

Syllabus: Français I – 2014 - 2015

In French I (and in our French program in general) our primary goal is to acquire and constantly improve upon the four communication skills (speaking, listening, reading and writing) or, in other words, our **interpretive, interpersonal** and **presentational** skills.

You will learn many concepts and a lot of vocabulary as well as a few items that will help you learn about French culture.

Our primary text will be *Discovering French Bleu*, aka *DF1* (Valette & Valette). We will cover four (maybe five) units from *DF1* this semester.

Later in French 1, you will write compositions with each lesson, the first ones being due after we start Unité 3.

During the second semester you will make a presentation dealing with your family (real or fictitious).

You will watch at least two authentic French movies.

You will have the opportunity to read a simplified short story in French. If time allows, you'll be able to finish it. If you don't have time to finish, you will at least have the opportunity to do more reading than typical text exercises.

FHS French: <http://www.quia.com/pages/francaisfhs.html>

Grade 8 French I: <http://www.quia.com/pages/rhall/page505>

Textbook website: http://www.classzone.com/cz/books/french_1/book_home.htm?state=PA

To create an account (necessary to access the online textbook), use the access code **3655838-10**

Discovering French Bleu

Below you will see scheduled quizzes listed. There may also be unannounced quizzes from time to time, so be sure you are spending time each night reviewing important concepts.

Unité 1 ***Faisons connaissance!***

Leçon 1 **Bonjour!**

Leçon 1A *La rentrée*

Vocabulary: Very basic greetings, alphabet, numbers up to 10.

Leçon 1B *Tu es français?*

Vocabulary: How to say where you are from, numbers up to 20.

Leçon 1C *Salut! Ça va?*

Vocabulary: More greetings, numbers up to 60.

Syllabus: Français I – 2014 - 2015

Lesson 1 Quiz!

Leçon 2 Famille et copains!

Leçon 2A Copain ou copine?

Vocabulary: Pointing out people, asking who they are (and more), numbers up to 79.

Leçon 2B Une coïncidence

Vocabulary: Asking and telling about people, numbers up to 1000.

Leçon 2C Les photos d'Isabelle

Vocabulary: Basic family words age (including *my* and *your*), numbers up to 60.

Lesson 2 Quiz & Unit 1 Tests (speaking proficiency, listening comprehension, writing proficiency, language & communication)

Unité 2 La vie courante

Leçon 3 Bon appétit!

Leçon 3A Tu as faim?

Vocabulary: Some food items, talking about being hungry and saying what you'd like.

Leçon 3B Au café

Vocabulary: Some beverages, talking about being thirsty and saying what you'd like.

Leçon 3C Ça fait combien?

Vocabulary: How to talk about the costs of food and drink

Lesson 3 Quiz!

Leçon 4 De jour en jour

Leçon 4A L'heure

Vocabulary: Telling time.

Leçon 4B Le jour et la date

Vocabulary: Calendar vocab (days, months, etc.)

Leçon 4C Le temps

Vocabulary: Weather, seasons.

Lesson 4 Quiz & Unit 2 Tests (speaking proficiency, listening comprehension, writing proficiency, language & communication)

Syllabus: Français I – 2014 - 2015

Unité 3 **Qu'est-ce qu'on fait?**

Leçon 5 **Mes activités**

Vocabulary: Many verbs dealing with activities, how to say what you like to do, want to do, would like to do, can do, have to do and more. *Leçon 5 quiz!*

Leçon 6 **Une invitation**

Grammar/verbs: Subject pronouns, the verb *être*; forming "yes/no" questions; forming negative sentences *Leçon 6 quiz!*

Leçon 7 **Une boum**

Grammar/verbs: Conjugating regular *-er* verbs; infinitive constructions *Leçon 7 quiz!*

Leçon 8 **Un concert de musique africaine**

Grammar/verbs: Forming questions (more than "yes/no" answers); **qui**; **qu'est-ce que**; the verb **faire**; forming questions with inversion *Leçon 8 quiz! Unit 3 Tests (speaking proficiency, listening comprehension, writing proficiency, language & communication)*

Unité 4 **Le monde personnel et familial**

Leçon 9 **Les personnes et les objets**

Vocabulary: Adjectives describing people; "people" nouns; objects; bedroom objects; prepositions of placement. *Leçon 9 quiz!*

Leçon 10 **Vive la différence!**

Grammar/verbs: Subject pronouns, the verb *avoir*; gender of nouns; definite and indefinite articles; indefinite article *sin* negative sentences; usage of definite articles (general sense and with days if the week) *Leçon 10 quiz!*

