

Spaulding High School  
2021-2022 Course Syllabus

**FRENCH 1**

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**Course Description:**

This course is for students with little to no exposure to French. Listening, speaking, reading, and writing are focused on from the beginning of this class. The method we will be using this year to learn French is through TPRS (Total Physical Response Storytelling). This is a teaching method based on the idea that the brain needs a lot of Comprehensible Input (CI) to acquire a new language. It focuses on using interactive books and stories that contain commonly used phrases to help students get familiar with a new language easily. You will hear stories (with lots of repetition) read, write, tell, retell and sometimes act out stories.

We will use an online platform/textbook called Voces-Notre Histoire to guide us through the stories. It will provide us with not only the stories rich in vocabulary and culture, but also interactive activities that incorporate videos, more listening and speaking to align with the units.

This is a method that I had great success with last year with remote learning! It was more engaging (especially online) and less focused on grammar and structures. Although this sounds like less work, by the end of the semester you will be able to understand and produce much more language than you can imagine. You will read silly stories and even write your own!

Textbook Link: VOCES DIGITAL

**Topics/Areas of Study/Essential questions:**

**Families and Communities: School** Why should you study a foreign language? What do you need in order to be successful in school? What are some differences between your school and schools in France (or other francophone countries)?

**Beauty and Aesthetics: Definitions of Beauty** How do ideals of beauty affect daily life? What is considered beautiful in different cultures?

**Contemporary Life: Entertainment and Fun** How do people in different cultures spend their leisure time? What are some differences between your daily life and the daily life of people in France (or other francophone countries)?

[Student Expectations in Hybrid Model 2020](#)

[2020-2021 Parent and Student Handbook COVID Edition](#)

**Practice:**

Language is learned through repetition and review. The games and activities we do in class and online provide some of the review and repetition needed in order to acquire the language. It is not possible to learn a language adequately by cramming all the activities for the week into one day. In addition to this, 70 minutes a day may not be sufficient for some. Extra practice is needed and this is why I provide you with ideas for extra online games (Quizlet), flashcards, and readings to increase your brain exercise when you are at home.

I also offer lots of practice with EdPuzzles. These videos will offer more repetition of the stories and provide you with opportunities to review and write the new vocabulary words.

**Assessment/Reassessment:**

All activities in Voces are assessed so it will be essential that you complete them (see the proficiency chart for details). There will be many opportunities to assess all of the standards. If an activity is not Proficient, I will communicate with you and you will get a chance to resubmit it or correct it. Voces often gives you 5 attempts and then it will automatically submit. If you need more than 5 chances, I will reset it for you. This will give me a notification that you need help or the assignment was extra tricky.

STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<u>Reading</u>	Complete at least 50% of reading activities in Voces	Complete 75% of reading activities in Voces and be Proficient in all of the activities	Complete ALL reading activities in Voces and have 90% or better on most activities. Exemplary/extra readings must be completed at the end of the semester to show more independent understanding of readings.
<u>Listening</u>	Complete at least 50% of reading activities in Voces	Complete 75% of listening activities in Voces and be Proficient on all the activities	Complete ALL listening activities in Voces and have a 90% or better on most activities. Exemplary/extra listening activities must be completed at the end of the semester to show more independent understanding of listening
<u>Speaking-Presentational</u>	Complete and be Proficient and Developing on 50% of speaking activities in Voces (Notre Histoire, Raconte-Moi and end of unit assessments).	Complete and be Proficient on 75% of speaking activities in Voces (Notre Histoire, Raconte-Moi and end of unit assessments).	Complete ALL Voces Speaking activities (Notre Histoire/ Raconte Moi and end of unit assessments) and be Proficient on all the activities. The majority of the activities must be Exemplary.
<u>Speaking-Interpersonal</u>	Attempt and be at least Developing on both Unités of Questions Personnelles. Complete 50% of Interpersonal Speaking activities in Voces.	Complete and be proficient on Intro, Unité 3 and Unit 4 Questions Personnelles. Also complete 75% of Interpersonal Speaking activities in Voces.	Complete and be Proficient on all Questions Personnelles. Final Questions Personnelles must be Exemplary. Complete and be Proficient on Interpersonal Speaking activities in Voces.
<u>Writing</u>  *no use of Google translate or dictionaries	Complete and be Proficient and Developing on 50% of writing activities in Voces (Notre Histoire, Raconte-Moi and end of unit assessments). Grammar corrections must be attempted.	Complete and be Proficient on 75% of writing activities in Voces (Notre Histoire, Raconte-Moi, Histoire Originale). Both Histoires Originales must be completed and proficient. Most grammar must be corrected.	Complete ALL Voces Writing activities (Notre Histoire, Raconte-Moi, Histoire Originale) The Histoires Originales and the majority of writings must be Exemplary. Exemplary writings must give detail and most grammar must be corrected according to codes.

