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Exemplifying Excellence Every Day!

1. Teachers:

<u>Teacher Name</u>	<u>Email</u>
Mia Schwob	schwob@fultonschools.org

2. Textbook:

We do NOT use a textbook in 6th grade; therefore, it is imperative that students maintain a well-organized binder of class handouts and notes.

3. Course Description:

4. The 6th grade French course is designed for students beginning World Language in middle school who are motivated to learn the language and culture of the French-speaking world. Students will develop listening comprehension and oral communication skills in accordance with the Georgia Performance Standards (GPS) for World Languages. Grammar is addressed as needed to perform tasks and is NOT the foundation on which the curriculum is designed. Students will develop reading and writing skills to support listening and speaking skills. **The course is taught 95% in the target language, French, according to Fulton County World Language objectives.** This equates to 2-3 minutes per 50-minute class period during which English may be spoken. Goals and objectives for students with Individual Education Plans and/or 504 Plans will be addressed in the course.

5. Course Outline:

First Semester	Second Semester
Unit 1—la rentrée (school)	Unit 4 – La mode (clothes)
Unit 2 – la Francophonie (French speaking world)	Unit 5 – Ma vie quotidienne (my daily life)
Unit 3 – Moi et mon entourage (me and my world)	Unit 6 – Bon appetit (food)

6. Teacher/Parent Communication:

Email – is the most efficient way to contact teachers

Conferences – may be scheduled based on each student’s needs

Interim Report Cards – come home every 4 ½ weeks

Home Access Center – please check frequently for your child’s progress and always provide us with your current email address

Please ensure you are also registered for the **Home Access Center (HAC)** so you can view your child’s grades. Teachers will post grades in TAC within 2 weeks of test dates or project/assignment due dates.

7. Grading Weights:

1st and 2nd semester:

PBA (performance based assessment) 20%

Summative 25%

Formative 15%

Participation 10%

Classwork 10%

Homework 5%

Mid-term project (December) AND FCA (May) 15%

8. Class Participation :

Students will be responsible for recording oral class participation on the Target Language Communication Log, to be kept at all times in their binder. Should this form be misplaced, a penalty will apply to the participation grade.

**The information provided below pertains to policies and procedures
consistent in every Webb Bridge Middle School classroom.**

GRADING SCALE

Letter grades will be assigned according to Fulton County's approved grading scale, which is as follows:
A—100-90, B—89-80, C—79-70, F—69-0.

HOME ACCESS CENTER

Webb Bridge Middle School has a program called Home Access Center that allows you to view your child's academic progress and attendance on-line. You may contact Betsy Hedger at 470-254-2940 X48727 or email her at Hedgerb@fultonschools.org for more information. All parents must come in to the school and show picture identification in order to obtain login information and a password to your account.

LOST/DAMAGED BOOK POLICY

Students are financially responsible for all books issued by Webb Bridge Middle School. Textbooks may not be left in classrooms, and teachers are not responsible for students' books once books have been issued to the student. The copy issued to the student must be turned in at the end of the course. Students will not receive credit for turning in another student's book, and students may not turn in replacement books. The cost of replacement will be assigned to any student that fails to turn in the exact book she/he was issued and/or to any student that turns in a damaged book.

MAKE-UP WORK POLICY

Following an absence, it is the student's responsibility to contact his/her teachers to arrange for make-up work. The contact must be made within one school day of returning. If the teacher is absent, contact should be made upon the first day of the teacher's return.

Students are given the same number of days to complete make-up work as the absence, not including the day of return. For instance, if a student is absent two consecutive days, he/she has two days (not including the day of return) to complete the assignments. The teacher will establish a reasonable schedule for completing tests, labs, etc. that cannot be done independently by the student. The policy above applies to excused absences. Students with an excused absence are eligible to make-up work for full credit. While students are allowed to make up work due to unexcused absences, the make-up work for students with unexcused absences may be penalized up to 10% of the maximum value of the graded assignment.

Assignments made prior to the absence, including tests/quizzes scheduled for the day of return, are generally due upon the student's return. Students who are present for any portion of the school day are expected to turn in all assignments due on that day in order to receive full credit.

Failure to complete make-up work within the designated time frame may result in a grade reduction for the assignment.

Assignments missed due to pre-approved absences are due upon the student's return unless the teacher has approved other arrangements in advance.

