

# French I

Instructor: Lisa Frissen (aka Madame Frissen)

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Tutorial: Thursday mornings (flexible)

## Fall 2024 Course Expectations

In this course, you will build literacy and communicative abilities in French through a variety of activities. We will get to know one another - our preferences, interests, strengths, and passions. We will also explore the culture of French-speaking countries, current events and global issues through meaningful, contextualized communication in accordance with national and state standards for World Language education.

You will be acquiring French by hearing it and reading it as opposed to just learning about the language in English. Does this mean that the teacher will just be speaking French and you won't understand anything? NO! You will be exposed to purposeful, comprehensible language so you will increasingly be able to communicate spontaneously by writing and speaking in French. (Indeed, this is the way we learn our first language, and the process is very similar for learning a second or third!) The teacher will use gestures, drawings/images, even writing words you don't know in English so that you can understand at least 80% or more of what is being taught in French.

My goal is for you to engage in so much authentic communication that you can begin to express yourself comfortably in French outside of rehearsed and memorized paradigms. This process takes time and patience, but SLA (second language acquisition) research shows that this is how we acquire language.

We communicate in French 90% of the time in almost every class, and you will be expected to focus every day to engage in the communicative tasks needed to acquire language. If you stay engaged and open to the process, you will do well in this course, and increase your proficiency in the four basic skills of communication.

## WHEN ACQUIRING A SECOND LANGUAGE:



### WE LEARN TO LISTEN FIRST.

The brain needs to hear the language and associate meaning with the words it is hearing. Think of babies: they listen to people speaking to them long before they start speaking.

### WE LEARN TO READ WHAT WE LISTENED TO.

Reading is another way for input to soak into your brain. Don't worry, we won't start off reading novels in a different language but we will start by reading simple texts.



### WE LEARN TO WRITE WHAT WE LISTENED TO AND READ.

Writing will be modeled for you by the teacher and you will practice a lot with the information we go over in class by helping to produce texts as a class. Eventually, you will be able to express your own ideas through writing.

### WE LEARN TO SPEAK BECAUSE WE HEARD, READ, AND WROTE THE LANGUAGE.

Speaking is the last communicative skill to develop when acquiring a second language. Don't be surprised if you start speaking some words and phrases pretty quickly because you will hear them so much.

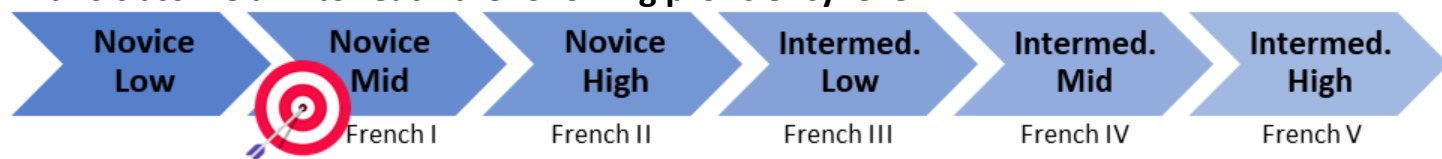


### JUST DO YOUR 50% IN CLASS AND LET YOUR BRAIN DO THE REST!

Your brain is wired to do this naturally! You just need to actively listen and stay engaged with the other activities we do in class.



In this class we aim to reach the following proficiency level:



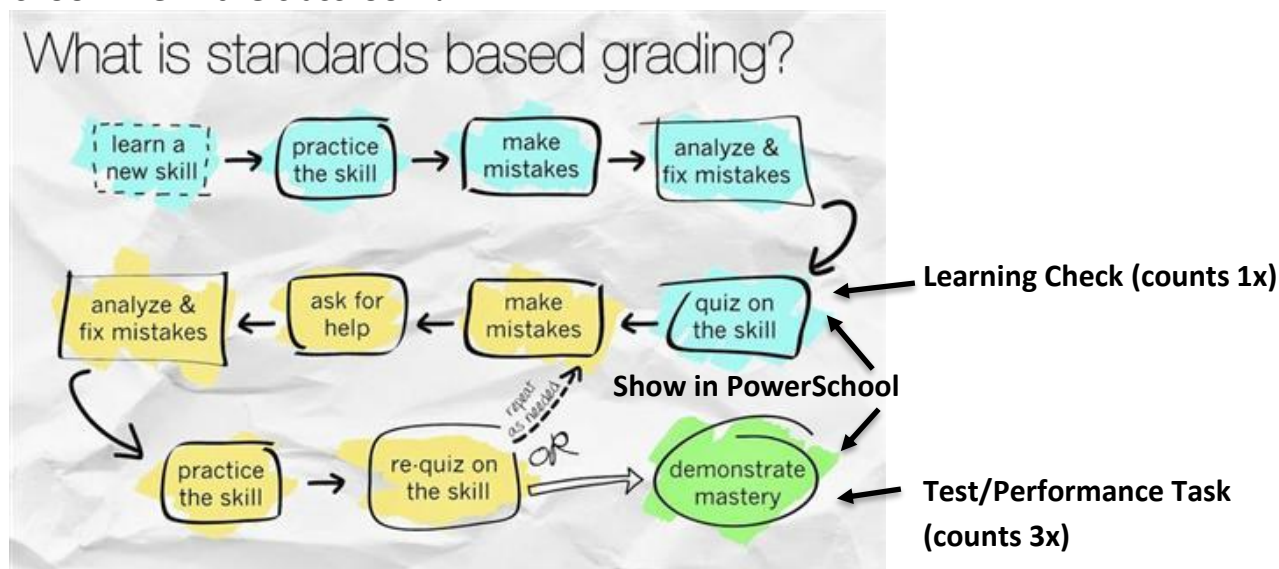
**Novice Mid:** This class will teach you enough French to communicate on very familiar topics using a variety of words and phrases that you have practiced and memorized.

### How will we get there?

We will use standards-based grading to build mastery in communication skills. This means:

- lots of activities that involve listening and reading (we will build up to speaking and writing)
- chances to re-do tasks to improve mastery of skills
- student tracking of and reflection on his/her mastery
- no inflating of grades through behavior points or extra credit: your grade is determined by what you can do.

### What will this look like in the classroom?



### What will this look like in the gradebook?

Grades will be divided into these categories in PowerSchool:

30%	Listening Comprehension	Do you understand the comprehensible French you hear?
30%	Reading Comprehension	Do you understand the comprehensible French you read?
25%	Presentational Writing	Can you produce written texts using words you have learned in French?
15%	Presentational Speaking	Can you produce oral presentations (to the teacher or in recordings) using words you have learned in French?

A learning check = counts <b>once</b> for whatever category it belongs in. Learning checks can be anything from an exit quiz, a daily assignment, comprehension activities, etc.	A test or performance task (demonstrates mastery) = counts <b>three times</b> in the category it belongs in. Tests may have an interpretive section, a presentational section, and an interpersonal section. The scores for each section would be individual and put in PowerSchool accordingly. Performance tasks would be like multi-part projects to assess the mastery of the various skills learned in the unit. Scores would be split among the categories for each part.
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**NOTE:** Grades will only be visible in PowerSchool - even assignments submitted through Canvas. Students have 7 days to submit/re-do assignments in this class. A grade of 0 will be entered for any assignment not submitted. It will become permanent after 7 days.

**Grade Scale for French I:** All tasks will be graded using a rubric for the skill. The rubric scores represent these levels.

Rubric Score	Meaning of Score	Description of Score	What will show in PowerSchool on 100pt scale
5	Advanced	Student exceeds standards	100 (in PowerSchool)
4	Proficient	Student meets standards	89
3	Developing	Student meets some standards (almost there)	79
2	Emerging	Student meets few standards (struggling)	69
1	Beginning	Student attempts very little and is very lost	59
0	No Attempt	Student did not turn in assignment	0

Homework will not be assigned for this class but that doesn't mean you don't need to study and practice! Remember, YOU need to master the skills we're working on in class and no one can do that for you but YOU!