Learning a language is a process that we build upon. Our stories follow a sequence and true learning does not happen when activities are crammed into one day or at the end of the semester. Work should be complete near the due date but in extenuating circumstances **you will have one month to complete Voces activities from the day they are assigned.** Beyond a month, activities will not be accepted and not count toward the 50% or 75% completion goals for proficiency. You' ll have to complete the rest of the assignments to meet your completion goals. Doing activities and assessments after the fact does not help your learning.

Students who are **looking to be Exemplary** need to show me exemplary work throughout the semester on a majority of assignments. You must complete all assignments in the standard and be exemplary on a majority of them. You can not be Exemplary in a standard by simply completing a final task at the end of the semester. Exemplary students are consistently exemplary. You may always reassess assignments and writings. In addition, being Exemplary is not getting to 90-100% after 5-25 attempts. Exemplary is showing me you understand in one or two attempts.

## OVERALL GRADE

Exemplary	Students must be Exemplary in the majority of standards (3) including Writing and Proficient in all other standards
Partially Exemplary	Students must be Exemplary in one standard and Proficient in all other standards
Proficient	Students must be Proficient in all standards
Partially Proficient	Students may be developing in one or two standards and Proficient in all other standards. No Standard can be B or NE.
Developing	Majority of standards are Developing (3).
Beginning	Majority of standards are Beginning (3)
No Evidence	Majority of standards are No Evidence

### Expectations:

1. REGULAR ATTENDANCE is expected. If you know you are going to miss class, I always appreciate an email (that day or the day before). If you miss class you can email me after class as well.

**Check the google classroom** for all assignments and ask me questions if you have any.

2. CHECK GOOGLE CLASSROOM EVERY DAY: Last year taught us a lot about technology and staying organized online. I will post the assignments, links, and activities every day in the classroom. I do not grade in the classroom but all of your work will be there.

3. COMMUNICATION: As you can see from above, communication is key. If you're struggling, need extra time, absent, have questions, notice a glitch, just want to say hello, email me! I'm VERY good about checking my email and getting back to students and I expect the same from you.

Please reply to my emails as soon as you can, within 24 hours. Please confirm receipt of messages.

4. CELL PHONES: Ask permission for cell phone use. They should be out of sight even if turned off.

5. CHROMEBOOKS should be brought to class and sufficiently charged. The library will not have backups so it is crucial that you come prepared.

6. MASKS AND SOCIAL DISTANCING- Masks should be worn until we are told otherwise. I still will want you to work with partners and move around the room. We will follow all protocols. If you feel uncomfortable at any point, please communicate with me and I will adjust or modify activities in the future.

7. NECESSARY MATERIALS: I will print out important papers, cliparts and notes for students who wish to have them. You will have access to everything in the Google Classroom, but I know many students prefer to have hard copies of important documents. I'll make sure to have those for all students who desire them.

8. TRY: Your effort plays a role in determining how well you do. PARTICIPATE, get involved in activities, ask questions and have a positive attitude. Oftentimes there is a correlation. Keep up on your work and do practice activities like Quizlet. It will make a difference!

9. HAVE FUN! We use games often to help learn and practice material. Games can be cooperative or competitive, but the goal is always to help you learn.

10. SUPPORTS: **Advisory** is a perfect time for you to come see me. I can help you with assignments, get organized etc. It's also a time you can do practice like Quizlet! If you are behind in your work, I will speak to you in class or email you to invite you to see me during Advisory (again, please reply!) You can also sign yourself up on the board. You can also come in without an invitation. Just show up (don't go to your advisory first) and I'll sign you up.

11. BE PATIENT- Things are different again this year (but hopefully better) and we will all need time to adjust. You are being asked to do things you've never done before and learn in a completely new way. Teachers are doing the same. We will make mistakes, and we will need help just like you! We

will do our best and that is all I can ask from you.

**12. WORKLOAD:** Please note that the quantity of assignments I give may appear overwhelming. The quantity of tasks often seem like a lot at times, but some assignments might only take 3-4 minutes to complete. We will do our best to complete most work in class but there will be times that you might be asked to finish up at home on your own time. Extra work is always encouraged outside of class like EdPuzzles, Quizlet, flashcards etc.

Any time you have questions, please talk to me or email me any time! ([kmarishs@buusd.org](mailto:kmarishs@buusd.org)).

Remember you can check your grades/progress report any time on Infinite Campus and also see how you're doing in Voces. I update regularly and enter all assessments and practices. It's important for you to check so that you can catch mistakes, self-advocate and just know how you're doing. Infinite Campus is where I will enter everything so please look there first. You will need to look at each Standard to see the individual assignments.

