

Bienvenue!

Je suis heureuse de vous voir!

General Class Procedures and Information for French I/II

Madame Robbins, Professeur de français

robbinsa@ccschools.k12tn.net

Remind App:

text @1d9ee to 81010 to receive text reminders

email blank message to 1d9ee@mail.remind.com for email reminders

Textbook: McDougall-Littell, Discovering French Nouveau Blanc ISBN 0-395-87489-0

General information on this course:

French I/II Block is a course that integrates speaking, reading, writing, listening, understanding, and culture to form a true language arts class. We will not only study the French language, but we will delve into the culture of the diverse populations who speak it. Be prepared for numerous group and oral activities, including presentations and skits. Some research work may be involved for certain activities. Oh, and expect this class to be different from anything else you have ever experienced.

Since French is considered a college prep course, **advanced** and **consistent** work will be required on your part. On the block, you will be receiving a full year of credit in one semester—that's a lot of French in half the time of a traditional schedule! While I believe that ANYONE can learn a foreign language, YOU have to do the work. There will be nightly homework and substantial memorization involved.

Even when you are not given a written assignment to be turned in, you are expected to study what we have learned so far each day. Expect to spend at least 15-20 minutes a day on French outside of class. That's about the commercial time for an hour of American television. How's that for perspective?

Language is comprehensive, and it will be your responsibility to review vocabulary and grammar as we go. If you do all of your work at the time it is assigned, memorize and study vocabulary and grammar, as well as ask for help when you need it, it will be hard for you to fail this course.

Course Objectives (or that oh-so-official word, STANDARDS)

While it may be a bit hard to guess at first, what with all of the free-wheeling French frivolity that we will have in class, my curriculum is strictly based in the state and national standards. Each lesson will include one or more (usually all) of the following state and national standards for modern world languages:

- Communication (in a language other than English)
- Cultures (other than our own)
- Connections (with other disciplines)
- Comparisons (of the nature of language and culture)
- Communities (multi-cultural and global participation)

Are you so excited about the official standards for this class, that you want all of the many pages and details? Get your very own copy at:

http://www.tn.gov/education/ci/foreign_lang/index.shtml

Brief Outline of Units

You will find me NOT to be one of those teachers that teaches the same thing every year. Yes, I do follow a state-approved curriculum, but the sequence, pacing, and emphasis will truly depend on YOU. Each class has strengths and preferences, and I use those to help guide instruction. Therefore, I will not give you a play-by-play of your upcoming semester. Instead, here are some sample units to help calm your nerves (or send you screaming to guidance, whichever the case may be...)

1. Faisons connaissance (Getting to know you)
2. La vie courante (Modern day life)
3. Qu'est-ce qu'on fait? (What does one do?)
4. Le monde personnel et familiar (Family and personal life)
5. En ville (in the city)
6. Le shopping (shopping)
7. Le temps libre (free time)
8. Les repas (mealtimes)

Grading:

Per district policy, grades are based on the following:

- Test average is 40% of nine week term.
- Daily grade average is 40% of nine week term.
- End-of-term exam is 20%. According to the handbook, everyone must take the midterm. As for final exams, check your handbook. Watch those grades, absences, and tardies!

Supplies and fees

Materials fee: During the course of the semester, many supplemental materials (handouts, multimedia items, crafting materials, etc.) will be used to make the class more interesting and salient to the students. These materials are used during normal lessons, as well as for special projects. Each student is asked to bring \$10 at the beginning of the semester to help defray the cost of these items. Please, oh please, alms to the poor...

Materials to bring to class everyday:

- **PAPER** : Loose-leaf or perforated spiral is fine. Yellow, white, or recycled ruled paper are all acceptable.
- **Notebook** : You will need a three-ring binder for this class, as well as a set of dividers. You should keep all assignments and notes in chronological order I recommend labeling your dividers with the following categories:

Notes (You may also wish to further divide your notes into vocabulary, verbs, grammar, and culture.)

Songs (YIPES! Really? We have to sing in FRENCH class? What is the world coming to?)

Handouts (LOTS-Keep them well-organized and life will be good. Hint: Good organization is rarely found by stuffing everything haphazardly into the nearest textbook.)

Assignments, Tests, and Quizzes (You should not throw ANYTHING away. You may use these items as study guides. Additionally, if a rare grading mistake should happen to befall you, you will need to present me with your un-thrown-away-and-graded assignment in order for me to correct the error.)

You should always keep your binder organized. I will not take it up for a grade, but I will ask to see it when you come for help. Success in the class depends greatly on YOU doing your part to help yourself.

• **Journal to keep in the classroom:** This may be a spiral bound book or a composition book of any type. Most of your in-class written assignments are done in this book and account for a great percentage of your grade.

