



Ashbrook Independent School French program 2017-18

Claire M. Burand, M.A.

cburand@ashbrookschool.org

541-766-1062

Bonne rentrée! I am excited to be back for my fourth year at Ashbrook. This past year was a year of exploration as we used the language to create fun and interesting stories. You all showed enthusiasm and excitement throughout this process. Merci! I look forward to continuing to guide you on your language journey. — Madame Burand

Course Description:

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 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—not using English to talk about French—and the focus will be on listening and reading instead of speaking and writing. Those skills will come naturally as you take in more and more French by listening and reading.

This is a Comprehensible Input French course which will use methods and strategies that are based on Dr. Stephen Krashen’s Input Hypothesis. In particular, we will use the TPRS (Teaching Proficiency through Reading and Storytelling) method of language acquisition that was developed by Blaine Ray and based on the work of Dr. James Asher.

We will focus our class time on the acquisition of high frequency structures (the most frequently used words in a language); between three and six new target structures each week (you will learn more than this, but will only be assessed on the target structures). We will use these structures in class discussions, stories, and cultural explorations, and you will be expected to recognize them when you read or hear them, and in time, be able to produce them in speech and writing.

Materials:

- three-hole binder (provided): students organize their French handouts/notes in binder
- journal (they will continue to use their current journal): students write the class stories and their own individual stories in the journal
- student textbook (provided): *Raconte-moi encore!* will be used from time to time
- French/English dictionary: not required, but it would be good to **have one at home**

Evaluation: Standards Based Grading

Your grade will be determined by how your performance compares to the standard expected for each category.

Advanced	A	95	You are confident and are reaching for the next level.
Proficient	B	85	You consistently meet the standard without help from the teacher and are ready to move on.
Developing	C	75	You can meet the standard in familiar tasks and situations.
Emerging	D	65	You know what to do to meet the standard and can do some things, but need help accomplishing it.
Beginning	F	55	You know what the standard is, but are confused and probably frustrated. You need some help to get started!
No attempt	F	0	You have not done enough to be evaluated.

Grade Categories:

The target proficiency levels and the corresponding expectations for speaking, writing, reading and listening will vary depending on the course level and time of year.

Writing	25%	Reading	30%	Participation/Preparation	5%
Speaking	10%	Listening	30%		

Participation/Preparation:

This grade includes a student's participation in class **including speaking in French**, his/her willingness to try new things, his/her ability to follow class expectations, and completion of in-class activities. A student earns 3 points per day for active participation and positive contributions to class.

Grade Reporting:

Some classwork assignments are **formative** assessments (showing how well you understand the material while we are still learning it) and some are **summative** (showing how well you understand the material after we have finished studying it). Formative assignments will not be entered in the gradebook and are considered supporting evidence for your grade in each category. Summative assessments are entered in the gradebook.

Classroom Expectations:

1. Be respectful, *Soyez respectueux*
2. Be responsible, *Soyez responsable*
3. Be safe, *Soyez prudent*
4. Do your best, *Faites de votre mieux*

Consequences: (may vary by case)

- Student may need to move to a "quiet work place"
- Student may lose participation points
- Student may need to conference with the teacher and/or be referred to the office
- In a serious event parents will be involved, but not on a day to day basis

Rewards:

- Praise (daily)
- *Le Premier de Fromage* Award (awesome performance) or *Star Student* Award (good citizen)
- Class Fun day (per term)