SAN LEANDRO UNIFIED SCHOOL DISTRICT

SECTION A. COURSE DESCRIPTION COVER PAGE

1. Course Title: French Language and Culture	6. Prerequisites French 3 with a grade of B or better
2. Action: ___ New Course __X_ Course Revision ___ Title Change Only	7. Grade Level:
1. Transcript Title/Abbreviation:	8. Elective/Required: Elective
2. Transcript Course Code/Course Number:	9. Subject Area: French
5. CBEDS Code:	10. Department: World Languages
11. Length /Credits: ___ 0.5 (half year or semester equivalent) __X_ 1.0 (one year equivalent) ___ 2.0 (two year equivalent)	
12. Was this course previously approved by UC? ___ Yes ___ No If so, year removed from list: _____	
13. Meets the "_____" requirements in the a-g university/college entrance requirement. Approval date: _____-	
14. School Contact Information Name: _____ Title/Position: _____ Phone: _____ Fax: _____ E-Mail: _____	
16. Signatures: Department Chair: _____ Site Leadership Chair/Site Curriculum Committee Chair: _____ Principal: _____ Other: _____	
16. Date Approved by Board of Education:	

SECTION B. COURSE CONTENT

Course Description:
The AP French Language course challenges students to perform at a third year college French language course level. Course materials, activities, assignments and assessments are reflective of this level and the course is conducted entirely in French. The class will provide the student with a rich, thematic, highly academic curriculum of culture and society through the Francophone world. An emphasis will be placed on developing fluency in oral and written expression of French. Presentational, analytical and inferential skills as well as self - expression will be honed .

Course Goals and/or Major Student Outcomes:

The AP French course objective is to promote student proficiency in reading, writing, speaking, and listening comprehension. The course exposes students to a broad variety of reading genres from the mediaeval to modern periods and aims to improve student self - expression, both written and oral, as well as critical thinking. The course also exposes students to an equally broad variety of audio media where native speakers are talking. Listening to native and or non-sympathetic listeners and speakers is stressed. Additionally, the course stresses spontaneous speaking, expressing opinion, debate as opposed to call and response learning, interpretation of texts, graphs and statistical information. All my AP students have a strong speaking, listening and comprehension background as prerequisite courses are based on these skills. The curriculum guidelines for the Advanced Placement program will be followed in preparation for the AP examination in French Language and Culture. The secondary goal of the course is to prepare all participating students for this examination at the end of the course.
These objectives outline expectations of student abilities in the following areas and are based on 3 modes of communication:

- Spoken Interpersonal Communication
- Written Interpersonal Communication
- Audio, Visual and Audiovisual Interpretive Communication
- Written and Print Interpretive Communication
- Spoken Presentational Communication
- Written Presentational Communication

The course prepares students to:

- Use the French language in real-life settings.
- Become proficient in interpersonal, interpretive and presentational communication in preparation for the AP French Exam.
- Stress reading, writing, speaking and listening through each of the three modes of communication.

- Be enriched with cultural knowledge and experience with the Francophone world through a comparison with their own cultural experience of the six course themes.

17. Course Objectives (standards):

20. Course Outline:

21. Instructional Materials:
Board approved required text:

- Allons au –delà : La langue et les cultures du monde francophone, 2012 (Ladd. Pearson)
- Preparing for the AP French Exam (2012 Pearson)
- Une Fois Pour Toutes, (Sturges, Nielsen and Herbst, 2ieme edition)

Supplementary materials:

- Imaginez 2008 (Vistas Higher Learning)
- French magazines and newspapers
- Music
- Film
- Websites
- Yabla internet learning course

22. Instructional Methods and/or Strategies

23. Assessment and Evaluation

- **Formal Summative Exams: mid-term and final**
- **Projects: 2 oral final projects**
- **Introductory MAC and Final MAC**
- **Weekly oral voice recording assessment**
- **Weekly reading**
- **Weekly compositions**
- **Daily quick write**
- **Pair work**

24. Grading Policy

Class Participation	**30%**
Homework, class work,	**10%**
Composition,Journal Quotidien	**25%**
Tests, Quizzes	**35%**

SECTION C. OPTIONAL INFORMATION

25. Context for offering the course:

26. History of Course Description:

AP French Language

Course Overview

The AP French Language course challenges students to perform at a third year college French language course level. Course materials, activities, assignments and assessments are reflective of this level and the course is conducted entirely in French. The class will provide the student with a rich, thematic, highly academic curriculum of culture and society through the Francophone world. An emphasis will be placed on developing fluency in oral and written expression of French. Presentational, analytical and inferential skills as well as self - expression will be honed .