## HOW TO CHECK GRADES

**IC LOGIN** > **GRADES** (left column) > **Q2** > **French** (under FRENCH 1 title) > **Presentational Speaking, Interpersonal Speaking, Listening, Reading, Writing.** (each standard will show you all of the assessments) This is where ALL of the grades go so you should always know exactly how you are doing every day. At the moment there is a standard called Language Conventions. I may enter things in that Standard but you will not be assessed (this is Grammar which I will not grade! yay!)

STANDARD	Performance Indicator	Sample assessments and more specific performance indicators
Speaking (presentational)	1. I can <u>present</u> personal and basic information on familiar topics I have practiced using phrases and simple sentences	1. UNIT 1 <ul style="list-style-type: none"> <li>a. I can give information about myself, like my name, where I live, and where I go to school.</li> <li>b. I can tell a story about 1. a teacher in Haiti 2. Homework 3. Misplacing my homework 4. School supplies 5. Schools in Paris</li> <li>c. I can tell an original story.</li> </ul> 2. UNIT 2 <ul style="list-style-type: none"> <li>a. I can give information about myself, like what clothes I like, where I buy clothes, and what I pack when I travel.</li> <li>b. I can talk about items that I pack in a suitcase and clothing I am packing for a trip</li> <li>c. I can tell a story about 1. a brother and sister 2. A witch 3. Packing for a trip 4. Someone shopping in a clothing store</li> <li>d. ***I can tell an original story</li> </ul> 3. UNIT 3 <ul style="list-style-type: none"> <li>a. I can give information about myself, like what activities I do and don't like, and what I do in my free time.</li> <li>b. I can talk about the weather and related activities I can or can't do.</li> <li>c. I can tell a story about 1. a snowy day 2. A trip to Switzerland 3. a visit to a big city 4. sports in the U.S. and France</li> <li>d. I can tell an original story.</li> </ul>
Speaking (interpersonal)	2. I can <u>exchange</u> , ask for and give information on familiar topics (interpersonal) and express preferences	*I can ask and answer personal questions about myself with the Questions Personnelles  UNIT 1 <ul style="list-style-type: none"> <li>a. I can have a conversation that will help me get to know a new friend and know someone</li> </ul>

		<ul style="list-style-type: none"> <li>b. I can talk about my school. where I am from, where I live, and information about school.</li> <li>c. *I can ask and answer personal questions about myself with the Questions Personnelles</li> </ul> <p>2. UNIT 2</p> <ul style="list-style-type: none"> <li>a. I can talk about a shopping center, shopping at a thrift store.</li> <li>b. I can tell a salesperson why I like or don't like an item of clothing.</li> </ul> <p>3. UNIT 3</p> <ul style="list-style-type: none"> <li>a. I can have a conversation about vacation plans.</li> <li>b. I can say what I want to eat and drink at a restaurant.</li> <li>c. I can talk about a tourist activity in Switzerland</li> </ul>
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<b>Listening Compre hension</b>	1. I can understand words, phrases and simple sentences related to everyday life. I can recognize pieces of information and understand the main topic of what is being said.	<p>1. UNIT 1</p> <ul style="list-style-type: none"> <li>a. I can understand some of what a person says about where they go to school and where they live</li> <li>b. I can understand the main idea and some words and phrases in an animated cartoon about school.</li> </ul> <p>2. UNIT 2</p> <ul style="list-style-type: none"> <li>a. I can understand a video about 1. clothing and fashion 2. packing a suitcase.</li> <li>b. I can understand some of what a person says about the outfits they like to wear and where they are from</li> </ul>
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<b>Interpretive Reading</b>	1. I can understand familiar words, phrases, and sentences within short and simple texts, related to everyday life. I can understand the main idea of what I have read	<p>1. UNIT 1</p> <ul style="list-style-type: none"> <li>a. I can read a web page about school supplies.</li> <li>b. I can read an article about school in France and Senegal</li> <li>c. I can read, identify, and understand many words in a French student's class schedule</li> <li>d. I can read a story about 1. a new student. 2. a teacher in Haiti 3.greetings 4. Homework 5. schools in Paris. 6. the first day of school. 7. a student in Paris. 8. School supplies</li> </ul> <p>2. UNIT 2</p> <ul style="list-style-type: none"> <li>a. I can read an article about fashion in another country.</li> <li>b. I can understand an article about Coco Chanel.</li> <li>c. I can understand the main idea and many words and phrases on a web page for purchasing clothing.</li> <li>d. I can read a journal entry about clothing.</li> <li>e. I can read a story about 1. a brother and sister 2. A witch 3. Packing for a trip 4. traditional African clothing 5.a family trip. 6. different clothing styles. 7. the prince of Monaco.</li> </ul> <p>3. UNIT 3</p> <ul style="list-style-type: none"> <li>a. I can read and understand the main idea and many words and phrases in a weather report and a web page about travel information.</li> <li>b. I can read/understand a story about a 1. cultural practice in France 2. a tour of Burkina Faso 3. planning a trip to Switzerland 4. sports in the U.S. and France. 5 a snowy day. 6. a trip to Switzerland.a visit to a big city. 7.coffee and cultural differences.</li> </ul>
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<b>Writing</b>	I can write short messages and notes on familiar topics related to everyday life	<p>1. UNIT 1</p> <ul style="list-style-type: none"> <li>a. I can list typical classes and times on a school schedule.</li> <li>b. I can write a note describing my first day of school.</li> <li>c. I can write a story about 1. an American student in Paris 2. the first day of school. 3 a new student. 4. greetings.</li> <li>d. I can write an email introducing myself to an e-pal.</li> </ul> <p>2. UNIT 2</p> <ul style="list-style-type: none"> <li>a. I can write a story about 1. a fashion accessory. 2 a trip to New York City. 3 different clothing styles. 4. traditional clothing.</li> <li>b. I can write an email describing someone I met in the Ivory Coast.</li> </ul>
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		<p>c. I can text about a trip I am going on and what I packed in my suitcase and where I'm going</p> <p>3. UNIT 3</p> <p>a. I can write a blog post about a trip I am going to take.</p> <p>b. I can write a list of activities I want to do or don't want to do on vacation.</p> <p>c. I can write a story about 1. a cultural practice in France 2. a tour of Burkina Faso. 3. coffee and cultural differences. 4. planning a trip to Switzerland.</p> <p>d. I can write an answer to an email about taking a trip with a friend.</p> <p>ALL UNITS will involve writing an original story</p>
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### Intercultural Competencies