Leçon 11 **Le copain de Mireille**

Grammar/verbs: adjectives; adjective agreement (gender and number); placement of adjectives *Leçon 11 quiz!*

Leçon 12 **La voiture de Roger**

Grammar/verbs: Colors; adjectives that precede nouns; **c'est** vs. **il est**, **c'est** + impersonal expressions *Leçon 12 quiz! Unit 4 Tests (speaking proficiency, listening comprehension, writing proficiency, language & communication)*

Grading Policy (Grade 8) 2014-2015

The grade you earn each quarter will come from a variety of sources, all based on the four language skills: speaking, listening reading and writing. With these four skills, we want to see your progress in **interpretive, presentational, and interpersonal** areas. Those sources include, but are not limited to: unit tests, lesson quizzes, compositions, journals (level III and up), portfolios, performance assessments.

Other grades which may require explanation:

Speaking: Speaking is a very important part of this program. Our primary goal in this course is to get you to use the French language. There are two ways you will receive speaking grades. One is the Speaking Proficiency portions of the unit tests. The second is the grade you receive for the speaking you do in class on a daily basis. The In-Class Speaking grade is rather subjective. Here's how it works.

Everyone begins each grading period with an In-Class Speaking grade of 68%. At the end of each day, this grade will go up (maximum of 2 points), go down (no maximum) or stay the same based on the quantity and quality of French you speak. These changes will be based on what Monsieur observes from you during class time. Here is what he considers:

- Are you on task the moment you enter the classroom (doing what is assigned)?
- Are you participating in the speaking activities that are taking place?
- Are you able to maintain *level-appropriate* dialog with classmates during transition times? (What is *level-appropriate* changes as you progress through the French courses.)
- Are you resorting to English to say things you know (or should know) how to say in French?
- Are you off task/having conversations in English that are unrelated to the class activity?
- Are you speaking English when the *Anglais Interdit* sign is up?

Whatever your total is at the end of the grading period is your In-Class Speaking grade for that grading period.

Class Participation: You will not receive a grade for Class Participation. However, Class Participation will have an effect on your grade. Most importantly, the more you participate, the better your performance will be in the areas where you DO receive a grade. Plus, at the end of the marking period I will either add to or subtract from your grade based on your level of participation. This will be a judgment call on my part. This will be especially valuable to students whose grades are borderline.

never participates	usually does not participate	equal balance	usually participates	always participates
-3	-1.5	0	+1.5	+3

If you choose to do the "opposite of participation," (constantly off-task, talking when you shouldn't be, doing work from other classes, not paying attention, not doing anything that falls under the category of what's acceptable, etc.) you lose points. How many points you lose will be Monsieur's judgment.

Grading Policy (Grade 8) 2014-2015

Homework (Levels 1 & 2 only):

Note: There are two types of homework assignments; those that are turned in (such as compositions, which are graded), and those that are not turned in. These are primarily practice exercises and are done in your notebooks or on worksheets. The homework policy below applies to **assignments you do not turn in**.

You will begin each grading period with a homework grade of 100%.

Nearly every night you will have homework assignments where you practice certain skills.

These assignments will not be collected. They will be checked.

If your assignment is not satisfactorily completed, five points will be deducted from your homework grade.

The number of points you have at the end of the grading period is your homework grade for that period.

In order for your homework to be considered satisfactorily completed, it must be:

- completely finished **before you enter the classroom**. If you were stuck on an item or two, Monsieur reserves the right to make a judgment call.
- neat. Assignments that are wrinkled, sloppy, illegible, ripped, etc. are not acceptable.

If you had difficulty understanding an assignment, fill out the "I COULN'T UNDERSTAND MY HOMEWORK" form and give it to Monsieur before homeroom on the due date.

If you are absent, you will lose five points for any assignment due that day. You will re-gain those points upon your return if you show me your completed assignments the day you return. If you are absent more than one day, the number of days within which you must show me your work will be equal to the number of days you are absent. For example, if you are absent for three days, you will recover any lost points if you show me the assignments within three days.

Remember, it is YOUR responsibility to show me your work. I will not search for you.

One final note on homework: Please keep in mind that daily assignments are considered **practice**. It's true that your homework grade may not be a large portion of your grade. The payoff of doing your homework may not be immediate or tangible (that is, you may not be receiving a grade for every single assignment). But the practice will produce results in terms of your participation in class, your speaking ability and your performance on quizzes, compositions and tests. I guarantee that if you do your assignments, plus spend a few minutes reviewing each night, and follow my advice, you will succeed! If at any time you feel that you are doing what I recommend but falling short of your goals, please let me know.