Goal

The AP French course objective is to promote student proficiency in reading, writing, speaking, and listening comprehension. The course exposes students to a broad variety of reading genres from the mediaeval to modern periods and aims to improve student self - expression, both written and oral, as well as critical thinking. The course also exposes students to an equally broad variety of audio media where native speakers are talking. Listening to native and or non-sympathetic listeners and speakers is stressed. Additionally, the course stresses spontaneous speaking, expressing opinion, debate as opposed to call and response learning, interpretation of texts, graphs and statistical information. All my AP students have a strong speaking, listening and comprehension background as prerequisite courses are based on these skills. The curriculum guidelines for the Advanced Placement program will be followed in preparation for the AP examination in French Language and Culture. The secondary goal of the course is to prepare all participating students for this examination at the end of the course.

Summary of Course Components

Integrated skills

Listening

Students will be able to understand narratives, lectures, interviews and conversation outside the classroom setting such as:

- Text book, CD and workbook sources
- Listening to TV and radio news reports, televised excerpts, interviews, music and other narratives by native speakers via the web
- Student presentations based on audio reports
- Listening to tape dialogues and read passages
- Listening exercises such as dictation
- Cloze activities with poems and songs
- Self and peer evaluation of recorded student responses
- Introductory MAC and Final MAC

Speaking

Students will be able to recount short stories, relate personal experiences and describe visual media using advanced vocabulary, grammar and syntax with a focus on fluency, pronunciation and intonation. Additionally, students will be able to ask and answer questions, express opinions and or points of view both personal and those of others, support and challenge opinions. Activities which support these skills are:

- Summarization of articles, films, texts, lyrics, poems
- Introductory MAC and Final MAC
- Individual and group presentations of current events, personal experiences
- Class discussions and debates of literary texts, film, news articles, historic and current events
- Analysis of data on course topics
- Student prepared dialogues and interviews
- Games which require students to describe vocabulary and visuals to a partner in order for the other students to guess what they are describing.

Writing

Students will be able to express their thoughts and facts clearly and comprehensibly in writing using advanced vocabulary, grammar and syntax. Students will write in a variety of styles for a variety of audiences. Activities which support these skills are:

- Daily informal in-class journal entry
- Daily quick write question of the day
- Weekly timed (40 minutes) 200 word essay based on spontaneously suggested topic.
- Letter, post card e-mail and telephone messages in a variety of formal and informa l contexts
- Reports based on news or pop culture articles from internet websites.
- Introductory MAC and Final MAC

Reading

Students will be able to read and comprehend newspapers, internet articles, recipes, various forms of literature including poetry and lyrics. Students will be able to analyze, summarize and make assertions from the material they read.

Students Assessment and Evaluation

- **Formal Summative Exams: mid-term and final**
- **Projects: 2 oral final projects**
- **Introductory MAC and Final MAC**
- **Weekly oral voice recording assessment**
- **Weekly reading**
- **Weekly compositions**

- **Daily quick write**
- **Pair work**
- **Class discussions on readings, current events, in-class films**
- **Daily workbook and grammar assignments**
- **Quizzes: reading, grammar and vocabulary**
- **Exams: reading, grammar and vocabulary**

Introductory MAC/ Final MAC

The classroom acivity MAC or, Module d'Activité Culturelle assesses students on several levels including ,

- Spoken and Written interpersonal Communication
- Spoken and WrittenPresentational Communication
- Audio, Visual et Audiovisual Interpretive Communication
- Written and Print Interpretive Communication

