LEAF
Cours de Langue pour Étudiants Avancés de Français Programme

2014 – 2015 Program Handbook
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Cours de Langue pour Étudiants Avancés de Français Programme

LEAF

Program Description

LEAF, in partnership with the Department of Romance and Classical Languages and the Office of University Outreach and Engagement at Michigan State University, provides classroom instruction for qualified language arts or French students in grades 7-11.

LEAF is designed so that the participating students will complete in two years the French language content assigned in Michigan High School Content Expectations (HSCE) for all four years of high school as well as meet the Common Core National Standards for French language curriculum. In their first year of LEAF, students will not only cover the material equivalent to French 1 and French 2, but would have also worked on additional enrichment activities to enhance student proficiency. In the second year, LEAF students will study material equivalent to French 3 and French 4 with special emphasis on developing and refining the four skills: reading, writing, speaking and listening. In addition, various in-class and out of class opportunities will be provided to students to prepare for the AP French test if they wish to take it.

This program seeks to:

1. identify 7th - 11th grade students who reason extremely well in language arts curriculum in the four-county area;
2. develop their reading, writing, speaking, and listening skills in French through classroom use of appropriate curriculum and instructional pacing commensurate with their abilities;
3. enrich students’ cultural knowledge about France and French-speaking countries;
4. demonstrate that, with careful joint planning and coordination, existing community resources and multiple school systems can cooperate to meet successfully the needs of highly gifted students outside the framework of the regular school day.

A great deal of work has been done by the Center for Talent Development/Northwestern University Midwest Academic Talent Search at Northwestern University and by The Johns Hopkins University to develop, test and refine valid and reliable criteria and procedures for identifying academically gifted middle school students and to develop a model to accommodate the special programming needs of these students.

Many small school districts have too few highly gifted students to fill even one reasonably homogeneous classroom. Some large school districts might have enough students to make up their own classes, but their students are usually spread across several school buildings and grades.

Using the Johns Hopkins model to build a strong foundation, LEAF has been developed and implemented as a cooperative, regional program. Several features designed to overcome obstacles common to gifted education make this program unique:

1. Traditional high school curriculum at an accelerated pace is taught, rather than “enrichment” content only.
2. School districts recognize this course of study in lieu of in-school required French courses and record credit and grades on students’ school transcripts.

3. School districts are required to grant high school credit for demonstrated mastery of two years of high school French, i.e., one year of French credit for each semester of LEAF, without regard to the student’s school grade placement at the time of achievement.

4. Coordinated joint utilization of existing community, human, financial and physical resources contains costs while improving communication and cooperation for K-12 education.

FEATURES OF THE PROGRAM

1. An MSU French instructor teaches the course, and is assisted by an MSU student with experience in and aptitude for French language teaching.

2. Each course is open only to eligible students who have demonstrated high skill in reading, writing, and other skills associated with language arts, and who have the commitment to pursue language arts in an intensive accelerated course while maintaining satisfactory performance in non-French middle school/high school courses.

3. In addition to weekly class, regular Study Labs are scheduled on Sunday afternoons to provide students with an opportunity to receive help on both current and previous material and practice speaking French. Attendance at these sessions is optional, but strongly encouraged for students who feel the need for some help or feedback (both in writing and speaking) in addition to that received in class.

4. Small classes of a size optimal for fostering discussion while permitting the kind of individual attention often necessary for working through issues of expression.

5. All LEAF students should have access to a computer, a printer, a microphone, and the Internet. A word processing program compatible with Microsoft Word is also necessary. Students will be given access to online features such as MSU library resources and the course management system where professors post course materials.

Staffing

The instructors are professors at Michigan State University who have total mastery of content, express passion about the subject area, and are personally committed to high standards of education. Care is taken in selecting instructors who have shown evidence of original thinking, a sense of humor, and a high energy level.

An MSU student with experience in and aptitude for teaching literature and writing serves as the Teaching Assistant for LEAF study labs. The TA is personally selected by the LEAF instructors.

The GATE office administrates the program and coordinates with the LEAF instructional staff and administrators in the local school districts. The GATE office is available to assist students and parents when critical concerns develop.
Instructional Plan

Students attend classes each week Thursday on the Michigan State University campus. Families are responsible for transportation.

Each class lasts 2 hours, 4:00 – 6:00 p.m., with short breaks. Throughout the year there are also regularly scheduled LEAF study labs on Sunday afternoons for students wishing assistance with their assignments or for those preferring to study cooperatively with other LEAF students. Students will be offered an email account for ongoing contact with the professors regarding LEAF coursework/homework assignments. In addition, an Internet LEAF ANGEL website is available to students for online assistance at any time between classes which will include online reference materials.

During the first semester, a few students may find that the program does not meet their needs. After discussion involving the student, instructor and parents, it may be determined that a student should return to the local district for French instruction, if available. All school districts have agreed to accommodate the reentry of these students into the most appropriate classes the districts offer. Because of the accelerated pace of LEAF classes, students selecting this option should have no problems in returning to a school French class, if one is available.

Class Content and Procedures

The instructor prepares class activities that provide students with a conceptual and theoretical framework for the mastery of the 4 skills in French: speaking, reading, writing and listening. The LEAF curriculum is based on the Communicative Language Teaching Methodology. The underlying principle of this method is to encourage language learning through the use of active exposure and communication in the target language.

Starting from the first semester, students will be exposed to the target language and culture in the classroom. The various components like grammar and vocabulary will be introduced through a variety of input activities which focus on students’ inductive reasoning abilities. For first-semester students, the input activities will be accompanied by visual support (pictures, TPR, video, mime, realia, etc.). As they progress with their language acquisition, the input activities will make more use of vocabulary and structures covered in class. Classroom time ranges between input presentations, reinforcement of the concepts, group work assignments and open-ended tasks with more individual attention and student feedback. Group work assignments and open-ended tasks will include listening and speaking activities with frequent practice in pronunciation.

Homework assignments will fall under two main categories: immediate application of the concepts covered in class and application of concepts to carry out more open-ended and communicative tasks. The first homework will serve as practice to reinforce the grammar and vocabulary covered in class. Students will be required to turn in the first assignment in the middle of the week to receive feedback about their understanding of the material covered. Once students display a strong understanding of the material, they will work on the 2nd homework assignment that consists of practical application of the concepts. Students will be doing the homework both online and on paper. In addition to written homework, students will be required to record oral exercises in French and submit them online.

Students’ writing skills will be taught using a variety of tools depending on proficiency level. For the first semester, students will be required to turn in 1 composition at the end of the semester. This composition will follow a process-oriented approach where students will be guided in the different stages like planning, writing and editing. For subsequent semesters, the number of compositions will change accordingly with student progress in the language. As students are exposed to more literary readings in French, the writing assignments will incorporate some of the ideas covered in the reading. In the 3rd and 4th semesters, students will be trained to craft well-supported logical arguments as a way to produce and present their ideas. The synergy of these kinds of activities makes students more sensitive readers and more effective writers. This would also help
students understand the richness of meaning and expression in French literature and incorporate them in their own writing.

**Program Objectives & Outcomes**

Students in the *LEAF* program will:

1. Learn in two years the content usually covered in the traditional four-year high school French curriculum.

2. Demonstrate mastery (obtaining a 3, 4 or 5) on the AP French Language test at the end of the second year for students who take the test.

3. Use materials that provide opportunities for the development of sophisticated reading, speaking, listening and writing skills, breadth and variety of literary experience, and intellectual challenge, while remaining age appropriate.

