Bienvenue!

Course Overview:

This course is an introductory course to develop the four language skills (listening, speaking, reading, and writing) in the three modes of communication (interpersonal, interpretive, and presentational) in order to help students achieve the novice-mid to novice-high competence levels as described by the American Council on the Teaching of Foreign Languages. Students will explore basic vocabulary and grammar in context from authentic documents across interdisciplinary, cross-cultural topics in order to use the target language to gain a greater understanding of Francophone cultures as well as their own.

Textbook: T’es Branché

Supplies:

**Required in class every day**

* iPad
* 3-ring binder or a spiral (please no composition books)
* Several packs of notebook paper to keep the binder full all year (refill when low)
* Blue or black pen or pencil for taking quizzes and tests
* Red grading pen
* Pen or pencil for taking notes

**Useful but not required**

* Markers or colored pencils
* Highlighter
* Glue
* Scissors

**Technology**

* Students will use the iPad in class almost every day. Be sure to come to class with it fully charged. Phones will not be allowed as a substitution to the iPad. Phones must stay out of sight for the entire class period.

**For practice and help at home, I recommend Quizlet, Duolingo, and YouTube videos on the content covered.**

Grading

* Oral: 10%
* Daily: 10%
* Quizzes: 20%
* Major grades: 60%

Daily, oral, and quiz grades will be based on but not limited to the following types of work: in-class activities on the four skills, online textbook, workbook, and listening activities, homework, Quizlet activities, WebQuests, participation in written or spoken communication tasks, class discussions (including participation), collaborative group work, enrichment exercises, research activities and small projects, self-assessments, peer reviews, and vocabulary, grammar, and unit quizzes.

Major grades will be based on but not limited to the following types of work: formal reading, listening, speaking, and writing tasks and assessments, summative integrated performance assessments, long- term research activities, projects, and thematic vocabulary and/or grammar tests. Rubrics for major assignments and/or long-term projects will be provided.

**\* Remember: Zeroes will be earned for cheating.** Cheating includes but is not limited to: Using translation/interpretation services instead of doing your own work. This includes, but is not limited to, using translation websites or software and asking native speakers to do the work/help with the work.  **Students will not be asked to do the impossible.**  All assignments are within their reach. Copying the work of another student is also considered cheating and will result in a zero for all students involved. It is also considered cheating if contacting others during quizzes/tests by talking, motioning, looking on a device or otherwise.

Retesting:

Students may choose to retest one exam per nine weeks for a maximum grade of 70. Students must notify the teacher within 5 calendar days of receiving the failing grade in order to complete retesting. In addition, students must also attend at least one tutorial session and complete test corrections prior to retesting.

Make-up Work**:**

Students have the amount of time specified in the student handbook to turn in work after an absence. Students who are present when an assignment is given or a test is announced, but who are absent when the assignment is due or the test is given will be required to submit the work or take the test upon the day they return to class.

It is the students’ responsibility to determine what was missed and submit any missed classwork or homework. Students are to submit make-up work in the appropriate online format (as specified by the teacher) at the beginning of class on the day that it is due.

Late Work**:**

Assignments are due at the beginning of class on the due date, after which they will be considered late and will not be accepted.

Classroom Expectations

1. Be in assigned seat when bell rings with homework out and ready to start warm-up.
2. Have all materials necessary for class with you. You will not be able to return to locker during class.
3. Raise your hand if you have a question or comment.
4. Please know when it is appropriate to get up from your desk.
5. Only ask to leave room if it is an emergency.
6. Be polite and respectful of others. Do NOT touch other people’s belongings.
7. No cell phones, food or drinks other than water in room for any reason.
8. iPad goes under desk at all times unless instructed otherwise by teacher.

*Consequences*:

 1st Verbal warning

2nd Parent contact

 3rd Referral/ISS

Tutorial Times**:**

WRMS – Monday 8:10 AM

HCMS – Wednesday 4:00 PM

Conference Period**:** 3rd period

**French 1A Year at a Glance**

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| 1st semesterpage6image2848393584page6image2848394208page6image2848395728 | page6image2848399072page6image2848397408page6image2848397952page6image2848400208**Themes: Greeting People and Socializing, Leisure Activities, and SchoolVocabulary:** Introductions, family, hobbies and interests, numbers, places in the city, time, days of the week, food, money, shopping, school subjects and supplies, and personal belongings. **Grammar:** Definite articles, indefinite articles, gender of nouns, present tense of –ER verbs, past tense with *avoir*, negation, adjectival agreement, adverbs of quantity, the preposition *à* with destinations, idiomatic expressions with *avoir*, question formation with *est-ce que* and *qu’est-ce que*, question words, irregular verbs *avoir*, *être, aller*, and stem-change verbs like *préférer*. **Units Covered:** 1-3 **Essential Cultural Questions:** * How does speaking French change our perspective of the world?
* How do I use another language to communicate with others?
* How are French and English interconnected and why?
* In which geographical regions is French spoken and why?
* What are the key geographical regions of France?
* How is Paris divided?
* What are the major cultural landmarks of Paris and why are they important?
* What are the key aspects of the French government?
* How do friends and family influence our personal identities and why?
* How does culture influence our personal identities and why?
* How does culture influence the ways in which we interact with one another and why?
* How do leisure activities for teenagers in Francophone countries compare to those in my country and why?
* How does the school system in France differ from that in my country and why?
* How does a typical French school day compare to that in my country and why?

