Bienvenue! Welcome to the beginning of your French studies. Félicitations!
I am really glad you are here!

DESCRIPTION (description)
French I is an introduction to French language and culture. The fundamentals of French pronunciation, grammar, and culture are presented through a balanced development of all four skills: listening, speaking, reading, and writing. The importance of communication and cultural awareness is stressed through a wide variety of activities (group/pair work, video, audio recordings, computer assignments, etc.). This course is designed for students with little or no knowledge of French language or culture. This course expects students to meet the Virginia Standards of Learning for French level I (attached) by developing the four basic language competencies (reading, writing, speaking, and listening).

OBJECTIFS (objectives/goals)
At the completion of this course, students are expected to be able to:

• Communicate in French orally and in writing about everyday situations such as school, food, time, weather, etc;
• Comprehend both written and spoken language about everyday situations such as school, food, time, weather, etc;
• Demonstrate a basic understanding of French spelling, pronunciation, and basic French grammar;
• Show some knowledge of the francophone world and of French geography, history, and daily life;
• Connect French studies with other subjects studied at Henrico High School and found in the world around you;
• Illustrate similarities and differences between the French and American cultures.

Henrico County Public Schools’ French I Essentials of Curriculum:
http://www.henrico.k12.va.us/curriculum/ForeignLanguage/French/FrenchI.pdf (attached)

THE HENRICO COUNTY PUBLIC SCHOOL’S CODE OF CONDUCT WILL BE HONORED AT ALL TIMES.

RÈGLES DE LA CLASSE (class rules)
1. Be in your seat AND PREPARED when the bell rings. Prepared means having all required materials ready for class.
2. Do NOT talk when the teacher is speaking.
3. Be on task at all times.
4. Visible cell phones, i-pods, mp3 players, or other electronic devices will be confiscated and turned over to the administration.
5. Remain in your seat unless granted permission to leave it.
6. Food and beverages should remain outside the classroom. NO sale of candy in class.
7. Chewing gum is NOT ACCEPTABLE!
8. Communication will be in French at least 93%.
9. Be courteous and respectful to everyone in this classroom.
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LES NÉCESSITÉS POUR CE COURS (materials needed for this class)
1. Computer - daily
2. Textbook - daily
3. Pencil and Pen (blue or black, anything else will not be accepted) - daily
4. Dry erase marker and eraser - daily
5. Highlighter (any color) - daily
6. Composition Book - daily
7. 3-ring binder in which to keep materials (worksheets, returned work, study guides, works in progress …) - daily
8. 1 pack 3x5 cards (to be replaced as needed)
9. 1 zipping pencil bag for your binder (to store flash cards)
10. several manila or colored file folders (with NO pockets)

LES MATÉRIAUX PRÉCONISÉS (highly recommended materials)
• USB headphones with microphone
• Larousse Student Dictionary English/French French/English. ISBN 2-03-542055-5
• $8 for Scholastic subscription to Allons-y! elementary French magazine [due by September 17].

NOTES (grading)
The grading scale for this class is category based:
• Homework & Written work - 20%
• Oral participation & Listening - 20%
• Quizzes - 25%
• Tests & Projects - 35%

DEVOIRS (homework)
Homework and other assignments - electronic or paper - prepared outside of class are due at the beginning of the class period. Points will be deducted for late work - full credit will be awarded if complete. Homework assignments will be posted in HCPS SchoolSpace. Homework will be collected periodically to be checked and graded for accuracy. Don’t be caught without your homework!

Students will receive up to three postcards every nine weeks for work well done. With the signature of a parent or guardian, each postcard constitutes one homework break. If no homework is missed during the nine weeks, each postcard is worth a 100 point extra credit homework/writing assignment.

TRAVAIL RÉCUPÉRÉ (make up work)
If an absence is excused, missed work may be made up. A note from the attendance office will be required to excuse the absence. You may have as many days to make up the work as you were absent.
INTERROS et CONTRÔLES (quizzes and tests)
- Quizzes will be given at least weekly and may be given daily. The lowest quiz grade each marking period will be dropped. Quizzes may NOT be made up without an excused note from the attendance office.
- Tests will be given every three weeks (week 3, week 6, and week 9 of each marking period) in addition to mid-term and final exams. All tests are cumulative.
- Following an absence excused by the attendance office, students will have the number of days they were absent within which to make up a test or quiz. Failure to make up the test or quiz within that timeframe will result in a 0.