4. Participate weekly in two hours of intense class participation, analysis and understanding of vocabulary and grammar structures, discussions with regard to cultural aspects, focusing on communicative tasks involving listening, speaking, writing and reading.

5. Interact with other students who have common abilities and interests.

The French content follows the Michigan HSCE aligned high-level, high school curriculum. (See the “Curriculum” section for course descriptions and outlines.) The students complete this content in two years, and receive French credit on their high school transcripts; a written evaluation documents mastery and assigns a grade for each course. Compressing learning into a shorter time frame in just one subject could make two or more years available for other desired courses, e.g., a second foreign language and/or college French courses.

Lansing Community College, Michigan State University, and Olivet College have modified admissions procedures to admit qualified high school students to college courses while these students remain enrolled in their high schools. (See “What’s Next After LEAF?” section for a sampling of relevant college French courses.)

We would also like you to know about the opportunity for Postsecondary Enrollment, also referred to as dual enrollment, available to eligible 11th and 12th grade students and what may need to be done prior to 11th grade to become eligible. The Postsecondary Enrollment Options Act (PSEO) permits students to take classes in both the high school and a college/university simultaneously. The purpose of PSEO is to provide a wider variety of options to high school students to insure that all students continue to be challenged. (See “What’s Next After LEAF?” section for more information.)

**Evaluation of Program**

Annual assessment of the program involves compilation and review of information gathered from university and local school personnel, parents, students, and former students. Student and parent feedback is typically gathered via surveys.

**Evaluation of Student**

The most direct measure of the program’s success is the students’ demonstrated progress in French content as evidenced by performance on nationally standardized examinations and tests devised by the instructors and a student portfolio.
Pre- and post-test results from LEAF suggest that students were presented material not previously known to them, and that they were successful in mastering it.

Progress in mastering subject matter is monitored regularly through two graded weekly homework assignments, speaking assignments, compositions, quizzes, and teacher-constructed tests. Mid-term progress reports and end-of-semester (December and May) grade reports are sent to each student’s school district and family. These reports include details on progress in content, participation and letter grades. Parent-teacher conferences are held once each semester, in the middle of the semester. Student self-evaluation is strongly encouraged and developed.

Curriculum

COURSE DESCRIPTIONS
Basic course descriptions follow. These descriptions show the broader ways LEAF courses meet and exceed the goals, content, and skills required in regular high school language arts courses. Although the descriptions provide an idea of the basic content, skills, and spirit of these courses, specific texts assigned may change depending on estimations of student interest, need, and opportunity. The content and goals of the course will, however, remain the same.

LEAF YEAR 1

LEVEL 1 (14 weeks/1 semester)


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<tr>
<th>WEEKS</th>
<th>THEMES &amp; SKILLS</th>
<th>FUNCTIONS</th>
<th>STRUCTURAL GOALS</th>
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<tbody>
<tr>
<td>WEEK 1</td>
<td>Preliminary Lesson &amp; Chapter 1 (greetings, finding out a person’s name, ordering food, telling time, calendar, numbers and describing people)</td>
<td>-Greetings, goodbyes, ask people how they are, ask and tell names, express simple courtesies, months of year, count from 1-30, tell time. Describing yourself and other people</td>
<td>Definite and indefinite articles, adjective agreements, present form of ÊTRE, making negative sentences.</td>
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<tr>
<td>WEEK 2</td>
<td>Lesson 2 (school, class subjects, numbers)</td>
<td>Describing people and things, talking about more than one person or thing, tell what subjects you are taking, speaking formally and informally</td>
<td>Plural forms of nouns, articles, adjectives, present plural forms of ÊTRE, TU and VOUS</td>
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<td>Lesson 3 (school day, school supplies, numbers)</td>
<td>Talk about what you do in school and after school, identify and shop for school supplies, tell what you and others like and don’t like</td>
<td>Present tense of –er verbs, possessive adjectives, singular and plural adjectives</td>
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<tr>
<td>WEEK 3</td>
<td>Lesson 4 (members of the family, birthdays, houses, apartments, rooms in a house)</td>
<td>Talking about family, describing your home and neighborhood, tell your age and find out someone else’s age, describing more people and things</td>
<td>Present tense of AVOIR, possessive adjectives, singular and plural adjectives</td>
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<td>Lesson 5 (going to a café, names of food, eating utensils, going to a restaurant, meals)</td>
<td>Order food in a restaurant, tell where you and others go, giving locations, tell what belongs to you and others, describe more activities.</td>
<td>Present tense of ALLER, ALLER+INF, Contractions with ‘a and de, present tense of PRENDRE</td>
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<tr>
<td>WEEK 4</td>
<td>Review and assessment of Lessons 1-5</td>
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| WEEK 5 | Lesson 6 (types of food, shopping for food, open-air market, supermarkets)  
Lesson 7 (clothing, shopping for clothes, sizes and colors) | Identify more foods, shop for food, asking for quantity of food, tell what you or others are able to do or want to do  
Identify or describe articles of clothing, state color and size preferences, shop for clothing, describe people’s activities, compare people and things, express opinions and make observations. | Present tense of FAIRE, partitive and definite articles, negation form of partitives, present tense of POUVOIR and VOULOIR  
Present tense of METTRE, Comparative adjectives, present tense of VOIR and CROIRE |
| WEEK 6 | Lesson 8 (airport, on board an airplane)  
Lesson 9 (train station, on the train) | Check for flight, talk about services on plane, activities, ask more questions, talk to people and things as a group  
Purchasing a train ticket, request information about arrival and departures, use expressions related to train travel, talk about people’s activities, point out people or things | Present tense of –ir verbs  
QUEL and TOUT  
SORTIR, PARTIR, DORMIR, SERVIR  
Present tense of –re verbs, demonstrative adjectives, DIRE, ESCRIRE and LIRE |
<p>| WEEK 7 | Review and assessment of lessons 6-9 | | |</p>
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<tr>
<td>WEEK 8</td>
<td>Lesson 10 (soccer, basketball, volleyball, bicycling, running)</td>
<td>Talk about team sports and other physical activities, describe past actions and events, ask people questions</td>
<td>Passé compose of regular verbs, QUI, QU’EST-CE QUE, QUOI, Present tense forms of BOIRE, DEVOIR and RECEVOIR</td>
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<td>Lesson 11 (summer weather and activities, spring, winter weather and activities, autumn)</td>
<td>How to describe summer and winter weather, talk about summer activities and sports, talk about winter sports, discuss past actions and events, making negative statements</td>
<td>Passé compose of irregular verbs, negative statements, passé compose with ÊTRE</td>
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<td>WEEK 9</td>
<td>Lesson 12 (daily routine, the kitchen and watching TV)</td>
<td>Describing personal grooming habits, talk about daily routine, talk about family life, tell somethings you do for yourself, talk about daily activities in the past</td>
<td>Reflexive verbs in the present Reflexive verbs in the passé composé</td>
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<td></td>
<td>Review of Lessons 10-12</td>
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<tr>
<td>WEEK 10</td>
<td>Review and assessment of Lessons 10-12</td>
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<td>WEEK 11</td>
<td>Lesson 13 (going to the movies, the theater, to a museum)</td>
<td>Discuss movies, plays, museums, tell what you know and whom you know, tell what happens to you or someone else, how to refer to people and things already mentioned</td>
<td>Present tense of SAVOIR and CONNAITRE, Pronouns, ME, TE, NOUS, VOUS, LE, LA, LES</td>
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<td>WEEK 12</td>
<td>Lesson 14 (minor illness, parts of the body, the doctor’s office, pharmacy)</td>
<td>How to explain a minor illness to a doctor, how to have a prescription filled at a pharmacy, how to tell for whom something is done, how to talk about some more activities, giving commands, refer to people, things and places already mentioned.</td>
<td>Pronouns LUI, LEUR, present tense of SOUFFRIR, OUVRIR, Commands, Pronoun EN</td>
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<tr>
<td>WEEK 13</td>
<td>Review of Lessons</td>
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<tr>
<td>WEEK 14</td>
<td>End of Level 1 assessment (Final oral, listening, written)</td>
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**ASSESSMENT AND GRADING AT THE END OF SEMESTER 1 of YEAR 1**