For the Introductory MAC students are asked to present one to two chapters of the novel being read in class.
Students :

- write and present a resume of the assigned chapter
- write and ask the class questions to inspire class discussion of the text
- create a written test for the class

For the Final MAC students explore in depth a variety of culture topics suggested by topics studied in class.
Students:

- choose and research their topic
- research topic using internet, print, audio resources
- create a Power Point presentation which incorporates the following:
    - writing questions to inspire class discussion of the topic
    - create and present a vocabulary list and define words
    - presentation of the topic including article, video and or music
    - create a written test for the class

Class Resources and materials

Texts

- Bonne Continuation:Approfondissement a l'écrit et l'oral, 2001 (Furry and Jarausch. Prentice Hall) Text and Cahier d'exercices
- Une Fois Pour Toutes, (Sturges, Nielsen and Herbst, 2ieme edition)
- Allons au –delà : La langue et les cultures du monde francophone, 2012 (Ladd. Pearson)
- Preparing for the AP French Exam (2012 Pearson)
- Imaginez 2008 (Vistas Higher Learning)

Reading resources

- La Petite Fille de Monsieur Linh
- Extracts from literature as stated in syllabus such as:
    - Les Vacances du Petit Nicolas
    - Chant de La Nuit
    - Une Gorgée de la Bière
    - Les Fables de la Fontaine
    - Les Contes de Charles Perrault et Mme. d'Aulnoy
    - La Gloire de Mon Père

Other resources

- French magazines and newspapers
- Music
- Film
- Websites
- Yabla internet learning course

Grammaire	Lecture	Activités/Epreuves
SUMMER PREPARATION:	***La Petite Fille de Monsieur Linh-*** Philippe Claudel	• Write a **resume of each chapter** • Underline, define **new vocabulary** • **Mark noteworthy passages, paragraphs, sentences** and **write an editorial. Justify your opinion with quotes and or paraphrased material from text.** • Write **questions** that you may have **about the story, vocabulary.**
<<<<<<<<<>>>>>>>>> **WEEKS 1-3 :** **Une fois pour toutes : CH 1-2** • le présent • les articles • le passé composé • l'imparfait	<<<<<<<<<>>>>>>>> **THEME: Les Defis Mondiaux** **CONTEXTES:** • la guerre vietnamienne • alienation differences culturelles • perspectives occidenales vs. perspectives de l'est • effets psychologiques des evenements traumatisants • la guerre • hypotheses des themes du livre	<<<<<<<<<<<>>>>>>>>>>> • **daily journal** w/free response writing and weekly essay which incorporate concepts of the lessons • **timed writing** • **Quiz/Test:** grammar vocabulary

	La Petite Fille de Monsieur Linh Philippe Claudel • lecture et discussion du livre	
Grammaire	**Lecture**	**Activites / Epreuves**
WEEKS 4-7 : **Une fois pour toutes : CH 2-3** • le plus-que-parfait • le futur et le futur anterieur • le conditionnel • les propositions avec ***Si*** • le conditionnel **devoir** + INF	**THEME: Les Defis Mondiaux** **CONTEXTES:** • la guerre vietnamienne • alienation differences culturelles • perspectives occidenales vs. perspectives de l'est • effets psychologiques des evenements traumatisants • la guerre • hypotheses des themes du livre • ***La Petite Fille de Monsieur Linh*** Philippe Claudel • lecture et discussion du livre	• **daily journal** • **timed writing** • **Quiz/Test:** grammar vocabulary **Projet: Presentation;** Il y a eu un accident entre 2 autos. Les deux chauffeurs se disputent. Ils ne sont pas d'accord sur ce qui s'est passe en realite et de qui en etait la faute. Les deux participants presente leurs versions d'accident. **Projet: Video:** Chaque eleves font une publicite qui presente leurs campagnes electorales presidentielles. Ils y mettent leurs promesses, leurs espoirs
<<<<<<<<<>>>>>>>>> **WEEKS 8-12:** **Une fois pour toutes : CH 4-6** • le subjonctif • les pronoms : objets, accentués complements,	<<<<<<<<<>>>>>>>>> **THEME: Les Defis Mondiaux** **CONTEXTES:** • la guerre vietnamienne • alienation differences culturelles	<<<<<<<<<<<>>>>>>>>>>> • **daily journal** • **timed writing** • **Quiz/Test:** grammar vocabulary **Email:** Vous venez d'acheter une nouvelle voiture, mais elle tombe souvent en panne. Vous etes tellement

