

Syllabus 6th Grade French Immersion I /Heritage Part A

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Room: 641

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Course name: French Immersion I part A

We will meet every other day – A-day or B-day. In average, the class will meet five (5) times maximum every two (2) weeks.

Course Description: During the year, we will cover essentially four (4) units in this order:

- 1- **Our Heroes, Historical Figures.** The goals are for students to become familiar with some historical figures in the French-speaking world. In addition, they will explore the concept of national and personal heroes.
- 2- **Novel Study.** We will choose a French novel and explore the themes of friendship and adolescence.
- 3- **Physical Geography.** Build a basic knowledge and an awareness of the various geographical regions, climates, and environments in the French-speaking world.
- 4- **Human Geography.** Build a basic awareness of the history of some of the regional groups that contributed to the cultural heritage in the French-speaking world.

Course Objectives:

- 1- **At the end of Quarter 1, students will be able to :**
 - Identify and describe historical and personal heroes
 - Compare and contrast the contributions of a historical figure in the French-speaking world and those of a historical figure in another culture.
 - Make connections between the life of someone they consider a hero and their own.
 - Present information in speaking or in writing about the life of one of their heroes
- 2- **At the end of Quarter 2, students will be able to :**
 - Carry out a conversation about ideas, facts, and opinions expressed in a novel.
 - Organize information using graphic organizers to sort out ideas.
 - Interpret and talk about causes for feelings, motives or actions.
 - Make connections between the ideas expressed in a book and their own experience.
 - Use digital or print media to present opinion pieces on topics related to the novel.
- 3- **At the mid Quarter 3, students will be able to:**
 - Locate and identify the countries of the French-speaking world.

- Compare and contrast different regions of the world.
- Ask and answer questions about the climate and the details of geographical regions.
- Use technology tools and digital media to give short presentations.

4- At the end of Quarter 4, students will be able to:

- Identify and describe some of the regional groups that contribute to the cultural heritage of France.
- Compare their (family’s cultural background) daily life in America in speaking or in writing to those of French children.
- Use simple phrases and short sentences to exchange information about regional groups on the French-speaking world.
- Explain and give examples of the concept of regionalism.
- Compare and contrast the way they may refer to people, places or things and the way other speakers of French refer to them.

Course assignments and grading (CMS):

Formal 65%	Informal 35%
<ul style="list-style-type: none"> • Test • Quizzes • Projects 	<ul style="list-style-type: none"> • Warm up • Classwork • Participation- Speaking in French • Homework- Reading recording in French – Bonus points. • Any other assignment

Required readings/ resources/ materials: Le Petit Nicolas, French magazines, French newsletters, digital readings materials in French. We have a collection of books in French available in our classroom; students are encouraged to read some of them either in class or at home (check with the teacher for procedures to follow if students would like to bring any book home).

Attendance policy- Missing works- Make- up, late work: Students will adhere to the school tardy policy. Students are expected to make up any missed work due to an excused absence from class. It is the *responsibility of the student* to contact the teacher before or after class to discuss any assignments or schedule make up work. Late work results in a ten-point deduction for each day it is late. The maximum penalty for late work is a 50 % deduction.

Communication Protocols: To access course syllabus/ assignment/ grade information, go to

- 1- www.madameamoussou.weebly.com (syllabus, classroom procedures and rules, personal and general information)
- 2- **Canvas** (lessons and assignments): weekly schedule of class works: Important: check every Sunday from 5 pm on before coming to class on Monday/ Tuesday- A/B Day.
- 3- **PowerSchool** (grades): Please check every Thursday or Friday of the next week after the graded assignment is done. Contact me if there is any concern within a week.

Electronic Device Policy: Cell phones are not permitted in the classroom. Any phone seen in the class will be confiscated and transferred to the office. Concerning the use of Chromebooks,

students will turn on their devices *only* when it is time for its use, which will be announced by the Teacher.

Foods and Drinks Policy: No Foods or drinks are permitted in the classroom.

Classroom procedures, rules and consequences: Classroom rules and procedures are important to establish an environment of respect and academic achievement in our classroom. Follow rules are the best choices to make. Not following rules leads to consequences. You will find our rules and procedures posted in the classroom and on my weebly. **Rules detailed below:**

- 1- **Show respect:** Listen when the teacher is talking or another student is asking a question. Treat other students, as you would like to be treated. Use the appropriate volume of your voice when talking in different settings (whole class participation, group participation, reading to yourself) and please in FRENCH!
- 2- **Be prepared:** Come to class with your sharpened pencil, pens, highlighters, your agenda, your notebook, and any completed work and have it on your desk, your Chromebook. Study for tests and quizzes.
- 3- **Be prompt:** Arrive early. Be in your assigned seat with all your materials out. Turn in all assignments when they are due.
- 4- **Participate:** Contribute actively when asked or during group work. To ask a question during instruction, raise your hand and wait to be called on.
- 5- **Be responsible:** Make good choices. You are in charge of your academic success.

Class consequences are:

- 1- Verbal warning
- 2- Silent lunch
- 3- Lunch detention
- 4- Referral

After two silent lunch in the same quarter, parents will be informed so to address the behavior issue and have a reflection together to prevent escalation of consequences. Referral will be given for serious behaviors **automatically** such as use of bad or cursing words, any misbehavior that affects the whole instruction...

Have a fun and successful year!

The teacher is reserving the right to make any needed change to this syllabus.
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