Students will be assessed in the following areas:

- **Unit Tests**: there will be a total of 3 unit tests. Each of them is designed to evaluate student understanding of materials covered in class.
- **Homework**: instructors assign exercises from the textbook or workbook for completion outside of class.
- **Composition**: Students will be required to turn in 1 composition using themes, vocabulary and structures studied in class.
- **In-class speaking and participation**: Student participation in class activities will be evaluated on an on-going basis in every class. It is therefore recommended that students speak in French in every class.
- **Final Exams**
  - There will be 2 final exams:
    a. **Final oral exams**: will be held at the end of the semester. It is cumulative in nature, and focuses on students’ ability to use listening and speaking skills to carry out a short conversation in French.
    b. **Final listening and written**: the written final will consist of listening and writing components and will assess students’ mastery of French vocabulary, grammar, reading, writing and culture, from all chapters covered in the course.
**LEAF YEAR 1**

**LEVEL 2 (14 weeks/1 semester)**


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<tr>
<td>WEEK 1</td>
<td>Lesson 1 (going to the movies, theater and museum)</td>
<td>How to discuss movies, plays, and museums, tell what you know and whom you know, tell what happens to you or someone else, refer to people and things already mentioned</td>
<td>Present tense of SAVOIR and CONNAÎTRE Pronouns ME, TE, NOUS, VOUS, LE, LA, LES</td>
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<td></td>
<td>Lesson 2 (minor illness, parts of the body, doctor’s office, pharmacy)</td>
<td>How to explain a minor illness to a doctor, have a prescription filled at a pharmacy Tell for whom something is done, talk about some more activities, give commands, refer to people, places, and things already mentioned</td>
<td>Pronouns LUI, LEUR. Present tense of SOUFFRIR and OUVRIR Commands. The pronoun EN</td>
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<td>Lesson 3 (computers, fax machines, telephones, making phone calls)</td>
<td>How to talk about computers, email, the Internet, faxes, and telephones, habitual and continuous actions in the past, narrate in the past</td>
<td>Forming the imperfect Using the imperfect</td>
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<td>WEEK 3</td>
<td>Lesson 4 (train station, riding in a train, airport, flying in an airplane)  &lt;br&gt;Lesson 5 (the bank, exchanging currency, managing money, post office, mailing letters)</td>
<td>How to talk about train travel, air travel, describe past events, identify cities, countries, and continents  &lt;br&gt;How to talk about using the services of the bank, use words and expressions related to postal services, give more information in one sentence, refer to people and things already mentioned, tell what you and others do for one another, make negative statements</td>
<td>The Imperfect versus the passé composé  &lt;br&gt;Present tense of VENIR  &lt;br&gt;Prepositions with geographic names  &lt;br&gt;Relative pronouns QUI and QUE, Past participle agreement, Reciprocal actions, Negative statements</td>
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<td>WEEK 4</td>
<td>Review and assessment of Lessons 1-5</td>
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| WEEK 5 | Lesson 6 (kitchen, types of food, recipes, preparing food)  
Lesson 7 (traveling by car, trucks and motorcycles, reading a map, driving on the highway) | How to talk about foods, and food preparation, describe future events, refer to people and things already mentioned, tell what you have others do  
How to talk about cars and driving, give directions on the road, talk about what would happen under certain conditions, describe future events, refer to something already mentioned | Forming the future tense, two pronouns in the same sentence-ME, TE, NOUS, VOUS with LE, LA, LES  
FAIRE + Infinitive | |
| WEEK 6 | Lesson 8 (accidents, emergency rooms, parts of the body, doctor’s office, surgery)  
Lesson 9 (checking into a hotel, hotel room, bathroom, checking out of a hotel) | How to talk about accidents, medical problems, emergency room procedures, different types of questions, tell to people what to do, compare people and things  
How to check into and out of a hotel, ask for things you may need while at a hotel, talk about past actions, refer to previously mentioned places, talk about people and things already mentioned, describe how you do things | Interrogative and relative pronouns, commands with pronouns, the superlative of adjectives, expressing ‘better’  
Passé composé: Être or avoir, the pronouns Y and EN, formation of adverbs | |
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<td>WEEK 7</td>
<td>Review and assessment of lessons 6-9</td>
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<tr>
<td>WEEK 8</td>
<td>Lesson 10 (the subway, the bus)</td>
<td>How to talk about public transportation, request information formally and informally, tell what you and others have just done, find out how long someone has been doing something</td>
<td>Questions, VENIR DE + infinitive, expressing time</td>
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<td>LESSON 11 (the city, parking in the city, country, farm animals)</td>
<td>How to talk about life in the city and in the country, give directions, ask questions to distinguish between two or more people or things, describe some more activities</td>
<td>LEQUEL an CELUI-LÀ, present tense of SUIVRE, CONDUIRE, VIVRE, infinitive after prepositions</td>
</tr>
<tr>
<td>WEEK 9</td>
<td>LESSON 12 (July 14h, Carnival, Christmas, Hanukah, New Year, marriage)</td>
<td>How to talk about holidays and celebrations, things that may or may not happen, express what you wish, hope, or would like others to do</td>
<td>The subjunctive, the subjunctive with wishes and commands</td>
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<td>WEEK 10</td>
<td>Review and assessment of Lessons 10-12</td>
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<td>WEEK 11</td>
<td>LESSON 13 (parts of the body, manners, emotions, introductions)</td>
<td>How to talk about social etiquette, introduce people to each other, describe some feelings, express opinions, talk about more things that may or may not happen, express emotional reactions to what others do</td>
<td>Expressing opinion with subjunctive, irregularities in forming the subjunctive, expressing emotion with the subjunctive</td>
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<tr>
<td>WEEK 12</td>
<td>LESSON 14 (professions, trades, finding a job, workplace)</td>
<td>How to talk about professions, apply for a job, express doubt, express wishes about yourself and others, express certainty and uncertainty</td>
<td>Expressing doubt with the subjunctive, infinitive versus subjunctive, the subjunctive in relative clauses</td>
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<td>WEEK 13</td>
<td>Review of Lessons</td>
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<tr>
<td>WEEK 14</td>
<td>End of Level 2 assessment</td>
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ASSESSMENT AND GRADING AT THE END OF SEMESTER 2 of YEAR 1

Students will be assessed in the following areas:

- **Unit Tests**: there will be a total of 3 unit tests. Each of them is designed to evaluate student understanding of materials covered in class.

- **Homework**: instructors assign exercises from the textbook or workbook for completion outside of class.

- **Composition**: Students will be required to turn in 2 compositions using themes, vocabulary and structures studied in class.

- **In-class speaking and participation**: Student participation in class activities will be evaluated on an on-going basis in every class. It is therefore recommended that students speak in French in every class.