## French I Curriculum

By the end of the semester, novice students can use memorized words and phrases, simple and some complex sentences to express ideas in these areas. Since learning another language isn't linear, we blend all these topics together during the semester so pacing will depend on how well students acquire the language.

Topics	Instruction with a Literacy Focus
<ul style="list-style-type: none"> <li>personal and world history</li> <li>arts and music</li> <li>familiar and famous people</li> <li>global challenges</li> <li>hobbies and interests</li> <li>celebrations and holidays</li> <li>countries and communities</li> <li>belief systems</li> <li>families and relationships</li> <li>events and news</li> </ul>	<b>Description</b> – Describing and comparing how people, places, and things look, sound, smell, feel, etc.
	<b>Narration</b> – Stories, narrations of what happened, who said what, who thought what, who wanted what, where they went, and how they solved their problem or achieved their goals.
	<b>Information</b> – Teaching about content such as cultural topics, geography, history, significant places, celebrations, global challenges, the environment, using facts, examples, and short stories that provide details on the topic, in well-organized writing and speech that leads the reader or listener through the topic and teaches the meaning of vocabulary that is specific to the topic.
	<b>Opinion</b> – Stating opinions about topics of personal relevance, such as holidays, school subjects, family responsibilities, activities, locations, clothing, food, etc. and providing reasons or facts that explain why the speaker or writer holds that opinion.

<p style="text-align: center;"><b>Daily Routine</b></p> <p>(Can vary depending on what we're working on)</p>	<ul style="list-style-type: none"> <li>Put notes from previous day in notebook (if available)</li> <li>Starter/Question of the day/Reading</li> <li>Calendar Talk</li> <li>Guided Input Activities: song, movie talk, card talk, picture talk, map talk, reading, character creation, story creation, Star of the Day interview etc.</li> <li>Processing Activities: A variety of activities could be done after the guided input to reinforce the students' understanding of the input and to give students more exposure to the vocabulary and structures that are the focus of the lesson</li> <li>Closing activity: Summarizing activities, comprehension activities where students show what they understood from the lesson</li> </ul>
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Students will have anywhere from 1-3 graded assignments each week. Students who are absent or who need to re-do assignments can access most of that work on Canvas. Assignments can also be made up or re-done in person during tutorial times. Students have 7 days to submit/re-do assignments from the day they were assigned.