PROJETS (projects)
At least one major project each marking period which will be counted as a test grade. Each project will include at a minimum the use of written and spoken French.

PARTICIPATION ORALE (oral participation)
Students will begin each two weeks with 100 points. The full 100 points will be earned by:
- Volunteering to answer when appropriate;
- Being on-task and responding when called on;
- Being prepared for class and ready to work when the bell rings;
- Helping to create and maintain a positive learning environment.

Each time a student does not meet one of the conditions listed above, she/he will lose 3 participation points. If she/he loses 9 or more points in one class period, disciplinary action may be taken.

DÉMARQUAGE (plagiarism)
- Students must cite every source and resource used for assignments.
- The use of on-line translators is prohibited.
- If there is inappropriate help from another person, use of on-line translation, or plagiarism (copying from a source without citation or copying someone else’s work) the student will receive a zero and will NOT be able to make up the grade.
- Only approved on-line dictionaries should be used.
- No on-line tools should be used in class unless directed by the teacher.

LE COMPORTEMENT (behavior)
1. Students will receive one warning for any disruption of class, not following classroom, school or county rules.
2. A second infraction will result in an after school detention. Detentions will be served after school on an assigned date. Parents are responsible for after detention transportation. In addition, the parent may be called by teacher during class time to speak with the student. Notez bien missed detentions will result in immediate referral to the administrative team.
3. After a detention has been assigned, further infractions beyond one warning will result in immediate referrals to the appropriate administrator. Should misbehaviors continue after this, parents will be further involved with the appropriate administrator.

**LES ORDINATEURS DANS LA CLASSE** *(computers in the classroom)*

- This course will require the intensive use of the HCPS laptop. Students will use their computer on a daily basis for activities including warm-ups, quizzes, viewing movies, homework, listening, speaking and more!
- As such, students must have their computer at every class session. If she/he does not have it, a repair receipt must be shown to excuse the absence of the computer. Failure to bring the computer to class or show a repair receipt will result in a reduction in daily/weekly participation grades.
- Please be aware that use of the computer for any reason other than specific instructional activities during class will be handled following the behavior guidelines above and consistently with the Code of Conduct.

**LIENS INDISPENSABLES INTERNET** *(critical on-line links)*

- HCPSLink: [http://hcpslink.henrico.k12.va.us](http://hcpslink.henrico.k12.va.us)
- HCPS SchoolSpace: [http://schoolspace.henrico.k12.va.us](http://schoolspace.henrico.k12.va.us)

**TUTORING**

Tuesdays or by appointment. Please, don't let yourself get lost!

Should you wish to contact me with concerns or questions, I can be reached at Henrico High School during the day or via cell-phone (between 6 and 9 p.m.). I will make every effort to reply to e-mail within 8 business hours.

Henrico High School: (804) 228-2700 • Cell: (804) 229-3437
e-mail: kvsharnoff@henrico.k12.va.us *(preferred method of contact)*

I have read and understand all of the information on these pages. I agree to abide by guidelines in this document and to keep the syllabus in the front of my French I binder.

__________________________________ __________________________________
Autographe de l’élève *(student signature)* & Date 

__________________________________ __________________________________
Autographe du parent *(parent/guardian signature)* & Date
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Standards of Learning for French I

Course Description
Level I French focuses on the development of students’ communicative competence in French and their understanding of the culture(s) of francophone countries. Communicative competence is divided into three strands: speaking and writing as an interactive process in which students learn to communicate with another French speaker; reading and listening as a receptive process in which comprehension of French texts is developed; and speaking and writing in a presentational context in which students are focused on the organization of thoughts and awareness of their audience in delivering information. In Level I French classes, students learn to communicate in real-life contexts about topics that are meaningful to them. In order to develop the three areas of communicative competence, students are encouraged to use the French language as much as possible. Rather than isolating grammar in a separate strand, it is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to function. Through the language learning process, students develop an understanding of how their own language is structured and how their own culture has unique aspects. An important component of French classes is the use of the French language beyond the classroom in order to apply knowledge of the language in the real world. In many cases, this is accomplished through the integration of technology into the classroom. Technology is an important tool in accessing authentic information in French and in providing students the opportunity to interact with native speakers of French.

