

# French 1 Course Overview

2018-19

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## Bienvenue to French 1!

French 1 is a year-long course for you to begin to learn the language, geography and cultures of French speaking countries.

This course is designed for you to communicate by speaking, reading, writing, and understanding written and spoken French.

You will learn to communicate in everyday situations through dialogues, oral presentations, projects and group activities.

At the end of this year, you will be able to:

1. ask and answer questions and maintain a simple conversation in areas of immediate need and on general topics
2. pronounce the language well enough to be intelligible to native speakers;

3. understand simple questions and statements, sometimes hearing them several times;

4. read and understand the information presented in simple paragraphs;

5. write, adapt and create simple sentences and paragraphs on unit topics;

6. describe some aspects of everyday culture.

The South Carolina World Language Standard can be found on page 11 of the following document:  
[http://ed.sc.gov/agency/se/Instr/unctional-Practices-and-Evaluations/documents/2013\\_SC\\_Standard\\_for\\_WL\\_Proficiency\\_08-13-13.pdf](http://ed.sc.gov/agency/se/Instr/unctional-Practices-and-Evaluations/documents/2013_SC_Standard_for_WL_Proficiency_08-13-13.pdf)

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### Required Materials

- ◆ 3-ring binder with paper and all handouts
- ◆ Pen and/or pencil
- ◆ Chromebook and charger

### Contact Information and Academic Assistance

Please feel free to contact me at any time regarding class policies and procedures, grades and assignments or any other items relevant to French class. The easiest way to reach me is by email but phoning is also an option. Please be aware that I may not be able to respond until the next day.

Email: [rhDavis@lexrich5.org](mailto:rhDavis@lexrich5.org)

Phone: 803-476-8780

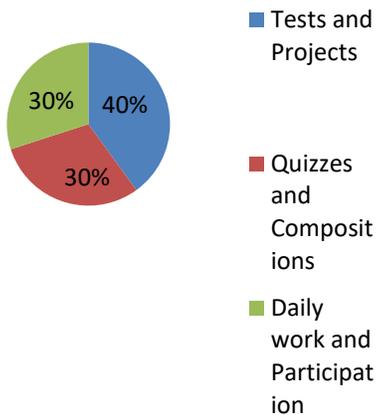
Website:

[www.lexrich5.org/webpages/rhDavis](http://www.lexrich5.org/webpages/rhDavis)

Planning periods: 3A and 5B

Academic Assistance (tutoring) is offered in my classroom on Monday afternoons and Thursday mornings. I will consider other times as needed but may need some advance notice to be available.

## Grade Breakdown



## Grading Policy

Student evaluation will use the following criteria during each nine weeks grading period:

1. **SUMMATIVE TESTS, PROJECTS, AND DISTRICT 5 UNIT ASSESSMENTS (IPA) (40%)**
2. **SUMMATIVE QUIZZES AND COMPOSITIONS (30%)**
3. **FORMATIVE READING, WRITING, LISTENING AND SPEAKING IN FRENCH (30%)** This category includes simple daily work, homework and class participation

**EXAMS** are given at the end of each semester and count 20% of the semester grade.

### SC Uniform Grading Scale

A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

### Posting grades:

5 school days for minor assignments  
10 school days for major or extended assignments

Minor assignments include quizzes, formative assessments, simple answers and/or multiple choice assessments  
Major assignments include unit tests, chapter tests, summative assessments, extended projects, essays, and tests with written essay responses.



## Late Policy and Make-up Work

### Spring Hill High School Wide Make-up and Late Work Policy

Students are expected to attend school regularly. In the event of an excused, lawful absence, it is the student's responsibility to make the necessary arrangements for completing missed work, including tests and quizzes.

Pre-assigned work (i.e. long term assignments, test, presentations, etc.) is due at the beginning of class the first day upon the student's return to class. After the first day, all coursework is subject to the school late work policy.

All coursework is expected to be turned in on or before the assigned due date and completed to the best of the student's ability. All late assignments are subject to a 5% deduction per school day. No late work will be accepted after 5 school days.

**\*Students are allowed to re-take quizzes during the quarter *only once* and during academic assistance time *only*. Tests and IPA's are not allowed to be retaken.\***

