

French I – 2013-2014 – Bien Dit, Holt, Rinehart and Winston,

The course of study in French places extensive emphasis on speaking, listening, and comprehensive skills. The reading and writing skills are gradually woven in through comprehensive activities. Initially, the student is exposed to recordings of dialogues and cultural notes by native speakers. The student is coached to respond in French using as near native pronunciation patterns as possible. The teacher furthers this language immersion by engaging the students in an additional number of aural and speaking activities. At the same time, the student gradually increases his/her reading and writing skills. The student is given small blurbs of cultural notes in English. After having read the notes, he or she will be guided into making statements in French. As the student moves further into the study, the **Notes culturelles** are then presented in the target language – French, hence, the student is required to utilize greater comprehension skills.

The French book is suitable for levels I and II. It begins with the welcome, which presents a strong argument about the francophone world and its global effect on the world. The student is reminded of the everyday French influence. The study of French does allow for better understanding of one's own language. The student will be afforded an opportunity to savor the French cuisine. The student will become increasingly aware of the multicultural influence of other francophone regions. Students will locate and plan a trip to a francophone country or region. The impact of the French is most extensive. Its range extends from art, music, science, global politics, food, fashion, architecture to fine jewelry and dining ware.

The journey of language discovery is enhanced by the beautiful new sounds of French. To add to the authenticity of the language experience, each student is given a French name. The student will discover that many English/American names have French equivalents. The student is introduced to nationalities and greetings during the first week of the first year, and he/she will introduce himself/herself and others. In a few weeks, the student will give descriptions of his/her family, and will inquire about others. Soon, the student will learn numbers, colors, and the alphabet. The student will give his/her age, and ask the age of others. Later in the course, the student will routinely give and ask about the day, month and year. He/she will talk about the seasons and weather. The student will talk about foods and activities that he/she likes. Adjectives will be widely used in discussion of size, preferences, attitudes, health, and circumstances. A number of the grammatical structures will be gradually included as the course advances.

The verbs and vocabulary will be used extensively to construct simple ideas. The students also express ideas in the future and past. The three conjugations of regular verbs will be presented. A host of irregular verbs will be studied during the first and second year of French. The student will learn that there are a number of verbs that require special attention when constructing the past. Attention will also be directed to verbs that have unique spelling changes even in the present. The teacher will continuously note the rate of comprehension, and will pace the lesson coverage throughout the first and second year of study. The response in French is based on the level and time in the class. Answers could range from oui (yes) and non (no) to explaining pourquoi (why) and comment (how) something has been done. Students are encouraged to be as creative as possible with their answers. Every attempt is made to motivate the student to speak spontaneously or using prompts. Any effort at speaking is rewarded. No answer in French is wrong when one tries to respond in French with related word, Phrase or sentence. It is important to try. One should never give up. The level of difficulty can be noted as students advance into each lesson. Therefore, it is essential to learn the vocabulary, numbers, verbs,

pronouns and all related cultural information for each lesson. The class will speak a lot in French in order to promote a sense of comfort. Always try to ask in French. When you don't understand, say *Je ne comprends pas* (I don't understand). The students will receive a list of necessary expressions for asking and answering questions in French as soon as class starts.

Homework – 20% is absolutely necessary. Each student will be asked to complete a homework sheet on an almost daily basis. The student will sign his/her name indicating the reason for not completing the assigned work. Often the student will be given a homework quiz using the homework done. The work will be graded by the next day. A spiral notebook is a must. All work should have the name of activity, the date and page number.

Class participation, class work, and culture will collectively count 35% - class participation involves speaking in French, frequently volunteering, on time to class, on task, no disruptive or loud behavior, no loud laughing, well groomed, books, opened, raising hand for permission to carry out a task, almost never to the restroom (once per week). Students must always be properly seated in their desks. Their heads must be upright. They should never be rude – Students will be required to return signed papers/ grade sheets. Parent/guardian visits are strongly encouraged. All materials needed for class must be in place, and each student is expected to have books turned to the lesson for the day. Papers properly placed in folders. Classroom left neat, desk always clean and in order.

Class work is often given when teacher is absent or after an explanation as practice on a structure. This practice is helpful in facilitating and clarifying a difficult lesson. It is also considered important for the next activity – Text books or activity sheets are used. Expect this activity during the first or last part of class. It is usually done when class routines are being completed. Students must work as directed, and are expected to work beyond an assigned activity.

Culture is covered through notes on French culture, activities, foods, music, art, projects, dinner, French movie critiques – More details to be given.

Quizzes – tests – 45% -- Tests count twice. Quizzes count once. Quizzes are given to check comprehension and mastery of vocabulary and culture. Sometimes, quizzes are given after a culture study or a speaking activity. Each lesson has a written and listening quiz. Speaking activities often count as quizzes. Some dialogues are chosen for memory.

Students are expected to use props and mannerism that reflect the French culture. After having covered 3 to 4 chapter lessons, students should expect a major test. Tests and quizzes are announced ahead of time to allow for preparation. Some pop quizzes are also given.

Final exam – 20% -- Objective, listening, writing, and culture. A study guide will be provided.

Expect an additional handout detailing the pacing of the lessons to be completed for levels one and two. Generally, students complete a lesson/chapter in three to four days. Students are assigned activities for structure and vocabulary. Each activity has five to ten items. They vary in levels of difficulty. Teacher explanations are given for all activities until students reach a level of confidence as determined by the teacher.

A syllabus is a projected plan for instruction for the semester. Grading weight categories may be changed during the semester based on instructional planning needs. Students and parents will be notified if any changes to this syllabus are required. The grade weights reflect the grade calculation prior to the final exam or End-of-Course-Test (EOCT).