posessifs, demonstratifs	• perspectives occidenales vs. perspectives de l'est • effets	furieux(euse) que vous ecriviez une lettre au president de la societe qui a fabrique la voiture. **Projet: <u>Presentation:</u>** Un(e)
Grammaire	**Lecture**	**Activites/Epreuves**
	psychologiques des evenements traumatisants • la guerre • hypotheses des themes du livre • ***<u>La Petite Fille de Monsieur Linh</u>*** Philippe Claudel • lecture et discussion du livre <<<<<<<<<>>>>>>>>> **<u>THEME:</u> La Science et La Technologie** **<u>CONTEXTES:</u>** • Les nouveaux moyens de communication • l'avenir de la technologie • le clonage • ***La fin des livres-*** Albert Robida et Octave Uzanne • ***La mauvaise surprise Kindle***	clinet(e) entre dans un magasin. Il / elle discute avec le vendeur(euse) la qualite, le prix, l'esthetique...d'un ou de plusieurs produits. **<u>INTRODUCTION AU MAC:</u>** Les eleves presenteront les chapitres finals du livre <u>La Petite Fille de Monsieur Linh</u>. **La presentation se consiste d'un resume du chapitre, liste de vocabulaire du chapitreet explication des mots, questions posees 'au public', et l'interrogation du chapitre.** <<<<<<<<<>>>>>>>>>>>>>>>>>>> **FIRST SEMESTER FINAL** • **daily journal** • **timed writing** • **timed voice recording** • **Dissertation:** **Comment la nouvelle technologie ou la science a-t-elle change ta vie. Quelle role joue-t-elle? Discutez les benefices et les risques.**

	• ***Solitude numerique*** - Didier Daeninckx • ***articles contemporains*** **<u>Lecture</u>** **<u>THEME:</u> La Vie Contemporaine** **<u>CONTEXTE:</u>** • le Logement • ***Les petits enfants du siecle***- Christiane de Rochefort • ***L'enfance*** Nathalie Sarraute • ***articles contemporains*** <<<<<<<<<>>>>>>>> **<u>THEME:</u> La Quete de Soi** **<u>CONTEXTE:</u>** • l'alienation et assimilation • ***Vincento***- Gabrielle Roy • **Beni ou le paradis prive**- Azouz Begag • Extraits des livres par : **Amelie Nothomb**	**<u>Activites / Epreuves</u>** • **daily journal** • **timed writing** • **timed voice recording** • **Project:** Using both internet and print resources, students will search for an apartment both in France or a francophone country and the US. Students will compare differences in price, quality of lodging, average square footage... of their choices. Students will present their final choice of apartment justifying their decisions. <<<<<<<<<<>>>>>>>>>> • **daily journal** • **timed writing** • **timed voice recording** • le film **: La Haine** • **Dissertation** : **Que ferais-tu dans la situation du/des protagoniste(s) ? Comment la fin de l'histoire pourrait –elle être différente ? Est-ce possible qu'elle puisse être changée?** • **Quiz/Test:** -grammar, vocabulary • -**Composition:** on a recent controversial topic, local or world event. Students will present their opinions