Person-to-Person Communication
FI.1 The student will exchange simple spoken and written information in French.
   1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.
   2. Express likes and dislikes, requests, descriptions, and directions.
   3. Ask questions and provide responses based on self and familiar material, such as family members, personal belongings, school and leisure activities, time, and weather.

FI.2 The student will demonstrate skills necessary to sustain brief oral and written exchanges in French using familiar phrases and sentences.
   1. Initiate, participate in, and close a brief oral or written exchange in French with emphasis on the present time.
   2. Use formal and informal forms of address in familiar situations in French.
   3. Use gestures and simple paraphrasing to convey and comprehend messages.

Listening and Reading for Understanding
FI.3 The student will understand simple spoken and written French based on familiar topics that are presented through a variety of media.
   1. Identify the main ideas and some details when reading and listening in French.
   2. Comprehend simple, culturally authentic announcements, messages, and advertisements that use familiar vocabulary and grammatical structures in French.
   3. Understand simple instructions in French, such as classroom procedures or basic computer terminology.
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FI.4 The student will use verbal and non-verbal cues to understand simple spoken and written messages in French.
   1. Differentiate among statements, questions, and exclamations.
   2. Use basic gestures, body language, and intonation to clarify the message.

Oral and Written Presentation

FI.5 The student will present orally and in writing information in French that contains a variety of familiar vocabulary, phrases, and structural patterns.
   1. Present in French information gathered from informal conversations, class presentations, interviews, readings, and/or a variety of media sources.
   2. Describe in French basic familiar information, such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on control of the present tense.
   3. Demonstrate increasing attention to accuracy in intonation and pronunciation in French especially when presenting prepared material orally.
   4. Demonstrate increasing attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in French.

FI.6 The student will present rehearsed material in French, including brief narratives, monologues, dialogues, poetry, and/or songs.
   1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
   2. Communicate ideas in an organized manner using appropriate visual and/or technological support.

Cultural Perspectives, Practices, and Products

FI.7 The student will develop an awareness of perspectives, practices, and products of francophone cultures.
   1. Identify some viewpoints of francophone cultures, such as those relating to time, education, transportation, and the role of family members.
   2. Identify some customs and traditions of francophone cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.
   3. Identify some historical and contemporary individuals associated with important events from francophone cultures.
   4. Identify some products of francophone cultures, such as natural and manufactured items, creative and fine arts, recreation and pastimes, dwellings, language, and symbols.

FI.8 The student will recognize that perspectives, practices and products of francophone cultures are interrelated.
   1. Recognize that francophone cultures are shaped by viewpoints, customs/traditions, and products of speakers of French.
   2. Identify major cities and geographical features and why they are significant in francophone cultures.
Making Connections through Language

FI.9 The student will recognize how information acquired in the study of French and information acquired in other subjects reinforce one another.

1. Identify examples of vocabulary, phrases, proverbs, and symbols from the French language that are used in other subjects.

2. Relate content from other subject areas to topics discussed in the French class, such as current events from francophone countries or the influence of French-speaking explorers and settlers on various regions of the United States.

Cultural and Linguistic Comparisons

FI.10 The student will demonstrate an understanding of the significance of culture through comparisons between francophone cultures and the cultures of the United States.

1. Compare patterns of behavior and interaction in the United States with those of francophone societies.

2. Demonstrate an awareness that social practices and personal interactions differ among cultures.

3. Demonstrate an awareness of unique elements of the student’s own culture.

FI.11 The student will compare basic elements of the French language to the English language.

1. Recognize differences in sound systems, writing systems, cognates, gender, and level-appropriate idioms.

2. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.

Communication across Communities

FI.12 The student will identify situations in which French language skills and cultural knowledge may be applied beyond the classroom setting for recreational, educational, and occupational purposes.

1. Identify examples of the French language and the cultures of francophone countries that are evident in and through media, entertainment, and technology.

2. Identify resources, such as individuals and organizations accessible through the community or the Internet, that provide basic cultural information about the francophone world.