- **Final Exams**
  There will be 2 final exams:
  
  c. **Final oral exams**: will be held at the end of the semester. It is cumulative in nature, and focuses on students’ ability to use listening and speaking skills to carry out a short conversation in French.
  
  d. **Final listening and written**: the written final will consist of listening and writing components and will assess students’ mastery of French vocabulary, grammar, reading, writing and culture, from all chapters covered in the course.

Returning students will be required to attend a prep session in mid-August to refresh their French. A summer reading list with recommended books will be given out at the end of Year 1.

**LEAF Year 2**

**LEVEL 3 (14 weeks/1 semester)**

All new students entering the 2nd year of the LEAF program will be required to take a diagnostic test. The test will consist of 4 parts: an oral component, a reading text with comprehension questions, grammar exercises focusing on important concepts covered in Year One and an essay prompt. The essay will be graded on 5 categories: Content, Vocabulary, Grammar, Organization and Mechanics.

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<th>WEEKS</th>
<th>LESSONS</th>
<th>FUNCTIONS</th>
<th>STRUCTURAL GOALS</th>
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</table>
| WEEK 1 | Lesson 1 (summer & winter activities, taking vacation, traveling, weather) | -Getting information in different travel situations  
-Describing past actions  
-Read and discuss newspaper articles  
-Talk about actions that may or may not take place  
-Expressing wishes, preferences, necessity or possibility | -Passé compose with AVOIR and regular verbs  
-Passé compose with AVOIR and irregular verbs  
-Passé compose with ÊTRE  
-Passé compose with AVOIR versus ÊTRE  
-Subjunctive of regular and irregular verbs  
-Using subjunctive to express necessity and possibility |
| WEEK 2 | Lesson 1 | Reading, Culture and Writing practice |                                                                                   |
| WEEK 3 | Lesson 2 (everyday life of young people in France, shopping) | -Asking questions formally and informally  
-Making negative sentences  
-Describing things in the past  
-Express wishes, preferences and demands  
-Expressing actions that may or may not take place | -Formal and informal questions  
-Negative sentences  
-Imperfect tense  
-Using subjunctive to express wishes, preferences and demands  
-Subjunctive vs. Infinitive  
-Irregular forms of the subjunctive |
| WEEK 4 | Lesson 2 | Reading, Culture and Writing practice  
Review for Test 1 (Lessons 1 & 2) |                                                                                   |
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<th>WEEKS</th>
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<tr>
<td>WEEK 5</td>
<td>Test 1 (Lessons 1 &amp; 2)</td>
<td>-Talking about actions in the past</td>
<td>-Passé compose vs. Imperfect</td>
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<td>Lesson 3 (leisure activities in French-speaking countries, cultural events in France, music)</td>
<td>-Comparing people and things</td>
<td>-Comparative and superlative adjectives</td>
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<td>-Expressing emotional reactions to others, uncertainty, and uniqueness</td>
<td>-Using subjunctive to express emotional reactions</td>
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<td>-Express emotions or opinions about past events</td>
<td>-Using subjunctive to express uncertainty or uniqueness</td>
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<td>-Past subjunctive</td>
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<td>WEEK 6</td>
<td>Lesson 3</td>
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<td>Reading, Culture and Writing practice</td>
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<td>WEEK 7</td>
<td>Lesson 4 (North and West Africa)</td>
<td>-Use prepositions with geographical names</td>
<td>-Prepositions with geographic names</td>
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<td>-Refer to places or things already mentioned</td>
<td>-Pronoun Y</td>
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<td>-Saying what you and other people will do or might do</td>
<td>-Future tense</td>
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<td>-Express uncertainty and doubt</td>
<td>-Conditional</td>
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<td>-Using certain time expressions</td>
<td>-Subjunctive with expressions of doubt</td>
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<td>-Present and imperfect with DEPUIS</td>
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<td>WEEK 8</td>
<td>Lesson 4</td>
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<td>Reading, Culture and Writing practice</td>
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<td>Review for Test 2 (Lessons 3 &amp; 4)</td>
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<td>WEEKS</td>
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| WEEK 9 | Test 2 (Lessons 3 & 4)  
Lesson 5 (French media, police & firefighters, social problems and petty crime) | -How to tell what you do for others and what others do for you  
-Referring to people and things already mentioned  
-use the subjunctive after certain conjunctions | -direct and indirect object pronouns  
-Using two object pronouns in a sentence  
-Object pronouns with commands  
-Using the subjunctive after certain conjunctions |
| WEEK 10 | Lesson 5  
Reading, Culture and Writing practice | | |
| WEEK 11 | Lesson 6 (French customs) | -Express ‘some’ and ‘any’  
-Refer to things already mentioned  
-Express who, whom, which and that (relative pronouns)  
-Talking about past actions that precede other past actions  
-Express what would have happened if certain conditions had prevailed  
-Express conditions | -Partitive articles with indefinite quantities  
-Pronoun EN  
-Relative pronouns QUI and QUE  
-Relative pronoun DONT  
-The Plus-que-parfait  
-Past Conditional  
-Expressing conditions with SI |
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<th>WEEKS</th>
<th>LESSONS</th>
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<tr>
<td>WEEK 12</td>
<td>Review of Lessons 5 and 6</td>
<td>- How to tell what people do or did for themselves and for each other</td>
<td>- Reflexive verbs, passé compose of reflexive verbs</td>
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<td>Lesson 7 (Public health, exercise, going to the doctor’s office, nutrition)</td>
<td>- How to ask ‘who,’ ‘whom’ and ‘what’</td>
<td>- Interrogative pronoun QUI</td>
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<td>- How to express ‘which one’ ‘this one’ ‘that one’ ‘these’ and ‘those’</td>
<td>- Interrogative pronouns QUE and QUOI</td>
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<td>- How to tell what belongs to you and to others</td>
<td>- Interrogative and demonstrative pronouns</td>
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<td>- Possessive pronouns</td>
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<tr>
<td>Week 13</td>
<td>Review of chapters 1-7</td>
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<tr>
<td>Week 14</td>
<td>Final Oral and Written examinations</td>
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**ASSESSMENT AND GRADING AT THE END OF SEMESTER 1 of YEAR 2**

Students will be assessed in the following areas:

- **In-class speaking and participation**: Student participation in class activities will be evaluated on an on-going basis in every class. It is therefore recommended that students speak in French in every class.
- **Homework 1** will focus on the memorization of the new vocabulary of the chapter and on the review and application of grammatical concepts previously studied.
- **Homework 2** will focus on some pre-reading activities that students will do in preparation for the readings in the JOURNALISM section of every chapter.
- **Workbook & Lab Manual**: at the end of each chapter students will be required to complete grammar and audio activities assignments in the Workbook and Lab Manual.
- **Oral practice**: Students will be assigned 4 oral practice assignments during the semester. These activities are designed to verify whether students can apply the material learned in class into a spontaneous speaking situation.
- **Littérature Assignments**: In order to enhance the appreciation of literature and culture, students will be asked to turn in 6 Reading assignments covering the literary selections in the
textbook. This will not only give students a chance to apply their reading skills to read literature but also provide a window to Francophone culture.

- **Composition:** Students will be required to turn in TWO compositions using themes, vocabulary and structures covered in class. Writing is a learned process where students will be studying various writing strategies and applying them to write a well-organized essay.

- **Midterm Exam:** Students will be given an oral and written midterm examination on based on grammar and vocabulary covered in chapters 1-3.

- **Final Exams**
  There will be 2 final exams:
  a. **Final oral exams:** will be held at the end of the semester. It is cumulative in nature, and focuses on students’ ability to use listening and speaking skills to carry out a short conversation in French.
  b. **Final listening and written:** the written final will consist of listening and writing components and will assess students’ mastery of French vocabulary, grammar, reading, writing and culture, from all chapters covered in the course.