For levels III and up, you will not directly receive a homework grade. Successfully completing your homework (i.e. **practicing**) will result in higher class participation and consequently higher quiz and test scores. The payoff may not be "immediate", but it does come.

BONNE CHANCE!!

Expectations & Conséquences
Les élèves de Monsieur Hall
2013-2014

POLITE / RESPECT

Everyone in the classroom will treat everyone else with respect. Always show respect for your classmates, teacher, materials, etc.

Any student having a legitimate complaint has the right to voice that complaint in a mature, polite, constructive manner. However, since we are busy with important material during the class period, please voice your complaint at a more appropriate time. (Perhaps near the end of the period, after class, before school, leave a message in your folder, or see Monsieur after school.)

Consequence: When all are respectful of each other and each other's property, the class is an enjoyable experience for all of us. Continued violations of any of these policies will be treated as disrespect. Blatant disrespect could lead to after school detention and temporary or permanent removal from the classroom. Students who remain in the class have an easier time succeeding than those who need to leave often.

RESPONSIBILITY

Please keep in mind that your success or failure in this class is a result of choices you make. You control your destiny. Please avoid blaming others when you fall short. Take credit (modestly) when you do well!

If you are absent, it is your responsibility to find out what you missed. Ask, a classmate, ask Monsieur. Whatever you do, make sure you ask somebody!!!

If you miss a test or quiz, it is your responsibility to meet with Monsieur to schedule the make-up of that test or quiz. Doing this the day of your return (even before school) is ideal! As a courtesy to the students who are waiting to have their papers returned, students must make up that test or quiz within one week of their return. Consequence: Students failing to make up the test or quiz within that one-week time frame forfeit the right to make up that test or quiz. Their grade for that test or quiz will be "zero".

It is the responsibility of the student to come to me if you are having a problem. (Please do not assume that I am aware.) I am usually available before and after school year round. You can even write me a note in your folder.

In order to do the best you can, you must take advantage of what is available to you!!!

Remember to take advantage of your class websites.

Fairview High School French: <http://www.quia.com/pages/francaisfhs.html>
From there, scroll down to see links to your level.

Expectations & Conséquences
Les élèves de Monsieur Hall
2013-2014

Monsieur Hall - fhsmonsieur@roadrunner.com (or hallr@fairviewschools.org) 474-2600 x-3124

All expectations for students in Monsieur Hall's classes are based on four P's (**PROMPT, PREPARED, PRODUCTIVE, POLITE**), and two R's (**RESPECT AND RESPONSIBILITY**). Monsieur guarantees that if you live by these six words, you **WILL** succeed in this class. Furthermore, if you are falling short of your expectations, look at these six words. You will find one or more that could use some adjustment.

***Your goal in this course is to gain and constantly improve upon proficiency: using the four communication skills (speaking, listening, reading and writing) in order to improve your abilities in **interpretive, presentational and interpersonal** usage in the French language.

PROMPT

Students will be in the classroom when the bell rings. Students who arrive after the bell will be marked tardy unless they have a pass from the staff member who detained them. Consequence: Any student who is marked tardy twice during a marking period will serve an after school detention with Monsieur the next day, or at Monsieur's earliest convenience. Additional detentions will be served for each tardy that follows.

PREPARED

Students will always have the proper materials (i.e. textbook, notebook, folder/binder, writing implement, etc.). Consequence: Students who are well-organized and well-prepared will be more successful in class.

PRODUCTIVE

Students will begin work right away. That is, **as soon as you enter the class, Monsieur expects you to be in French Mode!** Upon entering the room, check the wall to see what you are doing first today (for example, speaking activity, workbook exercise, etc.), find your seat (which changes daily) and get started **immediately**. If you are not sure what to do, converse **en français** with the people at your table. Consequence: Getting started right away and remaining on task will help you to reach your goal (see *** above).

Students will do their work as well as participate in class. Consequence: Students will be more successful in class.

EXTRA CREDIT OPPORTUNITIES

Below are some opportunities for students to earn a few bonus points in Monsieur Hall's French courses. The point value of each task increases with the level of difficulty. Students are permitted to take advantage of the EXTRA CREDIT provided they have completed ALL PAST ASSIGNMENTS and have made up all quizzes and tests.