## SEHS School Policies

<p><b>Tardy Policy:</b></p> <ul style="list-style-type: none"> <li>• 1st tardy: Teacher warning</li> <li>• 2nd tardy: 15 min detention and parent contact</li> <li>• 3rd tardy: Administrative referral, parent contact, and 1 day of lunch detention</li> <li>• 4th tardy: Administrative referral, parent contact, and 1 block of ISS</li> <li>• 5+ tardies: Administrative referral, parent contact, and full day(s) of ISS</li> <li>• <b>A student is tardy if they are not in the classroom when the bell rings. Tardies are counted per block.</b></li> </ul>	<p><b>Exam Exemption Policy:</b></p> <p>Students may exempt ONE teacher-made exam if they meet the following criteria:</p> <ul style="list-style-type: none"> <li>• C or higher average for the semester in the class</li> <li>• No incidents resulting in ISS in the block the student wants to exempt (includes being written up for tardies)</li> <li>• No incidents resulting in all day ISS or OSS</li> <li>• No more than 3 absences for the semester</li> </ul>		
<p><b>SEHS Grade Recovery Policy:</b></p> <p>A grade recovery option will be available to students who are failing the course at the end of 1st quarter (Fall semester) and 3rd quarter (Spring semester). Grade recovery provides failing students the opportunity to demonstrate proficiency on 1st/3rd quarter course standards to improve their quarter grade to a 60. The work assigned will be tailored to ensure that students can demonstrate proficiency on standards they have not yet mastered. Grade recovery is a 10-day window (5 days before end of quarter and 5 days after the end of the quarter) for students to complete the assigned work, attend tutorials, and any other teacher required remediation. If students do not participate in grade recovery in 1st or 3rd quarter, their earned numerical grade will remain. Students should work to show proficiency in 2nd and 4th quarters of their courses to improve their final grade as there will not be a grade recovery option at the end of each semester.</p>	<p><b>Dress Code:</b></p> <ul style="list-style-type: none"> <li>• No clothing permitted that displays alcoholic beverages, tobacco, sex, drugs, vulgar or profane statements/symbols, or full or partial nudity. Clothing must not include wording or symbols that are offensive to any person or group (i.e. confederate flags).</li> <li>• Shirts must not display gang symbols, gestures or wording. Gang colors are not allowed at any time; this includes bandanas used to display gang colors. No visible gang-related tattoos are permitted.</li> <li>• No see-through clothing.</li> <li>• Tops and bottoms must be worn, and they must cover all undergarments.</li> <li>• Bottoms should cover buttocks.</li> <li>• Tops should meet bottoms. Tube tops are not permitted.</li> <li>• Face coverings should only cover your mouth and nose (i.e. no ski masks).</li> <li>• The following items are also not permitted: sunglasses, pillows, long rain or trench coats, chains, studded necklaces and wristbands.</li> </ul>		
<p><b>Attendance Policy:</b></p> <p>Southeast High School believes that student attendance is a predictor for student engagement and success in the school. With that understanding, Southeast High follows the GCS Board Policy concerning student attendance (Regulation 4400-R). This policy requires students to demonstrate mastery of their learning after each missed day (excused, unexcused, quarantine).</p> <p>When a student misses instruction, they will be provided a meaningful opportunity to learn missed content via missing graded work, tests, instruction, etc. Upon returning from an absence, make-up learning must be completed within 2 school days plus the days missed (e.g. 3 days absent equates to 5 school days to complete missed learning) with the maximum amount of time being 15 school days. A student's failure to complete the makeup learning after the teacher has made adequate effort to coordinate the makeup process with the student and a reasonable time has passed, the student's zero will remain.</p>			
<p>Blocks Missed</p>	<p>Intervention</p> <table border="1" data-bbox="99 1766 1529 1944"> <tr> <td data-bbox="99 1766 310 1944">4 absences</td><td data-bbox="310 1766 1529 1944"> <ol style="list-style-type: none"> <li>1. Teacher contact with parent (phone call, letter, email, or home visit)</li> <li>2. Teacher communicates outcome with students' other teachers</li> <li>3. If needed, teacher follows up with data manager with working emails/numbers.</li> <li>3. School sends attendance letter</li> </ol> </td></tr> </table>	4 absences	<ol style="list-style-type: none"> <li>1. Teacher contact with parent (phone call, letter, email, or home visit)</li> <li>2. Teacher communicates outcome with students' other teachers</li> <li>3. If needed, teacher follows up with data manager with working emails/numbers.</li> <li>3. School sends attendance letter</li> </ol>
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6 absences	1. Teacher contacts parents, social worker and counselor 2. School sends attendance letter
8 absences	1. Attendance Committee meets and, if needed, conference is scheduled with student and family to determine additional interventions.
10 absences	1. School sends attendance letter 2. Attendance Committee reviews interventions and determines next steps.