		supported by reasoning. • **Team Debate:** Students will be divided into 2 teams. Students will read about current events happening in France, choose a controversial topic, event…
	Lecture **THEME: La Famille et la Communaute** **CONTEXTES:** • l'amitie et l'amour • l'enfance et l'adolescence • Extraits choisis de: • ***Les Vacances du Petit Nicholas*** -Sempe et Goscinny • ***La Gloire de Mon Père*** -Marcel Pagnol • ***La legende de Tristan et Iseult*** • ***Eloge a l'amitie***	**Activites / Epreuves** • gather information on the event, present their view point and debate with the opposing team members.**daily journal** • **timed writing** • **timed voice recording** • le film : **La Belle et la Bête** -version française version américaine • **Dissertation** : Students will compare the 2 film versions and discuss the representation of fairytale love. • le film: **Le Fabuleux Destin d'Amelie Poulain** • **Dissertation:** Fact or fantasy? Students will critique the film, expressing and justifying their opinions .
	<<<<<<<<>>>>>>>>>> **THEME: l'Esthetique** **CONTEXTE:** • les arts visuels • la poesie • lecture du livre • Extraits choisis de:	<<<<<<<<<<>>>>>>>>>> • **daily journal** • **timed writing** **Internet Research** Students research, write a biography and present an artist from the Medieval, Renaissance, Classical, Impressionist, Post Impressionist periods of art.

	Ce Jour -la- Willy Ronis ***Calligrammes***- Guillaume Appolinaire ***'Exercices de Style-*** Raymond Queneau **Lecture** • Extraits de livres par :**Michel Fournier**, **Philippe Delherm**, **Maupassant, Celine, Hugo, Voltaire…**	Project may be based on a writer, painter, film maker, poet, composer of the period. • film: **Camille Claudel** • **Quiz/Test:** -grammar, vocabulary -essay on an artist presented :.**Comment cet artiste a-t-il/elle changé l'art Quelles étaient leur contributions à la société au monde? Comment tu trouves ses œuvres ?** **Activites / Epreuves** • **Poeme**: **Part 1:** Students will choose introduce and recite a poem to the class **Part 2:** Students will write, and recite their *own* poem in front of class. **SECOND SEMESTER FINAL** **Oral Final/Project:** • Students will research a person of their choosing. Students will choose to recreate something that the person was known for. Example: Monet-painting. Piaf- song. Baudelaire-poem. or they may create something inspired by the person's work. They will present the person and their work to the class .



Welcome (Ωελχομε) (HuanYing) Bienvenue (
Welcome ( ) Benvenidos (HuanYing) Bienvenue (

French AP
Madame Gonsalves
pgonsalves@sanleandro.k12.ca.us
618-4600 EX 2141

Welcome students and parents.
As your teacher I am excited about this year's class and look forward to working with each of you. **With your help**, I will work to create a fun, open, safe and stimulating environment for learning and exchanging ideas.

Course Description

The French AP course marks the students successful achievement of advanced level skills in French. It simulates a university level course and prepares the student for the AP French Exam. During this class, a great emphasis will be placed on use of advanced vocabulary complex grammar and syntactical concepts. Listening and comprehension of native speakers and spontaneous speaking skills will be emphasized. Expanded writing exercises, timed and untimed, will also be very important.. **By the end of the course, students will note significant progress in grammar and vocabulary skills, oral communicative abilities, comprehension, expository and editorial composition.**
French AP is a communication-based modern language course therefore students will learn to:
- communicate accurately and appropriately with representatives of other languages and cultures
- understand the impact that language and culture has on the individual
- function appropriately in at least one culture and are sensitive to cultural differences.

French AP broadens student's exposure to the French language and offers an opportunity to apply **speaking, writing and listening skills** as well as **interpretive and analytical thinking skills** through a variety of instructional activities such as oral presentations in French, games and group conversation, discussion and debate. History, current events and culture topics will also be explored.

Course Sequence

Cultural Theme and Context/ Vocabulary	Grammar Highlight
Les Defis Mondiaux la guerre vietnamienne • alienation • differences • culturelles • perspectives occidenales vs. perspectives de l'est • effets psychologiques des evenements traumatisants • ***La Petite Fille de Monsieur Linh***	le présent / les articles le passé composé l'imparfait / le plus-que-parfait le futur et le futur anterieur le conditionnel les propositions avec ***Si*** le verbe **devoir** + INF le subjonctif les pronoms : objets accentués complements posessifs demonstratifs