• **Pens/pencils:** Black/blue/dark ink only, or pencil, please. As I am blind, whole pages of neon gel pen ink only serve to oppress my failing orbs and irritate me-not a great thing to do while I am grading. If you are prone to making lots of mistakes, have some sort of white-out or just use pencil. Please don't scribble answers out. **If I can't read it, it will be counted wrong. Write neatly!!!**

• **Student handbook or assignment calendar:** Every student is issued a spiral bound student handbook. You should use this to keep track of your assignments. This will eliminate forgetting to do your homework, and you will be amazed at how much improvement you will see once you get organized.

I. Procedures for class

*Procedures are a part of life. We follow procedures for using a telephone book, boarding an airplane, approaching a traffic light, and attending a wedding. The reason we have procedures in life is so that people can function in society, knowing the **acceptable** and **efficient** ways that other people do things.*

There are also procedures in this classroom. These procedures establish our classroom culture.

Daily routine: The bell does not start class. The teacher does not start class. YOU start your class. Please follow the routine daily:

1. Enter in an orderly fashion, and go **immediately** to the appropriate seat. (Yes, you will have an assigned seat. No, begging will not positively affect where I put you, so don't.)
2. Start the "hors d'œuvre" (board work).
3. Have all materials (including sharpened pencils) ready before the bells rings.
4. Stay in your seat-working quietly-unless given permission to move. Do not interrupt class by being out of your seat or sharpening pencils.

When you are tardy: You are tardy if you are not in your appropriate seat, working, when the bell rings (see class rules). **I follow the school's tardy policy.** You must sign in on the tardy log, and if you are in first block you must get a tardy pass from the office. Keep in mind the tardy policy with regard to exam exemptions.

This is a NO-WHINE Zone!

Leaving the classroom: During scheduled class time, I am legally responsible for you. Additionally, teachers are instructed to keep students in classrooms at all times. Therefore, *I am not obligated to allow you in the hall unless you are summoned with an official office pass*. I realize, though, that there are rare circumstances that might cause you to need to leave during my class without being summoned from the office. If you need to leave *for any reason* (bathroom, counselor, etc.)—and you do not have an official office pass—you must sign out, using the following procedures. Keep in mind that you will only be allowed to sign out 3 times per nine-week term. If you leave the room more than that, your participation grade will be lowered each time. Rationale: If you are not in the class, how can you participate meaningfully? Also, if you are constantly leaving, it is a severe distraction to the learning process in the classroom.

Signing out:

1. You must have my permission to leave class. I will not allow you to leave during instructional time. I reserve the right to refuse permission for you to leave, especially if I judge the reason unnecessary.
2. You must have **YOUR** handbook filled out completely. Don't come up to me with someone else's or with none. I will smile sweetly to you as I say that you will need to wait until the end of the period to go. Go ahead, try it...
3. Sign out, filling in all information.
4. Make sure to take the Eiffel Tower hall pass. If it is gone, you must wait until your classmate returns with it. **Only one person at a time will leave the room without an office pass.**
4. Sign back in and return the Eiffel Tower when you get back.

If you are suddenly ill: If you are going to be physically sick, just go to the bathroom. Do not waste time with passes in this case. Keep in mind, however, that I will send someone after you. Try to make it to at least Mr. Alva's room.

If you have a medical reason for needing to leave class more than 3 times during the term: I must have a note from the school nurse which states the reasons for this.

***If you leave fewer than 3 times during the term, the remaining times may be used as 2 points extra credit each on end-of-term exams.

Conduct in the hall during class time: Permission in the hall is a *privilege*, not a right. I also would like to stress that this privilege is contingent upon my being able to *trust* you. If you do something to break that trust, such as misbehaving in the halls, or being somewhere you are not supposed to be (like, say, the vending machines or the tanning bed), you will not be permitted to leave *for the remainder of the semester*.

When someone enters the class: Office aids and other visitors frequently enter the classroom. In order for class to run smoothly, please do not speak to them when they enter or leave.

Listening to and responding to questions: When I ask a question of the class, please raise your hand and wait to be acknowledged before saying the answer. You may always know the answer quickly, but I would like everyone to have the chance to think of the answer. I would also like for everyone to have a chance to answer questions. If you are unsure of an answer, and I call on you, try to answer the question. Chances are that someone is thinking the same thing, and if we work through the problem together, everyone will benefit. Please try to remain calm and orderly during discussions. Please wait to be given the floor to speak. We cannot have an effective discussion if everyone is talking at the same time.

Asking questions: Please follow the same procedure for asking questions as you do for answering them. In order for us to have meaningful class discussions, we must have order. Additionally, please ask only *relevant* and *appropriate* questions. **If you are simply curious about something unrelated to the topic at hand, save that question for another time.**

Working in groups and with each other: I expect for you to show the utmost respect for your classmates and yourselves. Teasing or making fun of each other will not be tolerated. When you work in groups, make sure that your voice is not loud enough for me to hear you over everyone else.

