contact.
- 3rd offense for not turning in work is an office referral.

Important Dates:

- AP study sessions TBD by students and teacher
- Practice Exams: (one practice is recommended)
 - **GHS: Thursday, March 31st 2013 (5:00 – 9:00pm)**
- AP testing date: May 12th 2013 (12:30 – 5 pm)

Scope and Sequence

1st six weeks

- La Famille et la communauté (*Families and Communities*)

2nd six weeks

- La Quête de soi (*Personal and Public Identities*)

3rd six weeks

- L'Esthétique (*Beauty and Aesthetics*)

4th six weeks

- La Science et la technologie (*Science and Technology*)

5th six weeks

- Les Défis mondiaux (*Global Challenges*)

6th six weeks

- La vie contemporaine (*Contemporary Life*)

EXAM DISCLOSURE POLICY:

Parents are entitled to have access to all written records of the district concerning the parent's child, including test scores. Tex. Educ. Code, section 26.004. Parents are also entitled to review each test administered to the parent's child after the test is administered. Furthermore, the school district is required to make tests readily available for review by parents; however, the school district may specify reasonable hours for such review. Tex. Educ. Code, section 26.006. Providing a parent access to and review of the teaching materials and administered tests fulfills the requirements of the Texas Education Code's mandate that parents are partners with the school district in the education of children.

In order to be exempt from the Spring Final, students must have maintained at least an 80 / B average in each grading period.

EXIT POLICY:

A student may exit a Pre-AP or AP class at the end of the first six weeks of school or at the semester. To drop a Pre-AP or AP course, the AP course withdrawal form must be filled out. A meeting with parent/guardian, teacher, and the student will determine on a case-by-case basis whether a course change is in the best interest of the student. A student who drops a Pre- AP or AP class one year and wants to enroll in another AP or Pre-AP class later will have to undergo a formal interview attended by parent/guardian, student, current teacher and teacher of the next course.

STUDENT, PARENT, AND TEACHER RESPONSIBILITIES:

STUDENT, I agree to take full responsibility:

- to show a commitment to academic excellence
- to attend class regularly
- to do my own work in order to improve my ability to reason, analyze and understand *to organize my time and study habits to complete successfully the above named AP course *to take the AP exam
- to confer with the teacher and take immediate action if I fall behind

PARENT, I agree to be familiar with the above AP course requirements and exit procedures and help my son/daughter organize study time in support of class assignments. I agree to encourage him/her to communicate openly with the teacher when disciplinary or curricular questions or concerns arise. If the situation remains unresolved, I will request an appointment with the teacher.

TEACHER, I agree to teach the above course at a level and pace in accordance with College Board recommendation and the DISD curriculum document. Student and parent/guardian will be advised within the first six weeks if the student's work is not adequate. Student progress after the first six-weeks will be reported with the normal progress and report card cycles.

IMPORTANT LANGUAGE LAB RULES

Parent or Guardian,

As a second language learner your student will have the opportunity to visit our language labs. These labs will allow such student to practice his/her listening and speaking skills individually.

Because of all of the technical equipment in the language lab, it is imperative that ground rules be established.

1. There will be grades given for all lab work: practice and testing.
2. Each student will have an assigned station in the lab.
3. Each student will be responsible for his/her station and that station will be checked at the end of each lab visit. The platform area (including the master console), the cabinets, the drawers and all other stations except the specifically assigned station are strictly off limits.
4. No gum, candy or drinks will be allowed in the lab and only such materials as specified by the teacher. We believe that the language lab will enhance your child's ability in foreign language if the facilities are properly used.

We request, therefore, that you sign this letter acknowledging all parties' responsibilities for proper use and maintenance. This letter serves as a guideline, so if/when disciplinary/financial action is taken, you will fully understand the basis of such action. Please keep a copy of this letter for your files. Thank you for your cooperation in this matter.

Sincerely,
Mr. Philippe Rigaud
Foreign Language Department

The Denton Independent School District does not discriminate on the basis of sex, handicap, race, color, and/ or national origins in its educational programs. Admission to career programs is based on age, grade, interest, aptitude and ability. Lack of English language skills will not be a barrier to admissions and participation in any educational programs.