I can compare my school experience with students' experiences in Haiti.

I can read a children's book in French and compare it to stories I have read before.

I can use single words and phrases to identify products and practices that reflect perspectives in Haiti.

I can use single words and phrases to identify products and practices that reflect perspectives in Senegal.

I can use the French language both within and beyond my classroom to interact and collaborate in my community and the globalized world.

I can compare a typical class schedule from France with one from my culture.

I can compare typical classes and times on a school schedule from France and my own country.

I can understand the differences between my school and a school in Cameroon.

I can compare clothing designs in French-speaking countries to clothing designs where I live.

I can compare my lifestyle to the lifestyle of people who live in Monaco.

I can use single words and phrases to identify products and practices that reflect perspectives in Monaco.

I can use single words and phrases to identify products and practices that reflect perspectives in the Ivory Coast.

I can use the French language both within and beyond my classroom to interact and collaborate in my community and the globalized world.

I can compare cultural practices of an ethnic group in Burkina Faso to my own cultural practices.

I can compare cultural practices of young people in France to my own.

## ACADEMIC HONESTY PLEDGE

I will prepare for assessments by studying the vocabulary pertinent to this topic and will complete assigned practices.

I understand that if I leave the assessment page once I have started the assessment will be automatically submitted as is.

I may use short notes with words (not full sentences) to guide me. I will not use any resources, reference pages, translator (ie Google Translate) online dictionaries or any outside help to complete assessments. I will turn off grammar assisting tools such as Grammarly when using Voces. There will be certain instances where these tools will be allowed but I will be specific about when and what to use.

I will focus on the learning expectation so that my performance can be evaluated as an example of the specific goal of the assessment. When asked to speak in the target language I will not be reading the text, but rather demonstrating my ability to communicate with the language that I'm learning.

I understand that as long as my work and preparation have been completed and submitted I will have the opportunity to reassess. The teacher may use this assessment, a variation of it or a different one inline with the learning objectives of the former assessment, when I reassess .

I understand that to be considered for the honors option I have to maintain the highest level of scholarship, effort and accountability. Acting contrary to the intent of the honesty pledge would negatively affect my ability to secure honor status.

Infractions or suspicions of misconduct will be communicated with the student and guardians on the first incident. Subsequent incidents will be reported to administration to put on the student's file.

In summary,

1. I will not use Google Translate or online dictionaries, unless I'm specifically told they are allowed for a specific assignment.
2. I will not copy full stories, parts of stories or full sentences from stories when I am assessing writing. I will only use short notes with single words or English.
3. I will not read off of full stories or parts of stories when I'm assessing speaking. I will only use short notes with single words or English

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student's signature

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date

\*\* there will be a future Google classroom assignment for you to confirm that you've understood this pledge.