



# KEMPNER HIGH SCHOOL

## Knowledge – Honor - Success

### FRENCH I - SYLLABUS

**Class Title:** French I

**Instructor:** Mme Will Tel: 281.634.2372

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**TEXT:**

Bien dit!

Textbook Website: <http://www.clever.com> for online practice

**Materials and Apps Needed:**

- ☐ A **positive** attitude
- ☐ A composition book
- ☐ Writing utensils: Blue or black pen; red or green pen for corrections; pencils
- ☐ Q-R Code reader
- ☐ Formative
- ☐ Gimkit
- ☐ Remind
- ☐ Schoology

**Online references**

When completing an assignment or project for your World Language classes, it is acceptable to:

- Look up a single word in the dictionary.
- Look up a single word online.

It is NOT acceptable to:

- Use an online translator to write complete thoughts and sentences.
- Use an online translator to write a paragraph or multiple paragraphs.

Linguee <http://www.linguee.fr/>

Word Reference <http://www.wordreference.com/fr/>

Larousse <http://www.larousse.fr/dictionnaires/francais>

L'Obs Conjugateur <http://la-conjugaison.nouvelobs.com/>

Bon Patron-spelling and writing help <http://bonpatron.com/>

**DESCRIPTION:**

This course provides students with opportunities to developing their listening speaking, reading, and writing skills within the five Program Goals of the TEKS for LOTE: Communication, Cultures, Connections, Comparisons, and Communities. Students begin their knowledge of the French language and culture. Students function at a *novice-low*

to *novice-mid* level of proficiency depending on their background. Students communicate using memorized words and phrases to communicate about familiar topics related to school, home, and the community

According to ACTFL (American Council on the Teaching of Foreign Language) Proficiency Summary:  
**Targeted Proficiency Range for French 1: Novice-Mid:** Students communicate *using memorized words and phrases* to communicate about familiar topics related to school, home, and the community:

|   |
|---|
| Pre-Unit: Introduction to class, rules, procedures, proficiency, goal setting   |
| Unit 1- Getting to Know You/Global Citizenship – Personal and Public Identities |
| Unit 2- Relationships- Family and Communities                                   |
| Unit 3- A Day in the Life- Contemporary Life                                    |
| Unit 4- Consumerism- Global Challenges  |
| Unit 5- Vacation Time- Contemporary Life  |

**What Students Should Do- You will also receive a more extensive document with all of our class procedures.**

**Classroom policies:**

1. Speak French in class. It's fun!
2. At all times please respect your teacher, your classmates and the cultures studied.
3. Be in your seat ready to work when the bell rings. **Have your notebook up out ready to go.**
4. Be ready to take notes during class. It is one of the best tool to memorize and study the material.
5. **Water is welcome, but leave your food soda, coffee, etc. at home.** It helps keep our room clean and welcoming.
6. **Respect Honor Code:** This means, but is not limited to, using an online translator, copying another student's work, or using a native speaker's help when turning in your work for a grade. Online dictionaries and dictionaries can be used when advised by teacher. Your own work is how you grow and learn. Be proud of it.
7. Respect what **YOU** can do.
8. Respect appropriate use of your cell phone and other electronic portable devices. These should be turned OFF in class unless we are using it for an assignment. Please check the BYOD sign.
9. Use a pass whenever you leave the room. Do not use the pass when instruction is taking place. Any abuse or overuse (i.e. going to the cafeteria, leaving to use your cell phone, or using it too often, etc.) will result in suspension of privileges. No passes the first and last 10 minutes of class.

**Harassment:**

Harassment of any form will not be tolerated. **It is against the law.** Please tell your teacher if you are the victim of harassment. Consequences will follow according to FBISD student handbook.

**Evaluation**

**50% DAILY** - a minimum of 6 daily grades per nine weeks taken from quizzes, classroom and cooperative learning assignments, and other formative assessments.

Quizzes - Quizzes or learning checks may or may not be announced in advance. In general, keeping up with the vocabulary practiced in class will ensure success on these learning checks.

50%) **MAJOR** - at least 3 major grades per nine weeks from the following choices.

Performance Assessments - Major grades are performance based, and may be in the categories of Interpretive (listening/reading), Interpersonal (paired with partner or interview with the teacher), or Presentational (speaking or writing).

**Extra Help and Tutoring**

I am available for extra help after school on Tuesdays from 7:00 to 7:30 and Thursdays from 2:45 to 3:30. You should come prepared with a document containing the results of your independent practice. It will show that you have made an effort to practice on your own and you are willing to learn. That will also indicate how I can better help you.

If help or clarification are needed you can always send me a message on Schoology or an e-mail at [frederique.will@fortbendis.com](mailto:frederique.will@fortbendis.com).