**LEAF YEAR 2**

**LEVEL 2 (14 weeks/1 semester)**


The objective of Semester 2 of Year 2 of LEAF is to increase students’ proficiency level to ‘Advanced’ and prepare them to take the AP French examination. The textbook takes the students through the major landmarks of French history and civilization. Students will also be exposed to writings by important French authors through the ages, newspaper articles on important events in France and French-speaking countries, French films and other authentic materials along with a review of important grammar concepts.

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<tr>
<th>WEEKS</th>
<th>Lessons</th>
<th>Themes &amp; Topics</th>
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<tbody>
<tr>
<td>WEEK 2</td>
<td>Première étape</td>
<td>Un peu d’histoire: du passé mystérieux aux divisions aujourd’hui)</td>
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<td>Vie et littérature: La France, ses provinces et ses départements</td>
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<td>Plaisir des yeux: L’art préhistorique</td>
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<td>WEEK 3</td>
<td>Deuxième étape</td>
<td>Un peu d’histoire: De la Gaule au Moyen-Age</td>
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<td>Vie et Littérature: De Bello Gallico (Jules César)</td>
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<td>Le Vase de Soissons (Grégoire de Tours)</td>
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<td>Plaisir des Yeux: L’Humour Gallo-Romain</td>
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<td>WEEKS</td>
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<td>WEEK 4</td>
<td>Troisième étape</td>
<td>Un peu d’histoire: Une sombre période mais de grands homes</td>
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<td>Vie et Littérature: Les chansons de geste</td>
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<td>Le Passé Littéraire (ou le Passé Simple)</td>
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<td>Plaisir de yeux: L’art autour de l’an mil</td>
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<td>WEEK 5</td>
<td>Quatrième étape</td>
<td>Un peu d’histoire: Croisades, cathédrales et calamites</td>
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<td>Vie et Littérature: La Farce de Maitre Pathelin</td>
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<td>Plaisir des Yeux: L’Art du Moyen Age</td>
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<td>WEEK 6</td>
<td>Cinquième étape</td>
<td>Un peu d’histoire: La France en transformation</td>
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<td>Vie et Littérature: Pantagruel</td>
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<td>Le Tiers Livre (François Rabelais)</td>
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<td>Contre le Colonialisme (Michel Eyquem de Montaigne)</td>
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<td>Le Futur et le Conditionnel</td>
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<td>Le Futur et le Futur Antérieur</td>
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<td>Plaisir des Yeux: L’Art de la Renaissance</td>
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<td>WEEK 7</td>
<td>Sixième étape</td>
<td>Un peu d’histoire: Le dix-septième siècle: Le Grand Siècle ou l’Age classique</td>
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<td>Vie et Littérature: Le théâtre au dix-septième siècle (L’Ecole des femmes_Molière)</td>
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<td>Plaisir des Yeux: L’art du dix-septième siècle</td>
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<td>WEEK 8</td>
<td>Septième étape</td>
<td>Un peu d’histoire: Le dix-huitième siècle</td>
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<td>Vie et Littérature: Candide ou l’Optimisme</td>
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<td>Les verbes pronominaux</td>
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<td>Le faire causative</td>
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<td>Plaisir des yeux: L’Art du dix-huitième siècle</td>
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<td>WEEK 9</td>
<td>Huitième étape</td>
<td>Un peu d’histoire: Descente vers la terrible Révolution</td>
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<td>Vie et Littérature: Voyages en France (Arthur Young)</td>
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<td>Souvenirs (Mme. Vigée-Lebrun)</td>
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<td>La Prise de la Bastille par un de ses défenseurs (Louis Deflue)</td>
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<td>Le Participé Présent</td>
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<td>Plaisir des yeux: L’art de la fin de l’ancien régime</td>
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<td>WEEKS</td>
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<td>Themes &amp; Topics</td>
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</table>
| WEEK 10 | Neuvième étape | Un peu d’histoire: Une sangante Révolution  
Vie et Littérature: Histoire de la Révolution par deux amis de la Liberté  
Journal de ce qui s’est passé à la tour du Temple pendant la captivité de Louis XVI, roi de France (Jean-Baptiste Cléry)  
Plaisir des yeux: L’Art de la Révolution |
| WEEK 11 | Dixième étape | Un peu d’histoire: Napoléon et le début du XIXème siècle  
Vie et Littérature: Le Retour de Russie (Victor Hugo)  
Mémoires d’outre-tombe (François-René de Chateaubriand)  
Le discours indirect passé  
Plaisir des yeux: L’Art sous le règne de Napoléon |
| WEEK 12 | Onzième étape | Un peu d’histoire: Le dix-neuvième siècle: Une succession de gouvernements; La machine à vapeur et la lampe à gaz  
Vie et Littérature: Le dix-neuvième siècle (Les Misérables_Victor Hugo)  
Le passif  
Plaisir des yeux: L’Art du dix-neuvième siècle |
| WEEK 13 | Douzième étape | Un peu d’histoire: Le vingtième siècle, Age de grand progress  
Vie et Littérature: Le vingtième siècle (Pour faire le portrait d’un oiseau_Jacques Prévert, La Peste_Albert Camus  
Plaisir des yeux: L’Art du vingtième siècle |
| Week 14 | Final Oral and Written examinations | |

**ASSESSMENT AND GRADING AT THE END OF SEMESTER 2 of YEAR 2**

Students will be assessed in the following areas:

- **Homework 1**: Students will be assigned Homework 1 before starting the chapter and will focus on the application of grammar concepts.

- **AP Prep Work**: Students will be assigned AP Prep Work. The objective of the assignments is to provide adequate practice for students to answer questions on the AP French exam. Each of the AP Prep Work assignment will focus on one of the following themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities and Beauty and Aesthetics. The assignments will cover listening, reading, writing and speaking skills.

- **Dissertation (research paper)**: Students will be required to turn in two different research papers during the semester. Topics for the research papers will be provided by the instructor.
• **Mid-semester written exam:** A written mid-semester exam will be administered to students covering both content as well as grammar structures.

• **Final Oral Presentation:** Students will do one final oral presentation based on one of their two earlier prepared research papers using PowerPoint in FRENCH.

• **Final Written and Oral Exam:** There will be one cumulative final written and oral exam at the end of the semester.

**Responsibilities**

**Local District Responsibilities**
1. Agree that these classes will be accepted in lieu of in-school required French classes.
2. Recognize this course of study and record credits and grades on high school transcripts.
3. Grant high school credit for demonstrated mastery of content (up to four years of high school French).
4. Identify a local district contact person for LEAF.

**Intermediate School District Responsibilities**
1. Provide liaison among participating school districts and with the university.
2. Provide partial funding support.
3. Duplicate LEAF informational materials for students, parents, and local school district personnel.
4. Participate in the work of the LEAF Consortium Committee.
5. Provide the services of the ISD LEAF Consortium representative Consultant to students and their parents for advising and counseling purposes.

**Michigan State University Responsibilities**
1. Participate in the work of the LEAF Consortium Committee.
2. Provide classroom facilities on campus.
3. Provide written confirmation of participation in and completion of LEAF.
4. Provide administrative and fiscal services.
5. Provide faculty and teacher assistants and/or student interns.

**Instructor Responsibilities**
1. Provide the instruction.
2. Supervise the work of the assistants.
3. Provide appropriate evaluation and placement recommendation.
4. Schedule group and individual conferences as necessary.
5. Maintain the LEAF ANGEL site.

