



September 2016

Dear Parent or Guardian,

*Bonjour* and welcome to the 2016-2017 school year at Obama! I would like to take this opportunity to provide a description of the Diploma Programme's **French 11-12** course, how your child's work will be assessed, and also the academic and behavioral expectations of this class.

### **I. Course Description**

French 11-12 builds upon the language skills and concepts acquired in the last several years of instruction to advance fluency through a communicative, linguistic, and cultural approach to language learning. More specifically, the aims of this course serve 1) to develop the student's intercultural understanding, 2) to enable the student to further understand and use the language in a range of contexts and for a variety of purposes, 3) to encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures, 4) to provide students with a basis for further study, work and leisure through the use of an additional language, and 5) to provide the opportunity for enjoyment, creativity and intellectual stimulation through the knowledge of an additional language.

IBDP French is supported by a variety of authentic texts, which will be given to the student in the forms of magazine and newspaper articles, brochures, blogs, and francophone literature. Additionally, oral productive skills are enhanced through daily individual, pair, and group practice and listening comprehension skills are strengthened by exposure to film, radio, television, and music - all of which encompass the DP curriculum. Finally, the student's written productive skills are further developed as they write using a variety of text types such as editorials, articles, brochures and interviews.

### **II. Assessment Criteria**

This course uses the IBDP rubrics and PPS District Standards to assess the student's learning in four areas: 1) **oral proficiency** in the forms of individual and/or group presentations and conversations 2) **written production** which includes conveying a message given a specific text type such as an article, blog, or speech 3) **reading comprehension** which involves reading for meaning in a variety of text types and 4) **listening skills** demonstrating comprehension from myself, peers, authentic news clips and interviews, and songs. More specifically, the rubrics require that the students:

- Communicate information, ideas, and opinions clearly
- Understand and appropriately use grammar structures and vocabulary
- Provide and request information in both the spoken and written forms
- Engage actively in oral production using comprehensible pronunciation and intonation
- Take part in formal and informal exchanges related to cultural international issues



### III. Grading Guidelines

#### Participation (30%)

- This includes participation in individual, pair or group work activities to practice the targeted **oral** skills in class. To receive full credit, the student must be on-task and actively engaged in the activity.
- Completing warm-up exercises in a timely manner.
- Taking notes in class
- Analyzing a variety of texts
- Speaking French as much as possible.

#### Homework (10%)

- Homework is assigned daily. The purpose is to reinforce the concepts introduced in class and to evaluate the student's understanding.
- Some assignments will be reviewed in class. Students are encouraged to take this opportunity to ask for help and correct errors. Other assignments will be collected and graded.
- Students are expected to submit homework on the given due date. If a student is absent from class for a district-approved reason, it is his/her responsibility to ask me for the assignment that was missed upon return to school and then to turn in the assignment the following day.
- Partial credit (50%) will be given to work that is one day late and **will not be accepted** at all after that.

#### Speaking/Listening Assessment (40%)

- Presenting on a given topic pertaining to the current unit.
- Using Google Voice or iPad recordings to demonstrate oral proficiency of an assigned topic. Students are assigned a speaking task and are then expected to leave their responses at the assigned phone number by Monday morning at 7:30 a.m. **Please note, if a student makes no attempt to complete this task, he/she will receive a 0.**
- Listening to a broadcast, music, or video and answering questions based on the information.

#### Reading/Writing Assessments (20%)

- This includes vocabulary, grammar, and reading comprehension tests or quizzes.
- Writing for a variety of purposes in the form of an essay, an advertisement, a blog, or a pamphlet for example.

**PLEASE NOTE: Extra credit opportunities will NOT be provided.**



## Barack Obama Academy of International Studies

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### **Required Materials**

- A notebook for class notes and warm-up exercises
- A binder to organize the texts and handouts given in class
- A French-English dictionary
- A writing utensil
- The student's agenda book

### **Expectations**

***Academic:*** I expect that all students will do the following to be *successful* learners:

- Actively engage in classwork, pair and group activities
- Speak in French daily
- Complete assignments promptly
- See me for make-up work when absent.
- Ask questions or see me outside of class if he/she is having difficulties.
- Take advantage of tutoring during QRT.

***Behavioral:*** I expect that my students will do the following to be *conscientious* learners:

- Come to class promptly and begin warm-ups at the sounding of the bell.
- Bring all required materials to class daily.
- Interact positively with adults and peers. A verbal reminder or conference will take place between the student and me if learning or teaching is disrupted, followed by a phone call or e-mail to the parent/guardian if the problem is ongoing. A last resort will be a written referral.

### **V. Communication**

My goal is to create an orderly, challenging, and fun learning experience so that each student can achieve academic success, and at the same time develop and foster an appreciation of the language and cultures studied in class.

Please feel free to contact me with any questions or concerns at 412-529-7009 or at [kkantz1@pghboe.net](mailto:kkantz1@pghboe.net).

I am looking forward to the upcoming school year. Thank you for taking the time to read this letter. Please review its contents with your child and return the attached response form.

*Merci!*

Karen Kantz  
French Teacher, Grades 9-12  
Room 261



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## RESPONSE FORM

**Please sign and return to me indicating that both you and your child have read the above letter:**

Student signature \_\_\_\_\_

Parent/Guardian signature \_\_\_\_\_

Home/work/cell phone # \_\_\_\_\_

E-mail \_\_\_\_\_

Approved: Hayne H. Hatten, Principal