Within any marking period, a student can earn a maximum of 15 bonus points. These points will be added into the **Quiz and Test** category of a student's quarter grade.

Catch phrase. You will receive bonus point if you create a sign (8.5 x 11 inches maximum) where you translate a catchphrase from a commercial (*Peux-tu m'entendre maintenant? Bon!*), a movie (*Je vois des gens morts.*) or a TV show (*De quoi parles-tu, Willis?*). If you choose this project, please put the phrase in writing and give it to Monsieur to be sure it is correct. (He'd hate to have to discover the mistake after you have put the time into creating the sign.) Please include an illustration that includes the character saying the phrase. (+1, +2 or +3 bonus points; limit 6 points)



***Apparemment, je
n'ai jamais été en
direct à la
télévision avant.***

(<http://www.ctvnews.ca/>)

Recreate a scene. Show the class a video or DVD of a movie, TV show, or commercial. Then, alone or with partners, without a script, recreate that scene in French. (approx. 30 seconds of speaking per person) (+5 bonus points; limit 10 points)

EXTRA CREDIT OPPORTUNITIES

Create a scene. Like above, except this scene is an original creation by you and your partner(s). It may be based on a movie, commercial, or TV scene, but you create the dialog. (approx. 30 seconds of speaking per person) (+5 bonus points; limit 10 points)

Perform one of Etienne's songs, or a portion thereof. Some points will be given for the refrain. More points if you can go beyond that. (Bonus points at Monsieur's discretion)

Create and perform a song where you help students understand certain vocabulary, verbs or grammatical concepts. (Bonus points at Monsieur's discretion)

Film Dub #1. If you are familiar with the TV show *Whose Line is it Anyway*, you may have seen this done. A scene lasting approximately one minute will play on the TV and the sound will be turned off. You will create the lines as the action happens. (+10 bonus points; limit 20 points)

Film Dub #2. Like above, only you get some time to prepare the lines. This will be worth fewer points than Film Dub #1. (+5 bonus points; limit 10 points)

Expressions qu'on utilise beaucoup

Singular/Familiar

s'il te plaît
Regarde!
Regarde-moi!
Écoute!
Écoute-moi!
Attends!
Fais attention!
Répète!
Tu comprends?

Plural/Formal

s'il vous plaît
Regardez!
Regardez-moi!
Écoutez!
Écoutez-moi!
Attendez!
Faites attention! Attention!
Répétez!
Vous comprenez?

Je comprends. Je ne comprends pas.

Je sais. Je ne sais pas.

Pardon? Comment?

Puis-je aller aux toilettes, s'il vous plaît?

Puis-je aller chez l'infirmier [l'infirmière], s'il vous plaît?

Puis-je prendre de l'eau, s'il vous plaît?

Puis-je tailler mon crayon, s'il vous plaît?

Puis-je aller à mon casier?

les devoirs pour demain (lundi, mardi, etc.)

un moment Comment?

oui non peut-être bien sûr

For more expressions (or other ways of saying some of these):

- ✓ Look around the classroom (posters).
- ✓ Ask! Then write it down somewhere.
- ✓ Look it up!

"I COULDN'T UNDERSTAND MY HOMEWORK"

Je ne pouvais pas comprendre mes devoirs!

I am aware that I started this grading period with a "Homework" grade of 100%. I further understand that if I have not completed a homework assignment, my homework grade will drop five points. Whatever points remain at the end of the grading period is my homework grade.

I further understand that if I truly have a difficult time understanding an assignment, Monsieur may choose to waive the five point penalty provided I have completed this form, including a parent signature.

Date assignment was due: _____

Date the teacher informed us of the due date: _____

Date you tried and first realized you had difficulty understanding: _____

The homework assignment I didn't understand (which page, which exercises):

This homework assignment dealt with [name the grammar structure, verb(s), vocabulary topic, etc.]: _____

While Monsieur was explaining this concept in class, I was

In an effort to understand my assignment, I.....

- looked in the text book on page(s) _____
- check my notes from class (show Monsieur the notes)
- asked the following classmates:
- e-mailed (fhsmonsieur@roadrunner.com) or met with Monsieur
 - before school
 - after school
 - tutorial
 - other
- tried the class website (<http://www.quia.com/pages/francaisfhs.html>) for more practice (name the activity/activities)
- In addition to what is above, I also...

Despite the above efforts, I still had trouble understanding (specifically mention what it was that you found difficult – use the other side if necessary):

Student signature

Parent signature