Cultural Theme and Context/ Vocabulary	Grammar Highlight
La Science et La Technologie • Les nouveaux moyens de communication • l'avenir de la technologie • le clonage	les questions les pronoms relatifs les adjectifs / les adverbes
La Vie Contemporaine • le Logement	le participe présent et le gérondif
La Quete de Soi l'alienation et assimilation	grammar review
La Famille et la Communaute • l'amitie et l'amour • l'enfance et l'adolescence	grammar review
l'Esthetique • les arts visuels • la poesie	

Student Expectations,

Students will develop these skills in French AP:

Vocabulary/Grammar
Communication / Listening Comprehension of native speakers
Reading / Pronunciation and Comprehension
Writing
Individual and group participation
Project organization and development

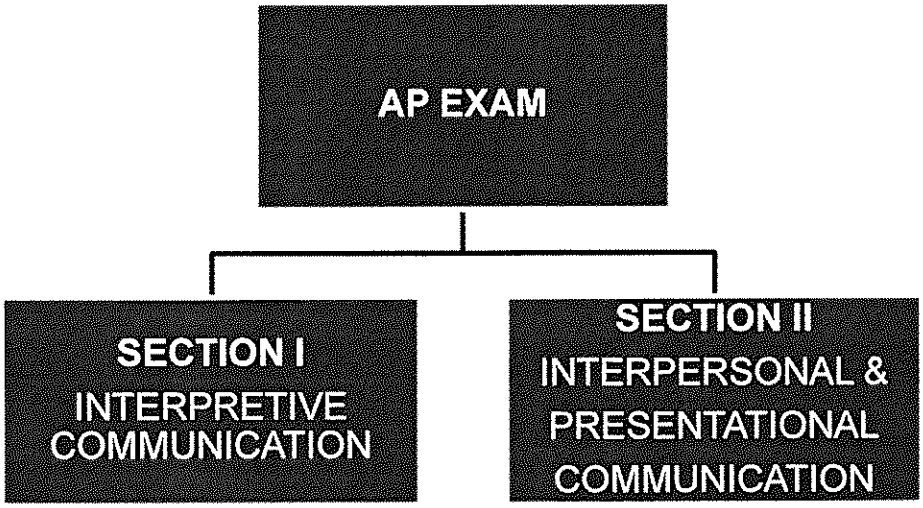
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- Spoken Presentational Communication
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The course prepares students to:

- Use the French language in real-life settings.
- Become proficient in interpersonal, interpretive and presentational communication in preparation for the AP French Exam.
- Stress reading, writing, speaking and listening through each of the three modes of communication.
- Be enriched with cultural knowledge and experience with the Francophone world through a comparison with their own cultural experience of the six course themes.



Exam Overview

Section I: Multiple Choice (50%)

Part A: Interpretive Communication
- Print Text
- 30 Questions
- 40 minutes

Part B: Interpretive Communication
- Print and Audio Texts (Combined) + Audio Texts
- 35 Questions
- 55 minutes

Section II: Free Response (50%)

1. Interpersonal Writing: *Email Reply*
   1 prompt
   15 minutes

2. Presentational Writing: *Persuasive Essay*
   1 prompt
   55 minutes

3. Interpersonal Speaking: *Conversation*
   5 prompts
   20 secondes for each response

4. Presentational Speaking: *Cultural Comparison*
   1 prompt
   2 minutes to respond

Class Rules

To Ensure Class Success:

-all participants, myself included, **MUST SHOW RESPECT** to one another. Insults, "trash talk" and put downs **whether serious or joking**, will not be tolerated and will result in an after school detention and or a referral. Be impeccable in your speech.

-A mutual respect of all classroom, teacher and student property will be demonstrated. Students found destroying, defacing, individual or classroom property will be dealt with immediately. Borrowing and or using teacher, individual or classroom property without prior notification will also be recognized as a lack of respect and be addressed immediately.

-all **electronic devices**: cell phones,... must be **turned off** and are **not to be seen or heard in class**. If such a device is seen or heard in class, **it will be confiscated for the entire day. No question about it! Students in Blocks 1,2,3,4,5 or 6 will retrieve device after school has ended at 3:00pm**

-Students in Period 7 will have their electronic devices picked up by parents, guardians or an elder if the device is confiscated during class. No exceptions! Refusals will be addressed with a referral.