**LEAF Contact Info**

**Gifted and Talented Education (GATE)**
Michigan State University
Kellogg Center
219 S. Harrison Rd., Room 8
East Lansing, MI 48824
Phone: 517-432-2129
Fax: 517-432-9541
gifted@msu.edu
FOR PROSPECTIVE STUDENTS AND PARENTS

Eligibility Requirements

- ACT English: 21 and ACT Critical Reading: 22
- SAT Critical Reading: 520
- Students must submit a recommendation from their current English/foreign language teacher, as well as a copy of their most recent transcript or grade report.
- Those students already enrolled in French classes may take a diagnostic test so they can be placed into the appropriate level/semester of the program.

Student Identification and Selection

The two-stage identification model, as employed by the Northwestern University Midwest Academic Talent Search Project (Stage I and Stage II below), is the primary means of identifying these precocious youngsters, estimated to represent 0.5%-1.0% of the population:

Stage I
The initial pool consists of students currently in grade 6, 7, or 8 who score in the top five percent on their own school system’s nationally age-grade-normed English and critical reading achievement tests. School systems, teachers, and families identify these students. Self-nomination is also possible.

Stage II
Students are asked to attend an informational meeting with their parents. The meeting provides specific information about the program, class content, class organization, instructors’ expectations, and student responsibilities. Motivation, the desire to learn, and self-discipline regarding time management and study habits are emphasized. Students and their families must realize the commitment required and take responsibility for their decision to enroll in this accelerated program.

Stage III
Students identified in Stage I who wish to apply for LEAF register to take the SAT Test or the ACT test, usually through the Northwestern University’s Midwest Academic Talent Search (NUMATS). If the student has taken one of these tests previously, there is no need to take another test for the sake of having more current scores. However, students may wish to take the test again to improve their scores.

For more information and to register go to:
SAT: www.collegeboard.org
ACT: www.act.org
NUMATS: www.ctd.northwestern.edu/numats

Stage IV
Students should apply to LEAF using the online system at https://gifted.msu.edu/gateway/ or by downloading the 2014-2015 LEAF Application in PDF format at http://gifted.msu.edu/programs/leaf-french-language. Students can apply even if they have not received their SAT or ACT test scores yet. Simply submit a copy of the test scores when you receive them. Applications are due in early May.

Students wishing to apply directly to the 2nd year of LEAF will take a diagnostic examination focusing on all 4 skills in French (reading, writing, speaking and listening) as part of the application process.
DIAGNOSTIC EXAMINATION INSTRUCTIONS
All new students wishing to enter the 2nd year of the LEAF program (based on previous French language classes or exposure) will be required to take a diagnostic test. The test will consist of 5 parts: an oral component, listening comprehension, a reading text with comprehension questions, grammar exercises focusing on important concepts covered in Year One and an essay prompt. The essay will be graded on 5 categories: Content, Vocabulary, Grammar, Organization and Mechanics. The test will take approximately take 3 hours. A rubric will be used to score each section of the examination. The examination may be taken at several scheduled times. If students are unable to take the diagnostic test when scheduled, they should contact the Gifted and Talented Education office to arrange to take the diagnostic examination by special appointment. Students are, however, urged to try to take the diagnostic test during regularly scheduled times.

Stage V  Applications are reviewed by the LEAF Committee, which has the responsibility for final selection and class placement of participants. Several factors are considered. Among these factors are the SAT/ACT scores, the age and/or grade level at which these scores were achieved, previous school records, and the diagnostic examination score (if applicable). NO SINGLE FACTOR AUTOMATICALLY QUALIFIES OR DISQUALIFIES A STUDENT.

LEAF TIMELINE

August – March  Students register for the ACT or SAT Test. One option is to register through the Northwestern University Midwest Talent Search.

September - April  SAT or ACT test given.

February  General information meeting is held for prospective students and their parents.

Mid-April  Student diagnostic tests are completed (if applying for Year 2 placement).

Early May  Applications are due from students.

End of May  Committee reviews applications and selects students.

June  Students and their parents are notified by mid-June and students confirm participation

School districts are notified of which students will be participating in LEAF for the next school year.

End of August  Student & Parent Orientation held on the MSU campus.

Last Week in August  LEAF classes begin.

The LEAF class schedule approximates the Michigan State University academic calendar, which can be found here: [http://www.reg.msu.edu/roinfo/calendar/academic.aspx](http://www.reg.msu.edu/roinfo/calendar/academic.aspx) Specific schedules will be sent to accepted students.
REGISTRATION, COSTS, AND PAYMENT

Academic Year Programs

Reservation Fees

There is no fee due at the time of application, however, upon acceptance into a program each student pays an initial, non-refundable $100 reservation fee confirming his/her intent to participate. Returning Year 2 students must pay a non-refundable $50 reservation fee confirming their intent to continue participating in the program.

Tuition

The cost of program instruction per student per year is approximately $1,500 or $750 per semester, due before the beginning of each semester. The GATE office will send parents an invoice. Contact the GATE office if you require a payment plan.

Financial Aid

Tuition assistance from the GATE office may be available to those with financial need. Fill out the Financial Aid page of the application when you apply to a program. Parents should also contact their student’s school to learn if any financial support is provided by the school.

How to Pay

Payment can be made by credit card on the GATE website (www.gifted.msu.edu/program-payments) or by check made payable to Michigan State University. Please write your child’s name and program on the notes line of the check and remit payment to:

Gifted and Talented Education
Michigan State University
Kellogg Center
219 S. Harrison Rd., Rm. 8
East Lansing, MI 48824

Other Costs

Textbooks are provided at no additional cost. Each family should consult with their home school about transportation. If transportation is not provided, parents are responsible for providing transportation as well as class supplies such as notebooks, binders, etc. Some programs may organize optional field trips with attendance costs to be paid by the student.

Cancellation Policy

All classes are subject to a minimum enrollment of 15 students and may be canceled at the discretion of the GATE office.

Refunds and Drops

If a student drops from a GATE academic year program, the refund policy is:
• For drops occurring on or before the date of the 4th class session, one hundred percent (100%) of the tuition for the program dropped will be refunded.
• All requests for withdrawals and refunds must be submitted in writing to the Gifted and Talented Education office via e-mail (gifted@msu.edu) or by mail by the end of the business day of the 4th class session. We will then give you a drop form to be signed by your school.
• For drops occurring after the date of the 4th class session, no refund will be made for any programs dropped.
• Reservation fees are non-refundable.
• Refunds may take up to 4 weeks.
CURRENT STUDENTS AND PARENTS

Tuition Payment and Refund Policy
Please reference the previous section, “Registration, Costs, and Payment”, for details.

Responsibilities

Students
1. Attend classes regularly.
2. Complete assigned homework regularly.
3. Keep parent(s)/guardian(s) informed of weekly graded homework and quizzes.
4. Attend Study Labs as desired or assigned.
5. Exhibit appropriate classroom behavior.
6. Maintain satisfactory level of performance in regular school course work.

Parents/Guardians
1. Transport student to and from class once a week, except Lapeer county students.
2. Attend an initial information session, fall orientation session, and conferences.
3. Support and encourage the student.
4. Review weekly graded homework and quizzes with the student.
5. Communicate any problems or concerns to the professor.
6. Provide student with access to a computer, a printer, microphone, and the Internet.

Dropping Off and Picking Up Students

All LEAF classes meet at Michigan State University. If you arrive for pick-up before that time, please park somewhere that will not obstruct normal traffic. Parents are responsible for providing transportation.

