

COURSE SYLLABUS

French I A/B

COURSE DESCRIPTION

French I A/B

Students begin their introduction to French with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. The course consists of 180 lesson days formatted in an intuitive calendar view, which can be divided into two 90-day semesters.

The course represents an ideal blend of language learning pedagogy and online learning. Each week consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and across the globe. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

COURSE OBJECTIVES

The High School French I course helps students:

- Engage in language learning
- Master common vocabulary terms and phrases
- Comprehend a wide range of grammar patterns
- Instigate and continue simple conversations, and respond appropriately to basic conversational prompts
- Generate language incorporating basic vocabulary and a limited range of grammar patterns
- Read, write, speak, and listen for meaning in basic French
- Analyze and compare cultural practices, products, and perspectives of various French-speaking countries
- Regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions

COURSE SYLLABUS

STUDENT EXPECTATIONS

This course requires the same level of commitment from you as a traditional classroom course would. Throughout the course, you are expected to spend approximately 5–7 hours per week online on the following activities:

- Interactive lessons that include a mixture of instructional videos and tasks
- Assignments in which you apply and extend learning in each lesson
- Assessments, including quizzes, tests, and cumulative exams

Citizenship

Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student's responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of NUVHS through their conduct and behavior. Students are expected to abide by all NUVHS policies and regulations. Any form of academic dishonesty, or inappropriate conduct by students or applicants may result in penalties ranging from warning to dismissal, as deemed appropriate by NUVHS.

Communication

Throughout this course students will need to be in close contact with their instructor and fellow students. Students are expected to communicate via course message and electronic discussion boards. Therefore, students should plan on checking their course messages at least three times a week and participate in the discussion boards during the weeks they are live.

Instructors strongly encourage and welcome open communication. Clear, consistent, and proactive communication will ensure a successful experience in this course. It is the student's responsibility to notify the instructor immediately if and when a personal situation occurs that affects his/her performance in this class. Being proactive with communication will result in a quick solution to any problems that may occur.

COURSE SYLLABUS

SCOPE AND SEQUENCE

Semester 1

	Vocabulary Topic	Grammar Pattern	“Stretch” Activity*	Culture
Week 1	Greetings	Parts of Speech Nouns, definite articles & gender Definite articles <i>Tu vs. Vous</i>	<i>Puzzle Sentences</i>	France
Week 2	School Alphabet Guide to French Rhythm & Accents	Indefinite Articles	<i>Thinking en Français</i>	France
Week 3	Descriptions Colors	French subject pronouns	<i>The Broken Window</i>	France
Week 4	Countries and Nationalities Numbers 0-30	Present tense of the 3 major verb groups	<i>Points, Lines, and Figures</i>	Monaco
Week 5	Common verbs #1	Making compound sentences	<i>Toward Fluency</i>	Monaco
Week 6	Common verbs #2 Telling Time	The Imperative	<i>The Key of the Key’s Kingdom</i>	Switzerland
Week 7	Common verbs #3 Conjunctions	Simple negative <i>ne...pas</i>	<i>Chatter at a Royal Ball</i>	Switzerland
Week 8	Days, Months, and Seasons	Expressions with <i>Avoir</i>	<i>Toward Fluency</i>	Rwanda

COURSE SYLLABUS

	Numbers 30-100			
Week 9	Midterm Review and Test - no topics			
Week 10	Hobbies	Asking questions	<i>Focus on the Language 1-8</i>	Rwanda
Week 11	Food (part 1)	“de” and “à” and their contractions	<i>Points, Lines, and Figures</i>	French Polynesia
Week 12	Food (part 2)	<i>Faire versus jouer</i>	<i>From Word to Discourse</i>	French Polynesia
Week 13	Family	Selected adverbs	<i>Chatter at a Royal Ball</i>	Canada
Week 14	Places	<i>C’est versus Il est...</i>	<i>Focus on the Language 9-14</i>	Canada
Week 15	Animals	Comparatives/Superlatives	<i>Creating Your Own Mini-Story Plots</i>	Mali
Week 16	Shopping	Expressions with <i>faire</i>	<i>Stringing Together Your Own Narratives</i>	Mali
Week 17	Weather Expressions	Forms of <i>quel</i> and <i>lequel</i>	<i>Chatter at a Royal Ball</i>	Chad
Week 18	Final Review and Test- no topics			

