

Course Syllabus
Randleman High School
Course Title: French I

Teacher: A.Dorsett

Contact Information:

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Course Pre-requisites: None

Course Description:

This course is an introduction to the study of the target language and its culture. Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The context focuses on the students' lives and experiences and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language conventions (functions).

A general introduction to the culture, its products (e.g., literature, laws, foods, games,) perspectives (e.g., attitudes, values, beliefs,) and practices (patterns of social interaction) is integrated throughout the course. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own.

Integration of other disciplines is on-going throughout the course.

Student Learning Objectives:

1. The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.
2. The learner will understand and interpret written and spoken language on a variety of topics in the target language.
3. The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.
4. The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.
5. The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.
6. The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.
7. The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Required Textbooks/Materials:

D'accord! 1 (textbook)

D'accord! 1 (workbook), when this item becomes available

Loose-leaf notebook

Loose-leaf paper

Pen or pencil

Auxiliary Resources

CD Audio Program

Video Program

Computer Presentations

Preferred Website:

daccord1.vhlcentral.com (textbook sponsored website).

Textbooks are assigned to the student on the first day of the course. Books are to be used for class participation as well as written assignments, both in class and homework. Textbooks are to be returned as any of the following criteria are met.

1. the day of the final exam for the semester
2. the last day of regular classes for those students exempt from the exam policy
3. after a schedule change involving this class which would remove student from class
4. the last day of enrollment for students who withdraw from classes at RHS

The workbooks are assigned at the same time the textbooks are issued. Students are encouraged not to label the workbooks until all scheduling is final. Workbooks are to be used to do various class assignments which the student will turn in for grading. Once the workbooks have been used it is not expected that the student will return these consumable items.

Students are expected to furnish their own notebooks, paper and pens/pencils.

Grading Policy:

A student's grade is determined from the following: tests, quizzes, unannounced quizzes, oral presentations, projects, and classwork/homework.

Tests, quizzes and unannounced quizzes are worth the number of questions on the item. Projects are worth 15 points for small, 25 points for large, depending on the assignment. Oral presentations are worth 10 points. Classwork/homework assignments are worth 5 points. Grade determined by totaling the number of points earned and dividing by the total number of points possible.

Make up work is accepted for a period of five school days after an absence or field trip. Beyond that point student receives a grade of "0" on any incomplete work. All make up work is to be completed during Tiger Time. No exceptions.

It is expected that all students who miss class will make up not only the missed work but also the missed time. Time may be made up during Tiger Time at a rate of 1/2 of a class period per Tiger Time. Student may be required to attend Saturday school to recover excessive time missed.

There are few extra credit opportunities. Signed by a parent, the return of a progress report on the following day allows a student two credit opportunities: The first is the dropping of the lowest quiz grade at the end of the grading term. The second, it allows the student to add 1 point to the final average for the quarter. This option is used every grading period, which is twice per course.

Late work is not accepted. A student who was absent when work was collected may still turn in that work, as long as it is within the 5 school day policy.

It is further expected that a student shall be in attendance in class with a maximum of 5 absences. A student who misses more than 5 class periods shall be required to make up the work and time for up to 5 additional days. Beyond 10 absences a student will be required to apply for a waiver of absences in order to pass the course. Tardiness to class will not be without its penalty. Every 3rd tardy to class shall result in an absence for the course. If the total of absences from a combination of absences and tardies exceeds 5, the student will be required to make up work and time as above.

Following teacher instructions, as well as all school rules, is mandatory. Also, classroom behavior that does not interfere with another's learning is required of all students.

Additional help is available during Tiger Time. It is suggested that students seek help before tests and quizzes instead of after to maximize use of the material.

Course Outline

Unit 1

- a. Ça va?
- b. French alphabet
- c. Au café
- d. La poignée de main ou la bise?
- e. Nouns and articles
- f. Numbers 0-60
- g. En classe
- h. Silent letters
- i. Les copains
- j. Qu'est-ce qu'un Français typique
- k. Verb être
- l. Adjective agreement

Unit 2

- a. Les cours
- b. Liaisons
- c. Trop de devoirs
- d. Au lycée
- e. Present tense of regular -er verbs
- f. Question formation
- g. Negative words
- h. Une semaine au lycée
- i. The letter r
- j. On trouve une solution
- k. Le bac
- l. Present tense of verb avoir
- m. Telling time

Unit 3

- a. La famille de Marie Laval
- b. L'accent aigu and l'accent grave
- c. L'album de photos
- d. La famille en France
- e. Descriptive adjectives
- f. Possessive adjectives
- g. Comment sont -ils?
- h. L'accent circonflexe, la cedilla and le tréma
- i. On travaille chez moi!
- j. L'amitié
- k. Numbers 61-100
- l. Prepositions of location

Unit 4

- a. Où allons-nous?
- b. Les passé-temps des jeunes Français
- c. The verb aller
- d. Interrogatives
- e. J'ai faim
- f. L'heure de déjeuner
- g. Le café français
- h. Verbs prendre and boire
- i. Partitives
- j. Regular -ir verbs

Unit 5

- a. Le temps libre
- b. Au parc
- c. Le football
- d. Verb faire
- e. Irregular -ir verbs
- f. Quels temps fait-il?
- g. Quel temps!
- h. Les jardins publiques français
- i. Numbers 101+
- j. Spelling change verbs

Review for Final Exam

Final Exam

Syllabus is subject to change as deemed necessary.