<p>1<sup>st</sup> 9 weeks - My Family, My Friends and I</p> <p>Greetings, introductions, well-being, and partings in formal vs. informal situations; alphabet; numbers 0-20; follow classroom commands; classroom vocabulary; definite articles; gender of nouns; use <i>avoir</i> (to have); subject-verb agreement; negatives; interrogative word <i>qu'est-ce que</i> (what)</p> <p>My identity; adjective agreement for singular subjects; use <i>être</i> (to be); use <i>avoir</i> (to have) with age; ask and respond to questions about identity; interrogative word <i>est-ce que</i></p> <p>Family and friends; indefinite articles; describe people and pets; adjective agreement for plural subjects; interrogative words <i>qui</i> (who) and <i>comment</i> (how) to elicit descriptions, continue to use <i>être</i> (to be) and <i>avoir</i> (to have); ask and answer basic questions about self, family and friends; show possession with <i>de</i> and possessive adjectives</p>	<p>3<sup>rd</sup> 9 weeks - My Free Time</p> <p>Sports and other leisure-time activities; sports and equipment; seasons of the year; change adjectives into adverbs (limited); use <i>faire</i> for leisure activities; comparison of leisure activities of French and American teens</p> <p>Weather; use <i>faire</i> (to make), with weather expressions; clothing; colors; use <i>avoir</i> (to have) with expressions for being hot, cold, and to express need; the 24-hour clock; French writing conventions with 24-hour clock; use "when" as a relative pronoun; interrogative word <i>pourquoi</i> (why)</p> <p>Leisure activities on the weekend, food and eating places; ordering food; partitive (some, any) with positive and negative statements; French money and writing conventions with money; invitations using <i>Let's</i> commands; sequencing vocabulary; use <i>to have</i> to express hunger and thirst; express wants and needs; use the near future tense, make comparisons of French and American weekend leisure activities</p>
<p>2<sup>nd</sup> 9 weeks - My School Life</p> <p>School subjects; materials used in class (expanded); adjectives to describe classes with <i>être</i> (to be); present tense of regular <i>-er</i> verbs; express likes/dislikes; numbers 20-100; ordinal numbers (1<sup>st</sup> - 10<sup>th</sup>); tell time; days of the week and months; dates; French writing conventions with time and dates; use <i>avoir</i> (to have) expressions for right and wrong; interrogative words <i>combien de</i> (how many), <i>quand</i> (when) and <i>quel</i> (which); comparisons between American and French school days</p> <p>People and places around school; school activities; use of regular <i>-ir</i> and <i>-re</i> verbs; use of <i>to go</i>; contractions (to + the, from/of + the); interrogative word <i>où</i> (where); comparison of American and French schools</p> <p>Describe school life; <i>tout</i> (all and every); common adverbs (a lot, very, often, sometimes, here, there, etc.); near future tense; double verbs (e.g., <i>to like to study</i>); ask and answer basic questions about school; review and prepare for Midterm exam</p>	<p>4<sup>th</sup> 9 weeks - My Community</p> <p>Places in the community; demonstrative adjectives; transportation; <i>to go by</i> + transportation; prepositions of location; geographical terms for directions (north, south, etc.); give and follow directions (commands); metric system for distances; invitations to go places; comparisons of French and American cities</p> <p>House vocabulary (ltd); levels of buildings and general terms related to buildings (i.e., elevator, stairs, etc.); review of ordinal numbers to discuss stories; comparisons with adjectives; comparisons of French and American housing and naming of levels of buildings</p> <p>Forming questions using inversion; review and prepare for Final Exam</p>

Here is the link to access the Profile of the South Carolina Graduate  
<https://ed.sc.gov/about/profile-of-sc-graduate/>

## Behavior Expectations

In order to ensure an environment that is conducive to learning, all students are expected to follow “The Way” as outlined in the chart below.

### The Way

	Academic Areas	Cafeteria	Hall/ Locker	Courtyard	Bus	Learning Commons	Student Parking
The Way	Be on time and prepared.	Be respectful of others.	Respectful voices and actions.	Share the space.	Get to your designated bus area quickly.	Have a purpose and stay focused.	Have a visible parking pass.
	Be respectful of others.	Use respectful voices and actions.	Move quickly to your destination.	Be respectful of others.	Use respectful voices and actions.	Be respectful of others.	Respect the property of others.
	Be actively engaged.	Pay for your items.	Use etiquette when using technology.	Stay in the appropriate area.	Follow driver's instructions.	Eat in designated areas.	Respect the speed limit.
	Use technology for academic purposes.	Keep the area clean.	Keep the area clean.	Keep the area clean.	Stay seated.	Keep the area clean.	Limit loitering.

Students who fail to maintain appropriate behavior will be subject to the following consequences:

1. Verbal warning
2. Conference with student
3. After school detention and parent notification
4. Written referral
5. Extreme cases of inappropriate behavior may result in immediate discipline referral.

## Honor Code

The Academic Honesty Policy is being implemented to ensure that students submit credible work that is evidence of their mastery. Students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon its originality. They should avoid academic dishonesty and misconduct in all its forms including plagiarism, fabrication or falsification, cheating, and other academic misconduct.

## Parent Portal

As a Spring Hill High School parent, you have the privilege of monitoring your students' progress anywhere you have access to the internet. You may view your child's grades as they exist in the teacher's grade book. You may access the power school parent portal @ <https://powerschool1.lex5.k12.sc.us/public>.

The teacher reserves the right to make adjustments in this syllabus.

## Cell Phone Policy

- All students are expected to have a device to use that is not a cell phone.
- Cell phones will not be used to take notes, quizzes, research, etc.
- All special circumstances must be approved by the teacher.
- Cell phones need to be turned off and put away during class.
- First offense: The teacher will take the cell phone and return at the end of class or the end of the school day and conference with the student.
- Second offense: Take the cell phone, call parent, and write up minor behavior incident.
- Third offense: The student will turn in their cell phone at the beginning of class to the teacher and receive it back at the end of the class every day until the end of the school year.
- If the cell phone continues to be a problem or distraction additional disciplinary action will be taken.