End-of-period class dismissal: The bell system in the school is not meant for students. It is simply a way of signaling teachers when the beginning and ending of instructional time is. Students do not dismiss the class. The bell does not dismiss the class. I dismiss the class. You may leave when I give you permission. **Do not attempt to line up by the door-you will be the last one out!** If you think that I can't block you with my formidable mass, think again. I will win.

When you need pencil or paper: You are responsible for having all necessary materials with you *every* day. If you are in need of paper or a writing utensil, ask a classmate. There is a small supply of pens, pencils, and paper in a bin at the front of the room for occasional use. Just like the little cups in gas stations: take a pencil, leave a pencil, etc.

Note taking: You are responsible for any information given in this classroom. I will frequently have ready-made notes for you to copy. However, not everything will be written. Only you know the best way for you to retain what goes on in this classroom.

Headings on papers: On everything that you turn in to me, you **must** put the correct heading in the top left corner of your paper:

Your Name (First and Last)
The date
Your course AND period
Assignment title

Angélique Robbins
3 septembre 2010
français I / Block II
être conjugation

*Failure to put the correct and complete heading on an assignment will result in a reduction of the grade.

When a school wide announcement is made: When an announcement is made over the intercom, it is important that we all hear what is being said. Please be silent during this time.

If I am out of the classroom: If I ever have to leave the room, you are expected to behave and follow procedures as if I were there. Continue your work.

If there is a substitute teacher: Please treat any substitute teacher with respect. If a substitute arrives late, please start class with your morning routine. Follow procedures as if I were in the room. Sub abusers will be sold into slavery, but not before an appropriate flogging.

Responding to a fire drill, earthquake, or a severe weather alert: In the rare occurrence of a fire drill or severe weather alert, please stay calm, and listen to my instructions. In theory, I will have some to give.

Grade Matters

Participation

- You will have an **active participation grade**, as well as a **written participation grade** each term. Each will count as a test grade. Assignments not receiving their own daily grades will comprise the written participation grade, and all conduct in class will comprise the active participation grade. Participation in all (yes, ALL-the singing, the dancing, the ritual sacrifice of finger puppets and staple monsters...) class activities is *required*.
- There will be some grades (including your participation grade) that I will not go through and grade exactly. Instead, I will use a series of check marks that can translate into percentages, for averaging purposes. The key to that is as follows:
 - ✓+ = 100 (Superior work; follows directions perfectly; no major mistakes in written/oral work; active and meaningful participation; extra helpful in cooperative situations; leads class discussions in an effective and meaningful way; obvious effort to go beyond what is required, etc.)
 - ✓ = 90 (A couple of minor mistakes in oral and written work, but very good; active participation; follows directions; excellent work)
 - ✓- = 70 (Notable mistakes in written/oral work, but still passable and basically complete; marginal participation; mistakes in following directions, etc.)
- For written participation, there will be no specific grades. I will assign a (+) full credit or a fractional number for the amount of credit that I award. (3/4, etc.)

Anything below a 70 will receive a number grade.

Some choices that will earn less than a passing participation grade include:

- Sleeping during class
- Being disruptive
- Not following directions

Some choices that will earn less than a passing grade on written/oral work:

- Not following directions
- Incomplete work

Extra credit: I offer a few opportunities for extra credit. These will be made available throughout the course. Any extra credit points will be applied to your daily grades-not tests.

Things to keep in mind when considering EXTRA CREDIT:

1. Extra credit in this class is NOT designed to significantly raise your grade. The points you gain from extra credit will not equal the effort that you will have to put in. It is much easier to just concentrate on being successful in my class, WITHOUT THE HELP OF EXTRA CREDIT.
2. Extra credit will NOT be accepted the last week of each grading period—no exceptions. Any extra credit turned in at that time will be credited to the next six weeks.
3. I reserve the right to limit certain types of extra credit.

Academic dishonesty (a.k.a.: Cheating): Much of what we do in this class will involve you working with other classmates. However, on assignments which call for *your own work* (quizzes, tests, certain assignments to turn in), I expect ONLY your work. If you choose to cheat, you are choosing to break my trust. You and your enabler will both receive zeros for the assignment, with a call to your parents.

Additionally, you will not be allowed to leave the room *for the remainder of the semester*, and will not receive extra credit for any remaining passes. The rationale: *If I cannot trust you inside the room, I certainly cannot trust you outside of it.* DON'T RISK IT. I want you to succeed, I must see YOUR work to help you.