Cancellation of Class

If Michigan State University closes due to weather, LEAF class will not be cancelled. Please check the GATE website for notice of closings.

In cases of extreme weather conditions when MSU does not close, LEAF class may still be cancelled at the discretion of the GATE office and LEAF professors. In this case, students and parents will receive an email notifying them of the cancellation and an announcement will be posted on the GATE website.

If your local school has closed for the day, LEAF classes will likely still be held, as roads usually are cleared by the evening.

However, if there is bad weather in your local area, and LEAF has not been cancelled, please use your judgment on driving your student to class. It is far better for the students to be absent from class than to risk unsafe driving conditions.

Please note that, in the event of LEAF being cancelled, make-up classes will be scheduled by your professor at the end of the semester.
Absences

Although absence from class is undesirable, there are times when it is unavoidable. When an absence occurs, it is the responsibility of the student to keep up with what the class is doing, and to get all assignments turned in on time. Homework assignments due on the day absent should be emailed to the instructor before class time. The homework assignment due the following week should be obtained within one day of the absence from the instructor, or another student. Help on work missed in class can be obtained at Study Labs. It is important that absence from class not result in a wasted week. The student, and possibly the parents, should be aggressive in making sure that the student is up-to-date by the next class.

In the case of an absence which is predictable in advance, the instructor can usually provide assignments in advance so the student can stay current. Generally speaking, a single isolated absence will cause no long-term problems if the student makes the effort necessary to get up-to-date by the next class. However, several absences during a semester can cause real problems for the student, and in such cases, the instructor should be consulted about how to prevent the student from falling seriously behind.

It is the student’s responsibility to contact the instructor and make sure they are up-to-date on all class work and homework assignments.

Study Labs

A teaching assistant supervises the Study Labs and is there to help the students with questions on the material. However, it is your student’s responsibility to come prepared and to keep themselves on task. The supervisor will not make sure that each student is working the whole time they are at lab.

Attendance at the Study Labs is normally optional, but many students derive real benefit from attending Study Labs on a regular basis. See the professor’s syllabus for Study Lab attendance requirements.

Study Labs are intended to give students the opportunity to ask questions about portions of the material that they may not fully understand. These questions may be very general or very specific. The help provided is usually individual help, although several students with similar questions may be dealt with as a small group. Another aspect of Study Labs is that it provides an opportunity for students to help each other – sometimes help from another student is more effective than help from an “official” source.

Students at Study Labs do not need to arrive with a list of questions, but they should have the intention of working on the course material and assignments. Many students use Study Labs as a time allocated to do homework assignments, with the bonus that help is at hand in case something is not understood.

PLEASE NOTE: Study Labs are not intended to become private tutoring. If several students have questions at the same time, the assistant conducting the session will not let individual students or small groups of students dominate their time when others are waiting for help. Thus, the student with several questions may have to wait in turn to have a single question dealt with, and then wait again in turn to ask another question. However, nearly all questions do get answered eventually. Students with questions are advised to indicate clearly that they have questions, and then be patient until the assistants can get to them.
Monitoring Student Performance

While the program does not issue grade reports until the end of each semester, it is still relatively easy for parents to have a good idea of how a student is doing. Almost every week, there are graded homework assignments or quizzes. Parents should ask the students regularly, even weekly, to show them the specific scores on homework and quizzes.

There will be a mid-semester progress report sent to parents, but this will not give a grade. The progress report will consist of a checklist to indicate if everything is going well for the student, and it will highlight any areas in which the performance of the student is not at a high level. Parent-teacher conferences will also be held mid-semester to give parents an opportunity to talk to the professor about the student’s progress. Parents are invited to contact the instructor at any time if they have questions or concerns about the student’s performance.

Grade Reports are sent after the end of each semester (usually January and May) via e-mail to the student’s MSU email address and the parent(s) email address(es) provided. Grade Reports are also sent via email to school contacts provided by the participant prior to the start of the program. (School contacts are typically a counselor, principal, or gifted coordinator.) Mid-semester Progress Reports are also emailed in the same way.

Academic Problems

The instructor will inform parents when serious problems arise with a student’s academic performance. Problems become obvious to an instructor when a pattern arises - a single poor grade can often just be a bad day, while repeated poor grades are a concern. However, instructors see the students only one day per week. Parents may sometimes see signs that a student is having troubles long before a pattern becomes obvious to the instructor. This is a case where two or more observers are better than one. If you observe that your student is having difficulties with the course over a period of more than a week, it might be a good idea to contact the instructor and “compare notes”. The instructor can often make individual suggestions that will help a particular student overcome certain types of problems. It is easier to overcome problems earlier rather than later.

Many students in GATE programs have never had academic problems in school before, so they do not know how to cope with them or how to seek the help that might solve them. Parents can be very helpful to the student’s performance by seeking out the help that the student may not realize (or be ready to admit) is needed. It is the nature of an accelerated program that students run into difficulties of one kind or another at some point. Learning to cope with and overcome these difficulties is an important part of the learning experience. It is important for students (and parents) to realize that learning how to find and use help effectively is a skill, one which is essential for long-term academic success.

Students receiving a grade less than a B- may be advised not to continue the program. If “NO GRADE” is entered on the grade report, this means the student’s performance was not adequate to receive a grade or credit for the course, and students may be advised not to continue the program. In such cases, an explanatory note will be provided. These recommendations are made with the student’s continued academic success in mind.
GATE AND MICHIGAN STATE UNIVERSITY POLICIES

Contact Procedures

- In case of an emergency, including medical or behavioral situations, the program’s instructor or supervising adult will contact the parents/legal guardians via the phone number(s) they provided prior to the beginning of the program.

- In case of a non-emergency, instructors may also correspond with the parents/legal guardians via email.

- Please note that it is the responsibility of the parents/legal guardians to notify the GATE office of any changes to their contact information.

- Contacting students during the program: Because the classes/Study Labs are only 2-3 hours, once or twice a week, we don’t expect that parents will need to contact students during the class period.

- Contacting the professors: Parents/legal guardians will be given the email and office phone number of the program instructor(s) or supervising adult prior to the beginning of the program. Email is generally the best way to initially reach an instructor with questions, concerns, to notify them of a student’s absence from class, etc.

Emergency Procedures

- The MSU Alert System for emergencies sends out notifications via email, text message, and pre-recorded phone call. If you would like to receive SMS text messages on your cell phone, you can register your phone information by logging in to our system and adding your number, at http://alert.msu.edu/.

- In case of a weather related emergency, (severe thunderstorm warning or tornado warning), everyone should seek shelter in an interior hallway in the basement or ground level of a building, or in the lowest level of a parking ramp away from windows.

- In case of other emergencies on campus (accident, medical emergency, suspicious activity, presence of a firearm), the best course of action is to call 911 immediately.

- If a “Secure in Place” action is advised (for active violence), you should:
  - Lock doors of the room you are in (Main doors of building will also be locked.)
  - Close blinds and turn off lights.
  - Find a well hidden and protected area to hide using objects in the room to barricade with or hide behind.
  - Wait for the “All Clear” from the MSU Alert System before leaving your secure location.

