

PROFICIENCY TRACKER – BY STANDARD

How are you really doing in each standard? Use this table to see, at a glance, where you are the strongest and where you need to improve the most. All you need to do is look down the column at your scores.

Fill in the boxes below each time you get a test, quiz or any assessment back. If you retake the test, remember to change the score to reflect the most recent one.

On the left, write the name of the assessment and below it, the date the teacher gives as a retake deadline.

Fill in all the columns to the right that apply to that assessment.

Name of assessment and retake deadline ↓ (full credit) ↓	CCK (language basics)	READING IR	LISTENING IL	WRITING PW	SPEAKING IS or PS
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Sparks'—Electronic device expectations for French classes

When are they allowed?

- Not allowed most of the time, only when specific permission is given for certain tasks.

What does this look like?

Before the tardy bell rings, they are to be silenced (not set to vibrate).

IS...

- respectful.
- considerate of others.
- honest.
- attentive and engaged.
- responsible.
- focused on learning.

IS NOT...

- disruptive.
- easily distracted.
- argumentative.
- frequently off task.
- asleep in class.
- negative.

***A conscientious
French student...***

DOES...

- bring materials to class.
- have his/her Euros.
- follow the classroom policies.
- practice outside of class.
- ask for help when needed.
- speak French in class.
- cooperate with the team.
- show respect for the supplies in the room.
- keep notebook up to date.

DOES NOT...

- use phone during class.
- leave seat without permission.
- make fun of others.
- disrupt the learning.
- refuse to participate.
- talk when the teacher is talking.
- pack up early.
- copy or share work.
- misuse supplies.
- leave a mess behind.

10-24-7

Recite
the alphabet.

Name the
5 vowels
and 2 "semi vow.

Name the
5 accents.

Say 3 punct.
marks that
we need for
spelling aloud

Les accents:

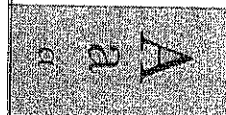
- ◌é) accent aigu
- ◌à ◌è ◌ù) accent grave
- ◌â ◌ô ◌î ◌ê ◌û) circonflexe
- ◌ï ◌ë) tréma
- ◌ç) cédille

La ponctuation:

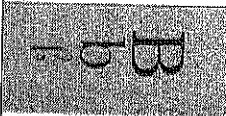
- ' apostrophe (je m'appelle)
- espace (au revoir)
- tiret (Qui es-tu?)
- ,
- virgule (Moi, je suis...)
- .
- point (Merci.)
- ?
- point d'interrogation
- !
- point d'exclamation
- ;
- point virgule
- :
- deux points
- "
- guillemets (Simon dit, "Vas...")

ABÉCÉDAIRE

abcdefghijklmnopqrstuvwxyz
abcdefghijklmnopqrstuvwxyz



[ɑ]



[be]

Unit IA: (Pre-Chapter 1 and Chapter 1/Vocab 1)

Unit Organizer: *You've got have bricks to build a wall.*

Essential Questions:

- Where and how do I start to learn French?
- In what ways are French and English (or other languages) similar?
- What are the basic building blocks I need to understand, speak, read and write?

10-24-7

How we learn

NOT from PPT

The surprising truth about when where and why it happens.

By Benedict Carey

Highlights from the book, cognitive science research, and what it all means for you in learning a language.

Cognitive Science? Clarifies how remembering, forgetting and learning are related. Studies how the brain manages all the sights, sounds and scents of daily life.

The average human brain has, in digital terms, of **a million gigabytes** of storage.

It all began with the Forgetting Curve...Ebbinghaus research 1800s—when something is learned, we forget it very quickly. Lose 50% in the first day or so and almost all of it in a few weeks. BUT, with regular review we can rebuild it and keep it.

Another researcher to Ebbinghaus' findings and created the 'Law of Disuse' which says that when things are learned, they will not stay unless used continuously. "Use it or lose it." Idea.

NEW SCIENTIFIC RESEARCH--

Memory actually has **two tendencies** over time: **decay** and **remembrance**—the bubbling up of facts or words that we don't recall having learned in the first place—strong for photos, drawings, paintings and poetry, with its word-pictures (imagery).

(10-24-7)

Any memory has two strengths: a **storage strength** and a **retrieval strength**.

Storage strength—a measure of how well we learned something. It builds with study and practice. (10 - helps build storage strength)

Retrieval strength—a measure of how easily a piece of information comes to mind. Also increases with use but declines quickly without reinforcement. (24 - helps build retrieval strength)

- Forgetting is a necessary part of learning. It filters out unneeded info. BUT we need to re-use ~~to~~ to rebuild.

STUDY TIP #1

- Mix it up! Vary study times, locations, methods, etc for better results