When you are absent/late and make up work:

When you are absent, it is YOUR responsibility to find out what you missed. Check the assignment log, located at the front of the room. Look under the appropriate course and date. If you have a quiz or test to make-up, you must tell me the title. ***DO NOT COME TO ME AND ASK WHAT YOU NEED TO DO.*** You may also find assignments on my class website, www.classjump.com/robbinsnest.

MAKE-UP AND LATE WORK:

- You have as many days as you were absent to make up work (up to five), without being counted late. Work due the day you were absent is due when you come back. If you were in class when a test was announced, you are responsible for taking it with the class, even if you were absent the day before. If it is a school absence, work must be done ahead of time when possible, including tests and quizzes. **THIS IS SCHOOL POLICY.**
- Quizzes and tests must be made up before or after class. Make an appointment with me quickly to avoid late grades. Make sure to show up. No-shows will receive a zero for the assignment.
 - Late work—UP TO one day late = 30 point penalty.
 - Two days late = 50 point penalty
 - Three days = zero for the assignment
 - No late work accepted after posted grade cut-off for the grading period.

Turning in Make-up and Late work:

- Make sure to label each assignment as “make-up” or “late.” Be sure to include the date the assignment was due.
 - Hand the assignment *directly to me*.

Tutorials, making up work, and being in the room outside of class hours: Make sure to make an appointment. Even though I am in my classroom very early and very late sometimes, making an appointment is the only way to ensure that I will be in the room when you need me to be. If you are here for help, have specific questions ready. “I don’t get it” is not quite good enough. Always bring your binder with you, so that I can look at your notes and assignments together.

*I am glad that you are here. If we work together, we can have a fantastic year of discovery, exploration, and positive risk-taking. I am here to help **you** succeed. Let’s share each other’s success! Bonne chance!*

Rules, Consequences, Expectations of Excellence Mrs. Robbins

Class Rules:

1. No food, drink, or gum of any kind. (Exception: Clear, plain, unadulterated bottled water)
2. Show respect for teachers, classmates, and yourselves. No disruptive/disrespectful behavior.
See keys of excellence below
3. Follow all directions the first time.
4. Be in the appropriate seat-working-when the bell rings.
5. Bring all book and materials to class EVERYDAY.

Consequences (should you CHOOSE to violate class rules):

Well, this will all depend on the severity and frequency of the infraction, but may include:

- Stern, scary warnings from the foreboding Robbins.
- Changing of seats and isolations
- Additional tasks or writing assignments
- Referrals to the office
- Calls to parents
- Other appropriate tortures to fit the crime (you don't want to go there...)

What's the point of all these rules and consequences? Well, I care very much about you and your learning environment. Anyone or anything that disrupts my students' ability to learn will have to contend with me. It's as simple as that.

On that note, I advocate a few ideas to live by, in this classroom and outside of it:

Key of Excellence (bound on a keychain of respect for ourselves and others)

*Stolen shamelessly from Quantum Learning Network. Hey, I take good ideas when and where I find them!

1. **Integrity:** To align our actions with our values. Demonstrate moral excellence.
2. **Failure Leads to Success:** We can learn the most from our mistakes. The point is to keep trying.
3. **Speak With Good Purpose:** Be positive with our language, and avoid gossip with open communication.
4. **This is It!:** Live in the moment. Make whatever we are doing NOW the most important. We will never see tomorrow or yesterday, only today. Live it!
5. **Commitment:** To do what we set out to do. When we live a life of commitment, we have the discipline to follow through with our commitments to others and to ourselves, *even when it is challenging*.
6. **Ownership:** To take responsibility for our thoughts, feelings, words, and actions. Ownership is knowing that we can't always control what happens, but we can control how we respond.
7. **Flexibility:** To change our actions to get the desired outcome. Flexibility allows us multiple ways to get the result.
8. **Balance:** To make choices in our live that provide lasting fulfillment. Inner happiness comes from making choices that fill up the mind, body, and spirit.

Procedures, Rules, Consequences, and Expectations Acknowledgement Form:

Student:

I have read Mrs. Robbins' course syllabus, procedures, rules, consequences, and expectations, and I understand what it contains. I further understand the need for such a plan, and I agree to follow all class rules, in addition to those laid out in the CCHS Student Handbook. I understand that if I choose to violate the rules and/or act in a disruptive or disrespectful manner, that I am choosing an appropriate consequence.

Student Signature: _____

Parent/Guardian:

I have read Mrs. Robbins' procedures, rules, consequences, and expectations, and I have discussed them with my child. I understand that I may discuss any issues that deal with my child's performance in class with Mrs. Robbins.

Parent/Guardian Signature: _____

*Parent/Guardian email address
(optional): _____

*** Providing a parental email address will allow Mrs. Robbins to more efficiently communicate with parents, especially should a concern arise. Emails will avoid the ever-frustrating game of "phone tag."**