- iPods are not allowed on campus so students with headphones, ear buds, whether the device is in use or not, can expect to have there devices confiscated and sent to the office.

To Ensure Your Success:

-arrive on time. Students not in their seat when the bell rings will be marked tardy. **No Exceptions! When a student is late to my class they start the class with a -5 points in participation.** Because participation counts for 30% of your grade this is a significant challenge to make up in the course of a 55 minute class period.

-attend regularly. Students are still responsible for all missed assignments, tests and quizzes after an excused or unexcused absence. **Cuts will result in subtracted points for homework. Students will not be allowed to make up tests or quizzes and points will be deducted if it is discovered that the student cut on the day of a test or quiz.**

-come to class prepared. Always bring a pen, paper, class text, workbook and notebook or binder. Students will not be allowed to use class time to retrieve class materials left in their locker.

- leave food, candy, gum, seeds, drinks (except water) in your locker or outside of the classroom. **Clear, transparent bottled water with a cap or closure may be drunk** in class.) Drinks other than water will not be allowed in class no matter how much you paid for them.

-take care of personal needs **outside** of class time

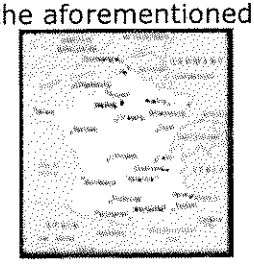
-refrain from talking while I, a substitute or a guest is talking. **Raise your hand** if you wish to be recognized to speak or ask **relevant** questions.

-meet deadlines. **Late work will not be accepted** unless arranged prior to deadline. You will not receive 1/2 credit if turned in after the due date. If you are absent, you are responsible for assignments missed. Work missed after an absence is due **the next day** after a student returns to class. **Remember I do not give EXTRA CREDIT**. Extra credit often becomes an aimless production of paper and an attempt to produce the semblance of a grade when no serious work has been attempted to learn the class concepts. "Extra Credit" implies that you are doing extra work. If you're not regularly doing your homework you aren't doing anything "extra". If you're not doing your homework because you don't understand something students are advised to see me immediately after school for tutoring.
-Similarly, test or quizzes missed must be made up **before the end of the week they are given. If a test or quiz falls on a Friday, the student must make up the test on the following Monday.** Students must keep themselves informed on test and quiz dates. If it is discovered that a student was cutting on the day of a test, quiz, project or oral presentation they will neither be able to take the exam nor make work up and will receive a zero.
-do NOT cheat. **Cheating** will result in an **immediate F and a parent contact. Copying other student's work and any form of plagiarism is considered a form of cheating.**
- Stay seated until **I dismiss you. The bell does not determine the end of class; I do.**
-come to class with an open attitude.
-communicate with me. Although skilled, I am NOT a mind reader. If you are experiencing problems in or out of class that affect your class performance, talk to me about it as soon as possible. (Not the day of, or before a test, project, quiz) Do not wait until the last minute to be concerned about your grade. Check ABI for grade updates. I do NOT change grades because students and or parents are panicked.

CONSEQUENCES

If a student chooses to conduct themselves inappropriately, they should expect the following consequences:
First offense: Verbal warning, disturbance noted, parent contact
Second offense: disturbance noted, parent contact, detention with me
Last offense: referral to AP, suspension and/or removal from this class

Severe disruptive behavior (fighting, profanity, defiance of authority, etc.) will result in immediate removal from class without the aforementioned warnings.



Grading

Always remember: **I DO NOT GIVE YOU YOUR GRADE. YOU EARN IT.**

Class Participation	**30%**
Homework, class work,	**10%**
Composition,Journal Quotidien	**25%**
Tests, Quizzes	**35%**

The grading scale is as follows:

A 90-100%	D 60-69%
B 80-89%	F 59% or less
C 70-79%	

Please sign and date this document after reading it thoroughly. Keep an appropriately signed copy of this document in your notebook until the end of the year.

_____ _____

(student's name and signature) (date)

_____ _____

(parent's name and signature) (date)