LATE ASSIGNMENTS:

In an effort to promote accountability, responsibility, and executive functioning growth, students are expected to submit academic work on the due date assignment by teachers. **Ten points** will be deducted each day an assignment is late, but will not exceed thirty points. If the assignment would have earned an 80 or above if turned in on time, then 70 is the minimum score it will receive. Students may not submit late materials once the unit of study has ended. In other words, once the student has taken the summative assessment for the unit, the work that was due for that unit will remain "NHI" (not handed in), which counts as a zero in the gradebook.

FINAL EXAMS:

Final exams will not be administered early; thus, students should make every effort to be present on the following dates: December 17, 18, 19 and May 16, 17, 20.

HONOR CODE:

In an effort to encourage good study habits, fair competition, and positive development in the area of academics, the Webb Bridge faculty supports a strong policy for academic honesty. Student assignments turned in for grading should be the sole work of that individual student. To prevent cheating, including plagiarism, students may not collaborate with other students or adults on their assignments unless the teacher has given explicit permission to do so. This includes the giving or receiving of information in any manner, including electronically. In situations where collaboration is allowed, the teacher will clearly define what level of collaboration is appropriate. Under no circumstances is it acceptable for two students to submit identical work, unless the assignment included a group component that makes it permissible or copy and paste from a resource. Students are encouraged to consult with their teacher regarding what level of collaboration is acceptable prior to completing an assignment.

An environment of academic integrity is the work of all members of the WBMS community; thus, the duty to report any part of academic dishonesty falls on all including students. If any community member suspects or witnesses academic dishonesty, he or she is required to report the incident immediately (within 24 hours) to his or her teacher or administrator. Students who knowingly make false accusations are subject to disciplinary consequences.

Students who are found in violation of the WBMS Honor Code Policy will receive academic and disciplinary consequences. Students will be responsible for re-assessment up to 70 percent and disciplinary consequences will be based on the student's responsibility cycle.

*No electronic device may be displayed during any assessment without the explicit direction from the teacher. Violating this requirement may result in an Honor Code violation.

WBMS RECOVERY POLICY

Re-teaching/Reassessment/Recovery

Student grades represent what a student knows, understands, and can do. To that end, if students are failing, they are not learning. With this in mind, if a student fails a summative assessment or has a cumulative average of 74 or below he/she is eligible for reassessment/recovery. Once all work is completed, the student will be required to work with his/her teacher to participate in a re-teaching activity before reassessment to cement learning. The highest grade that can be earned on this re-assessment is 74%. If the student does not work with the teacher to re-learn the standards and has not attempted to meet the course requirements, he or she will not be given the opportunity to re-assess. Students must complete the reassessment prior to the next summative assessment. All recovery work must relate directly to course objectives and must be completed ten school days prior to the end of each semester.

Suggested academic skills to avoid reassessment may include:

- Regularly attended help sessions
- Conferenced with teacher
- Completed all unit work
- Actively engaged in class
- Ask and respond to questions in class
- Completed study aides prior to assessments when provided
- Participate in class activities
- Taken notes and create study aides

WBMS CONTENT HELP SESSIONS SCHEDULE

Mondays:	Connections/Language Arts/Reading/World Language
Tuesdays:	NONE
Wednesdays:	Social Studies
Thursday:	Math
Friday:	Science

COMMUNICATION WITH FACULTY

Due to limited access to phone during the day, please email faculty members with questions and concerns, so they may answer inquiries and resolve issues. Parents and guardians may arrange individual teacher-parent conferences teachers; however, if a conference with more than one teacher is desired, the student’s counselor can help coordinate the meeting. Parents must meet face-to-face with a teacher before requesting a meeting with counselor; parents must meet face-to-face with a counselor and teacher before requesting a meeting with grade-level administrator.

The goal of the Fulton County Schools World Languages department is to guide students in their mastery of the national performance standards, adopted by the State of Georgia.

For Modern Languages, these standards consist of “The 5 Cs”:

Communication – students will engage in conversations, understand and interpret spoken and written language, and present information on a variety of topics.

Culture – Students will learn about target culture products, practices and perspectives.

Connections – Students will connect aspects of their target language learning with information acquired in other subject areas such as math, science, social studies, English and the arts.

Comparisons – Students will demonstrate an understanding of the nature of language and culture, making comparisons between those of the target language and their own.

Communities – Students will find and engage in the target language outside of the school environment and show evidence of building a life-long skill for their own personal enjoyment and enrichment

By the end of middle school, students will be in the novice-mid proficiency level in the target language of which they are studying. For more information regarding what students can do by the end of middle school world language coursework, please refer to the following link: <https://www.actfl.org/publications/guidelines-and-manuals/ncssf-actfl-can-do-statements>