



LEAF

Cours de Langue pour Étudiants Avancés de Français Programme

2015-2016



GATE
GIFTED AND TALENTED EDUCATION

Audience:

There were three (3) students completing the second year of the LEAF French program. All three (3) students were female. The criteria for admission includes a two-step process.

Eligibility criteria for LEAF are: SAT Critical Reading score of 520 or ACT English score of 21 and a Critical Reading score of 22.

Students must also complete an essay which is reviewed by the instructors. Students may also complete a diagnostic test to place into a higher level of the program.

Funding:

This program is supported entirely by student tuition.

Objectives

This program seeks to:

- Identify 7th - 11th grade students who reason extremely well in language arts curriculum
- Develop their reading, writing, speaking, and listening skills in French through classroom use of appropriate curriculum and instructional pacing commensurate with their abilities
- Enrich students' cultural knowledge about France and French-speaking countries
- Coordinate with multiple school systems and existing community resources to successfully meet the needs of highly gifted students within the framework of the regular school day.

This program was the result of a four-county survey of available French language programs with 38 respondents. Only two schools offered AP French, and thirteen offered no French language program.

Description:

In the first year of the program, students not only learn to read and write the language, but there is a strong focus on speaking and oral language. During the second year of the program, students complete a third-year unit of the French language curriculum and prepare for the AP French Language and Culture exam during the fourth semester of the program.

Two MSU instructors provide 150 hours of contact time with three (3) hour class each Thursday and a two (2) hour study lab on Sunday afternoons. There was (1) teaching assistant who worked in the study lab along with the course instructors.

Outcomes:

End-of-year program evaluations by parents and students show that students developed time management skills, and were challenged to be focused, organized, and efficient in order to balance the course requirements and their home school expectations.

One parent stated, "The two instructors worked hard and were so attentive to my child's needs. We were very impressed. Their dedication to teaching is impressive."

Contact Information

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