



## French I

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**Conference Period: 6<sup>th</sup> Period (1:40-2:30)**

### **Tutoring Opportunities:**

*Mornings:*

Thursdays 8:30-9:00

*Lunch:*

By appointment **PASS ONLY**

*Afternoon:*

Mondays 4:30 -5:00

**\*the first six weeks I have afternoon duty in the Fine Arts Foyer\***

**\*\*\*Tutorial times are subject to change\*\*\***

### **Class Materials:**

- 1" Binder – for notes, bell ringers, and assignments
- Notebook paper
- Pencils/Pens
- Expo Markers (low odor)
- Highlighters (multiple colors)
- Box of tissues
- A pack of lined index cards
- Earbuds for Computer lab days (listening activities)
- *D'accord 1: Langue et Culture du Monde Francophone* by Vista Higher Learning (*classroom copy provided only*)
- **Online Textbook Access:**
  - [clever.com](https://clever.com) > Saginaw High School (\*\*make sure you select EMS-ISD) > Log in with Clever > username & password : STUDENT ID > Click on the Vista Higher Learning App. > Click on the *D'accord 1* textbook.

### **Course Description:**

This course is designed as an introduction to the basic structure and vocabulary of the French language. Pronunciation, speaking, and grammar are emphasized through oral and written exercises. Emphasis is placed on the development of basic vocabulary. French culture will also be introduced. Students will practice ***listening, speaking, reading, and writing*** in French. Participate: Students are expected to fully participate in all classroom activities.

### **Course Goals:**

Students who complete this course successfully will be able to reach a Novice Mid-Novice High Proficiency level .

***Novice Mid students*** express meaning in highly predictable contexts through the use of memorized and recalled words and phrases. They are best able to understand aural cognates, borrowed words, and high-frequency, highly contextualized words and phrases with repetition. Novice Mid students may be difficult to understand by the most

sympathetic listeners and readers accustomed to dealing with language learners. Novice Mid students are inconsistently successful when performing Novice-level tasks.

**Novice High students** express meaning in simple, predictable contexts through the use of learned and recombined phrases and short sentences. They are best able to understand sentence-length information within highly contextualized situations and sources. Novice High students may generally be understood by sympathetic listeners and readers accustomed to dealing with language learners. Novice High students are consistently successful when performing Novice-level tasks. Novice High students show evidence of Intermediate Low proficiency but lack consistency.

### **Student Evaluation:**

The grading system for this course is as follows:

- Grade averaged 60% Major 40% Minor
- Major grades – tests (including District Common Assessments, six weeks assessments, projects, final essays, research papers, presentations); minimum three per six weeks
- Minor grades – quizzes, daily assignments, journals; minimum 4 per six weeks
- Semester exams will count 1/7 of the semester grade
- A letter system (S, N, U) is used to report a student's conduct based on proper/responsive conduct and citizenship
- Per Board Policy EIA (LOCAL), "The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade. This policy applies only to initial identified major grades and does not apply to daily assignments, quizzes, six-week test, and semester final examinations. Upon reteach and retest, the new test, project, etc. recorded will be a high score of 70%.

Individual Test retakes must be completed within 1 week of the original test date during tutorials.

### **Assignments, exams, expectations outside of the classroom:**

#### Minor Grades:

Students should prepare for class by using the online textbook, which includes audio-visual practice, grammar practice, and vocabulary development activities. Students should complete assigned homework from teacher created activities, Canvas, and/or Clever. Students should expect to complete research on various projects. Students should listen to authentic audio or visual programs in French. Students should spend 10 -15 minutes a day reviewing the lesson and studying their French vocabulary. There will be various quizlet sets posted on Canvas.

#### Major Grades:

Students should practice vocabulary and grammar, collaborate on projects, or research information to present for evaluation.

### **Attendance/Tardy Policy/Make-Up Work:**

#### Make-Up Work General Rules:

- Ask a friend for notes. The teacher will provide you with missed handouts and homework assignments.
- Student has time equal to days absent plus one.
- Students are responsible for obtaining, completing and submitting work.
- Make-up work (includes tests) may be of alternate nature.
- Tests should be administered before or after school or at teacher's discretion during the school day.
- Work, including tests, assigned before an absence is due on the first day back.

**Classroom Expectations:**

1. Follow the teacher's directions and procedures (see below for procedures clarification)
2. Respect the people, equipment, and furnishings of the classroom
3. Do not interrupt instruction and stay on task
4. No food or drink except for bottled water
5. **Electronics** must be ...
  - silenced and put away
  - used for instructional purposes only(teacher determines appropriate time of use)

**Procedures in the classroom:****Entering the classroom:**

1. Turn in hard copy homework if applicable in the designated class period bin. (It will be considered late, if not turned in at the beginning. See handbook for late policy).
2. Be seated in your desk when the bell rings with materials ready to work.
3. Work **quietly** on the bell ringer assignment in your notebook. You may use your notes but you must work on your own. You will have 3 to 5 minutes to work on your bell ringer, depending on the difficulty/length. If you are tardy, you will lose some of that time. When time is up, we will briefly go over the bell work and you make corrections as needed. (At least once per Six Weeks, there will be an unannounced bell ringer sweep, where your work will be graded before we make corrections as a class.)

**Leaving the classroom:****During class:**

Use the restroom during passing period whenever possible.

Sometimes emergencies arise. If you need to step out of the classroom during class for whatever reason, raise your hand and ask for permission. Hand me your filled out colored hallway pass, so I can sign it. Grab the red pass by the board. Leave quietly. When you return, put the red pass back where you got it from and sit in your seat without creating a distraction.

**At the end of class:**

1. Clean up around your desk before you leave to go to your next period
2. Stay in your seat until the bell rings and I dismiss you, even if you think we are done. Do not line up by the door.

## **Preliminary Schedule of Topics, Readings, and Assignments**

- Greetings
- Classroom / School Vocabulary
- Family and Friends
- Food
- Hobbies / Pastimes
- Holidays

### **Academic Integrity:**

Academic integrity values the work of individuals regardless if it is another student's work, a researcher, or author. The pursuit of learning requires each student to be responsible for his or her academic work. Academic dishonesty is not tolerated in our schools. Academic dishonesty includes cheating, copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee and considers written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary and/or academic penalties. The teacher and campus administrator shall jointly determine such action.