## Madame Frissen's Policies, Rules and Expectations

<p><b>Classroom Expectations:</b></p> <ul style="list-style-type: none"> <li>• <b>Be polite!</b> → Address others with respect. Think before you speak. Follow instructions.</li> <li>• <b>Be neat!</b> → Clean up after yourself. Put borrowed items away and dispose of trash.</li> <li>• <b>Be prepared!</b> → Bring your notebook, paper, and writing tools to class every day. Study and practice your skills for mastery.</li> <li>• <b>Be on time!</b> → There are consequences for tardies!</li> <li>• <b>Be on task!</b> → There is always something to do in class. Sleeping, playing on your phone or distracting classmates means you are not on task.</li> </ul>	<p><b>Class Rules:</b></p> <p>The following rules will be referred to in class over and over again because they are essential to having a smooth-running class where everyone can hear everything that is happening and so the teacher can be understood by everyone.</p> <ul style="list-style-type: none"> <li>• One person speaks at a time; everyone listens with the intent to understand.</li> <li>• Look at the person who is speaking.</li> <li>• Raise hand to speak.</li> <li>• Share school-appropriate answers.</li> <li>• Store technology unless needed for lesson.</li> </ul>
<p><b>Phones, Smart Watches, and Earbuds/AirPods Use:</b></p> <p>It is ESSENTIAL that students are fully engaged every class period in French. This means they are giving their full attention and not being distracted by their technology.</p> <ul style="list-style-type: none"> <li>• Each student will be assigned a number on the pocket organizer on the first day of school.</li> <li>• It is the teacher's expectation that phones and smart watches will be silenced and stored in the student's assigned pocket in the organizer for the duration of class or until the teacher allows students to recover their devices. Earbuds/AirPods should be stored in bookbags and not in ears!</li> <li>• If the teacher sees a student with a phone or smart watch when it is supposed to be stored, it will be taken and stored until the end of the school day when the student can pick it up.</li> </ul>	<p><b>Restroom Breaks:</b></p> <ul style="list-style-type: none"> <li>• Students are allowed to go to the restroom once during class as long as: <ul style="list-style-type: none"> <li>○ they ask permission in French</li> <li>○ they are only gone for 5 minutes</li> <li>○ they take the hall pass</li> <li>○ and ask to go during transitional times, not in the middle of an activity.</li> </ul> </li> <li>• Students who abuse this privilege will lose it!</li> <li>• Students who need to go to the restroom due to medical reasons should have a doctor's note on file with the school nurse.</li> </ul>

### LATE/REDO POLICY




There is NO HOMEWORK in this class, so ALL ASSIGNMENTS ARE CLASSWORK. Students have ample time to complete them in class. When a student does not turn in an assignment, he/she will receive a 0. Students can still turn in the assignment within 7 days of it being assigned. If he/she still has not turned in the assignment, the 0 becomes permanent. Students also have 7 days to redo assignments they wish to improve their score on. It is HIGHLY RECOMMENDED AND ENCOURAGED that students redo assignments to improve their skill mastery.

## Materials Needed for French Class

Students will need a **notebook** (spiral, composition, or binder are all fine, but they don't need a special binder just for this class), **pencils/pens and paper** (if they use a binder). **GCS issued Chromebooks will be used as well so students should bring them and their chargers every day.**

## RESOURCES, TIPS AND REMINDERS FOR FRENCH I

### RESOURCES

	Want additional practice with learning French? I recommend Duolingo. You can practice through a web browser or by downloading the free app on your phone.
	Another free site that can help you learn French: Memrise! I recommend the course that will teach you the 5,000 most common French words. Click <a href="#">HERE</a> if you're reading this syllabus digitally or just search for the course "5000 Most Common French Words."
	This free website will give you in-depth practice with French pronunciation. Click <a href="#">HERE</a> to access it digitally or follow the link at the bottom of our Canvas course home page.

### TIPS

- **Keep an organized notebook!**
  - Madame Frissen will provide you with resources on paper throughout the semester and the supplies to put these in your notebook. It is up to you to put these resources in your notebook.
- **Read through your notebook!**
  - As you begin putting resources in your notebook, it will be up to you to read it and review what we're learning. There is no homework in this class but if you want to get better at French, you will need to put in the time it takes to really learn it.
- **Pay attention in class!**
  - This is the NUMBER ONE PIECE OF ADVICE I have for my French students. Zoning out, even for just a few minutes, may cost you later.
- **Stop the teacher when you don't understand!**
  - It is very important that you raise your hand or simply give me the time out signal when you are lost. You should understand at least 80% of what I'm saying at any given time in French. When you don't understand, you aren't acquiring the language.