Program Rules

Participation in MSU GATE programs is a privilege, not a right. The following actions will not be tolerated and may result in the student’s dismissal from the program:

- Violation of Academic Integrity, such as cheating or plagiarism (See section on Academic Integrity for more details)
- Any inappropriate behavior towards others, such as harassment, abuse, violence, bullying (physical, verbal, or cyber-bullying) or other misconduct.
- Discriminating against or harassing on the basis of age, color, gender, gender identity, disability status, height, marital status, national origin, political persuasion, race, religion, sexual orientation, veteran status,
or weight. The full University Anti-Discrimination Policy is available here:  
http://inclusion.msu.edu/Equity/index.html

- Sexual harassment, sexual abuse, and other sexually inappropriate conduct. See next section for Reporting Protocols. The full MSU policy on Sexual Harassment is available here:  
http://inclusion.msu.edu/Equity/Sexual%20Harassment%20Policy.pdf

- Inappropriate use of cameras or other digital recording devices in restrooms, and other areas where privacy is expected by participants.
- Possession and/or use of alcohol, illegal drugs, fireworks, or lethal weapons, on and off campus.
- Any misuse or damage of University property is prohibited, and participants may be financially responsible for any damage incurred.
- Use of any materials presenting a fire hazard such as candles or incense. Tampering with fire alarms is prohibited.
- Theft of personal property or university property
- Violations of federal, state and local laws, or program rules

In addition, rules verbally given by the program instructor or supervising adult must be followed.

University Reporting Protocols for Child Abuse, Sexual Assault, and Child Pornography

The University strives to offer a safe and supportive learning and working environment for all individuals. In support of that goal, the University has established reporting protocols for its employees and volunteers with respect to child abuse, sexual assault, and child pornography. Procedures for reporting violations can be found at:  
http://www.hr.msu.edu/documents/uwidepolproc/ReportingProtocols.htm

All individuals who have direct contact with minors at a youth program have been subject to a criminal background check (including sex offender registry check) through the Human Resource Department within the last twelve months.

Academic Integrity

GATE programs adhere to Michigan State University expectations about academic integrity. Academic integrity is honest and responsible scholarship. Students are expected to submit original work and give credit to other peoples’ ideas. Maintaining academic integrity involves:

- Creating and expressing your own ideas in course work
- Acknowledging all sources of information
- Completing assignments independently or acknowledging collaboration
- Accurately reporting results when conducting your own research or with respect to labs
- Honesty during examinations

Academic integrity is the foundation of university success. Learning how to express original ideas, cite sources, work independently, and report results accurately and honestly are skills that carry students beyond their academic career. Academic dishonesty not only cheats the student of valuable learning experiences, but can result in a failing grade on assignments, a failing grade in a course, or even expulsion from the university for the student.

The following are additional MSU resources on plagiarism and academic integrity:

https://www.msu.edu/~ombud/academic-integrity/plagiarism-policy.html
https://www.msu.edu/~ombud/academic-integrity/student-faq.html
Discipline Procedures & Dismissal from the Program

The following procedures apply to violations of the Program Rules and any rules verbally given by the instructor or supervising adult:

1. The student will typically receive a warning from the instructor or supervising adult for a first time offense.
2. If the student repeats the offense, or if the first offense is severe, the student will meet with the instructor of the course. The instructor will assign appropriate consequences at his/her discretion, and this decision is final. Parents will be contacted by the instructor and informed about the incident and consequences.
3. A student who commits a violation of the rules that may warrant dismissal from the program will be notified of the alleged violation. The instructor and GATE director will gather information about the situation and the student will meet with the instructor and GATE director to discuss the student’s point of view. Family members will not be involved in this process, but will be notified of the decision. All disciplinary decisions made by the instructor and GATE director are final, and can include dismissal from the program.
4. Please note that dismissal from the program for disciplinary reasons does not warrant a refund of tuition or fees.

FERPA Notice

Below is the FERPA notice that students acknowledge when completing an application for all GATE programs:

It is the policy of Michigan State University to comply with the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (“FERPA”). FERPA affords students certain rights with respect to their education records, including the right to have access to their education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from their education records. Additional information on MSU’s compliance with FERPA is available at http://www.reg.msu.edu/ROInfo/Notices/PrivacyGuidelines.asp.

In compliance with FERPA, the MSU Gifted and Talented Education Program provides this notice to inform that upon request, it will forward without consent education records of enrolled students, including but not limited to grades, to the elementary or secondary school each student attends or is enrolled. If you have any questions about FERPA or about disclosure of information to your elementary or secondary school, please contact GATE at (517) 432-2129.
WHAT’S NEXT AFTER LEAF?

Future French Placement Options

Given that students completing this two-year accelerated high school French sequence may be ready for college level French courses, a coordinated effort involving the local school district, intermediate school districts, and Michigan State University will work out the most appropriate placement for the subsequent continuous progress of each student. Options might include:

1. an AP French Language and/or Literature course at the local or neighboring high school;
2. a French course at Lansing Community College, Michigan State University, Olivet College, or other local colleges;
3. coursework through the Internet (e.g., Michigan Virtual High School, CTD/Northwestern);
4. correspondence coursework (e.g., Northwestern University Midwest Academic Talent Search course offerings from Northwestern University, The Johns Hopkins University).

Care should be exercised in choosing follow-up coursework from this list. Courses with similar titles often differ significantly in the extent to which they meet the student’s long-range needs. The choices should be made with counseling, with input from the head of the school’s French department, the intermediate school district’s Talent Development Consultant and the LEAF instructors.

ADVANCED PLACEMENT TEST FRENCH AT A LOCAL DISTRICT

After completing the two years of the LEAF programs, students will be able to take the AP French Language through East Lansing HS. Students will need to register with ELHS in January. Students who take LEAF have the option to this nationally standardized test from the College Board in the spring (for a fee of approximately $84). If students score well enough on the test, they will receive credit at most colleges and universities for up to one year of college French.

FRENCH CLASSES AT THE COLLEGE LEVEL

Michigan State University

Students receiving a 5 on the AP French Language or AP French Literature tests can waive FRN 101, 102, 201, 202 and receive 16 MSU credits. Students receiving a 4 can waive FRN 201 and 201, receiving 8 MSU credits. Students receiving a 3 or 2 can waive FRN 201 and 202 but receive no MSU credits.

FRN 320 Self-Expression in Writing (W)
Writing practice in a variety of forms. Reading of excerpts from French and Francophone literature in order to enrich vocabulary and analyze style. Grammar review.
FRN 321  Oral Expression
Present-day spoken French. Discussions on various aspects of French culture and social interaction, mastery of advanced vocabulary. Readings chosen from current magazines and newspapers and complemented by Web exercises and video materials.

FRN 330  French Phonetics
Analysis of French pronunciation for listening and speaking.

FRN 340  Intro to Reading French Lit(W)
Close reading and interpretation of French drama, poetry, fiction, and other prose forms.

Contact: Gifted and Talented Education
Phone: (517) 432-2129
Email: gifted@msu.edu
Dual Enrollment Website: http://gifted.msu.edu/programs/dual-enrollment

Lansing Community College

FREN 201  Intermediate French I  First course of a two-semester sequence. Course provides grammar review, vocabulary building, listening comprehension, composition writing, group discussions, and readings of literary and cultural texts, short stories, and news articles for a better understanding of the francophone world. (Fall)

FREN 202  Intermediate French II  Second course of a two-semester sequence. Course includes a review of more complex grammar topics, readings of cultural and literary texts, short stories, and newspaper articles for a better understanding of the francophone world. Students will improve fluency through listening-comprehension, writing, and discussions in the target language. (Spring)

Contact: Dr. Keith Phillips
Professor of French and Spanish
Arts & Science 211-C
Phone: 517-483-9648

Olivet College

Contact: Nicole Baker
Olivet College
320 South Main Street
Olivet, MI 49076
Phone: (269) 749-7638