**Essential Thematic Questions for Written and Spoken French** * Who am I and how do I relate to others?
* How do I use appropriate verbal and nonverbal communication to make introductions and greet others?
* How do I make, accept, and politely refuse invitations?
* How do I express my preferences and inquire about those of others?
* How to I request or give the day of the week, or time?
* How do I describe my teachers and classes and inquire about those of my peers?
* How do I use question words to make plans or request more information?
* How do I describe activities I have done, am doing, and am going to do?
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| 2nd semester  | page7image2849360720**Themes: Weekend Activities, Family, and FriendsVocabulary:** Food, beverages, film genres, family members, physical and character descriptions, months of the year and birthdays, professions **Grammar:** Present tense with –ER and –IR verbs, past tense with *avoir* and *être*, idiomatic expressions with *avoir*, adjectival agreement, irregular verbs *prendre*, *voir, venir,* and *offrir*, the near future with *aller*, the recent past with *venir de*, the interrogative adjective *quel*, possessive adjectives and possession with *de*, and *c’est* vs. *il est*. **Units Covered:** 4-5 **Essential Cultural Questions:** * What role do sports play in France and other Francophone countries and how does that compare to my country?
* How do mealtimes and food preferences of people in France and Francophone countries differ from those in my country and why?
* What role does the cinema play in France and how does it compare to that in my country?
* What role do friends, immediate family, and extended family play in daily and weekly routines in France and Francophone countries compare to those in my country and why?
* What are the beliefs that influence work culture in France and other Francophone countries and how do they differ from those in my country and why?

**Essential Thematic Questions for Written and Spoken French** * How do I politely request, accept, and refuse food or drink?
* How do I politely make a purchase or request assistance in a store?
* How do I compare my film preferences with those of my peers?
* How do I request or give the date?
* How do I give my age or birthday and inquire about that of my peers?
* How do I describe my friends and family?
* How do I describe the professions of the people in my life and indicate what I hope to do oneday?
* How do I describe activities in the past, present, and near future?

\*\*\*\*This schedule is subject to modifications as deemed appropriate by the teacher.  |

**French 1B Year at a Glance**

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|   | page8image2848806816**Themes: Shopping, Home, and City Life, Health and Wellness, the Environment, and Vacation** **Vocabulary:** Types of stores, shopping, money, clothing and accessories, colors, food and quantities, types of homes and home furnishings, meals, place settings, seasons and weather, animals, transportation, the body, illnesses, nature, pollution and environmental solutions, and animals.**Grammar:** Present tense with –ER, -IR, and –RE verbs, past tense with *avoir* and *être*, irregular verbs *vouloir*, *pouvoir*, *devoir*, *mettre*, and *faire,* stem-change verbs like *acheter* and *payer*, the partitive article, the demonstrative adjective *ce*, adverbs of quanity, prepositions, adjectival placement, sequential adverbs, the imperative, expressions with the verb *falloir*, prepositions with cities, states, countries and continents, negation, the comparative and superlative with adjectives.**Units Covered:** 6-9 **Essential Cultural Questions:** * How do clothing styles and choices in France and Francophone countries differ from those in my country and why?
* How does culture influence our eating habits and preferences?
* How do my home, furnishings, and attitudes about the household compare to those in France and Francophone countries and why?
* What forms of public transportation is available in Paris and how does one use it? How does this compare to what is in my city and why?
* How do transportation patterns and preferences of people in France and Francophone countries differ from those in my country and why?
* How do attitudes about healthcare in France and Francophone countries differ from those in my country?
* How do attitudes about the environment in France and Francophone countries differ from those in my country?

**Essential Thematic Questions for Written and Spoken French** * How do I describe, compare, and contrast my clothing with that of someone else?
* How do I politely make a purchase or request assistance in a store?
* How do I inquire about prices and sizes of items in a store?
* How do I express what I need compared to what I want?
* How do I compare my meal preferences to those of my peers?
* How do I describe my home?
* How do I request and give directions for taking public transportation?
* How do I narrate a sequence of events in the past?
* How do I describe activities in the past, present, and near future?
* How do I offer, request, accept, and politely refuse advice?
* How do I describe my current state of health and fitness and how do I compare it to previous moments in time?
* How do I describe current environmental issues and suggest potential solutions?
* How do I describe activities in the past, present, and near future?

\*\*\*\*This schedule is subject to modifications as deemed appropriate by the teacher.  |