Semester 2

	Vocabulary Topic	Grammar Pattern	“Stretch” Activity*	Culture
Week 1	Professions	Ordinal Numbers The verb <i>Etre</i>	<i>Points, Lines, and Figures</i>	Burundi
Week 2	Clothing	Adjectives: agreement & placement (#1)	<i>Une Mère Parle à Son Bébé</i>	Burundi
Week 3	At Home	Possessive adjectives	<i>From Word to Discourse</i>	Guinea
Week 4	The Body	The near future tense	<i>In the Classroom: A French Lesson</i>	Guinea
Week 5	Reflexive Verb List	<i>Il y a ...</i>	<i>Lecture on Geography</i>	Haiti
Week 6	Cognates Numbers 1- 1 million	<i>Etre</i> + nationality	<i>More on Numbers</i>	Haiti
Week 7	On Vacation	Partitive articles	<i>Thinking en Français</i>	Belgium
Week 8	Telephone	Expressions with <i>Avoir</i>	<i>L’Alphabet Romain</i>	Belgium
Week 9	Midterm Review and Test - no topics			
Week 10	Directions	Adjectives: agreement & placement (#2)	<i>Chatter at a Royal Ball</i>	Madagascar

COURSE SYLLABUS

Week 11	Transportation	Demonstrative articles	<i>Focus on the Language 15-23</i>	Madagascar
Week 12	Medical Terms	Sickness & avoir expressions	<u><i>Ma Première Visite au Québec</i></u>	Martinique
Week 13	Sports	Demonstrative particles	<i>The Key of the King's Kingdom 2</i>	Martinique
Week 14	Outdoor Activities	Direct object pronouns	<i>Communication With Limited Means</i>	New Caledonia
Week 15	Travel	Y and En	<i>Focus on the Language 24-28</i>	New Caledonia
Week 16	Computers (part 1)	Passed tense with Avoir (passé composé)	<i>Stringing Together Your Own Narratives</i>	Luxembourg
Week 17	Computers (part 2)	Passed tense with Etre (passé composé)	<i>Points, Lines, and Figures</i>	Luxembourg
Week 18	Final Review and Test- no topics			

*For a general description of “Stretch” Activities, see heading under

COURSE SYLLABUS

HOW YOU WILL BE GRADED

For critical thinking questions, there are no right or wrong answers. For example, a question on your thoughts on why you think people are shy is a pretty open-ended type of question. Grades will be based on the depth of personal insight you present. **Do not simply agree or disagree** with an insight question. We are looking for critical thinking and possibly a related personal experience with the question.

It is important to provide detailed answers for insight/opinion questions.

For review questions, you should be produce a more academic answer. For example, "What two categories are norms divided into?" This type of direct question requires a specific answer. Please use full sentences and proper grammar.

When submitting paragraphs, use these guidelines.

1. The first, second or last sentence contains the main idea and key words from the question or assigned topic.
2. Paragraph contains one to three explanatory sentences.
3. Paragraph contains two to four sentences about specific details related to question.
4. Details are colorful, interesting and appropriate.
5. Paragraph ends with a good closing sentence that refers to the main idea without repeating it.
6. Free of spelling and grammatical errors.

GRADE SCALE

The following grading scale will be used to determine your final letter grade.

Letter Grade	Percentage Earned
A	95%+
A-	90% - 94.9%
B+	87% - 89.9%
B	84% - 86.9%
B-	80% - 83.9%
C+	77% - 79.9%
C	74% - 76.9%
C-	70% - 73.9%
D+	67% - 69.9%
D	64% - 66.9%
D -	60% - 63.9%
F	59% and lower

COURSE SYLLABUS

EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLRs)

Engaged Learners

- Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
- Develop an understanding of their own preferred learning styles to enhance their overall academic potential
- Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

Critical Thinkers

- Effectively analyze and articulate sound opinions on a variety of complex concepts
- Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
- Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

Effective Communicators

- Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
- Express concepts and ideas in a variety of forms
- Enhance communication skills through the use of media rich or other technology resources

Global Citizens

- Appreciate the value of diversity
- Understand the range of local and international issues facing today's global community
- Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century