### REMINDERS

- **If you are absent or want to re-do assignments, your work will mostly be in Canvas.**
  - You can either go to the week's page by clicking on the month button on the home page OR go to the Q1 or Q2 assignments page on the left side. If you are absent, there is NO NEED TO WAIT until you return to do your makeup work. REMEMBER: you have 7 days to turn in or redo work from the day it was assigned.
- **Madame Frissen is available for tutorial on Thursday mornings BUT is very flexible with tutorial times.**
  - You just need to ask so we can make an appointment. Please don't hesitate to do so, especially if you feel lost in class and don't understand what is going on. I am usually here most mornings and afternoons. JUST ASK!
- **We have a club!**
  - We have combined all the language clubs together into one big club called the "Global Languages Club" and we would love to have you join! We participate in all the big school functions, buy t-shirts and get together to do fun things that relate to global cultures. Join our Remind: Text @3cbe4f to 81010.
- **There is no extra credit in this class!**
  - If you want a better grade in class, you must re-do assignments. I encourage this because I want you to get better at French and improve your master of skills.
- **Parents can follow what is happening by...**
  - joining Remind: Text @frissenfr1 to 81010
  - contacting our data manager about accessing PowerSchool: [paschaa@gcsnc.com](mailto:paschaa@gcsnc.com)
  - observing your child in Canvas. Just email me for more info: [frissel@gcsnc.com](mailto:frissel@gcsnc.com)



## FRENCH I DEMOGRAPHIC FORM

Please take a moment to answer the following questions regarding your student, and sign this form acknowledging your receipt of the rules and procedures. STUDENTS: TEAR THIS FORM OFF AND GIVE IT TO YOUR TEACHER! KEEP THE REST OF THE SYLLABUS FOR YOUR RECORDS!

<b>Student name &amp; Preferred Name:</b>		
<b>Class/Period:</b>		
<b>Parent/Guardian Name/s:</b>		
<b>Relationship to student:</b>		
<b>E-mail address:</b>		
<b>Contact Phone numbers:</b>		
<b>Time of day when you can be reached:</b>		
<b>Contact preference:</b>	<input type="checkbox"/> Phone (which?) _____ <input type="checkbox"/> Email	
<b>Mailing Address:</b>		
Is there anything you think I should know about your child in order for me to work best with them? I'm thinking of personality traits, anxieties, or medical conditions such as asthma, allergies, etc. Also, if we cook in class are there any foods that would be off limits due to allergy or religious beliefs? (You are welcome to email me this info.)		

**AS A STUDENT, I HAVE READ AND UNDERSTAND ALL OF THE INFORMATION COVERED IN THIS PACKET. I COMMIT TO DOING MY PART IN THE CLASSROOM.**

Student Signature	DATE
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**I HAVE READ AND SPOKEN WITH MY CHILD ABOUT THIS CLASS AND I UNDERSTAND MADAME FRISSEN'S EXPECTATIONS.**

Parent/Guardian Signature	DATE
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**\*\*PARENTS:** Please contact the data manager Akia Paschal for information about enrolling in PowerSchool so you can see your child's grades. Her email address is [paschaa@gcsnc.com](mailto:paschaa@gcsnc.com). You can also observe your child's classes in Canvas (although for French II, all grades will be put directly into PowerSchool), email me at [frissel@gcsnc.com](mailto:frissel@gcsnc.com) for more info. At a minimum, I will post the weekly agenda in Canvas. Most graded assignments will have a digital version in Canvas for absentees and for students who wish to re-do assignments they want to improve. Grades will only be posted in PowerSchool, not Canvas.