**French II Syllabus**

**Course Description:** French II reinforces and expands on the French I experience. Students’ knowledge of basic vocabulary and grammatical structures are broadened to empower students to communicate at the basic level. Cultural items will be explored to enhance their understanding of the French-speaking world and their own culture.

**Course Recommendation:** Earning a C average (term 1 & 2 combined) or above in French I is highly recommended for students who enroll in French II to ensure they possess the necessary knowledge and skills to be successful in level two. Native speakers can advance without mandatory prerequisite with department approval. NCAA approved course.

**Units of Study:**

* **Students will develop grammar and vocabulary knowledge each unit to increase proficiencies in reading, writing, speaking, and listening.**
* **Cultural awareness in French II will focus on raising students’ awareness of the people who speak French and where they live. Students will study demographic trends and implications globally and domestically to understand the place French takes in a world of many languages, bringing relevance and a context to their studies.**

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| **Unit of Study** | **Grammar** | **Vocabulary** |
| **Unit 1** | * Phonetics * Word Stress * Number & Gender Agreement (nouns, adjectives, articles) * Present Tense: Conjugations of RE/ER regular verbs * Basic sentence structure | * Alphabet * Common verb phrases with School/classroom * Introductions * Numbers 0-200 * Time Expressions (days, months, etc.) * Likes/Dislikes * French Speaking Countries |
| **Unit 2** | * -ir verbs * The verbs vouloir, prendre, boire * The imperative | * Basic Food * Food Preparation * Restaurant Expressions * Money Expressions |
| **Unit 3** | * The verb mettre * The passé composé of -er verbs and irregular verbs * Adverbs with the passé composé | * Clothes * Shopping * Money |
| **Unit 4** | * The verbs pouvoir and devoir * The passé composé with -ir and -re verbs * Negative expressions * The verbs dormir, sortir, and partir * The passé composé with être * -yer verbs | * Household objects * Chores * Frequence of Activities * Prepositions |
| **Unit 5** | * The verb voir * The verbs savoir and connaître * The imperative * The present tense * Inversion | * Places in a city * Transportation * Directions |
| **Unit 6** | * The verb appeler * Prepositions with countries and cities * Idioms with faire * The passé composé with avoir and être * Ordinal numbers | * Transportation * Travel Expressions |
| **Unit 7** | * Understanding a sequence of stories | * Arsène Lupin short stories |
| **Unit 8** |  | * Francophone Culture |
| **Movies (spread throughout semester)** |  | * Fanny’s Journey * Belle et Sébastien * Au revoir les enfants |

**Course Materials:**

* Bring your school-issued, ***CHARGED*** chromebook to class daily. I do not have enough outlets or chargers to facilitate chromebook charging in class, so it will be up to you to charge it at home each night.
* Note-taking: If you take notes digitally, you simply need to manage the app on your chromebook. If you take notes on paper, you need a notebook (or section of a notebook) dedicated to this class.
* You will want to bring a pair of earbuds or headphones to class. We will watch videos very frequently, and I do not have a classroom set that I can keep sanitized for students. Headphones will only be used for classroom activities, not for listening to music.

**Grading Policy & Procedure:** Letter grades align with percentages on the grading scale set by Jefferson City Public Schools.

Grading Categories:

25% Formative Tasks (concept checks, practice, reflections, etc.)

25% Proficiency Assessments (reading, writing, speaking, and projects)

20% Vocabulary Assessments

20% Grammar Assessments

10% Term Exam

Late work: If you are absent, you can reference Google Classroom or Lingco to check the agenda and access all resources necessary. It is always encouraged that students who know they will be absent to prepare themselves proactively to keep up with the class and not wait until they return to class to ask the teacher what they missed. Absences happen. Plan accordingly and responsibly to keep up with the class. Late work needs to be submitted within a week after it is assigned and will not be accepted after the unit assessment unless there are extenuating circumstances. Reasonable accommodations can be agreed upon with the student who needs alternative deadlines. The key to this flexibility is the proactive planning and communication with the teacher. If you miss an assessment, speak with the teacher on the day of your return to set a date to take your assessment, whether that be during class, Jay time, or before or after school.

Academic Dishonesty: It is critical that all efforts in this class are honest, valiant, and reflect hard work and dedication. Academic dishonesty on assessments will result in a grade of zero points accompanied by a written referral to document the infringement and communicate with administration and parents/guardians. Whether the student earns the chance to take the assessment honestly will be granted contingent on how the student accepts responsibility for their actions and accepts the consequences of their choice to cheat. If a student is granted the opportunity to retake, a 25% reduction in the assessment grade will result.

Retaking Assessments: Students have 3 “tickets” to retake any assessment each term, though a student may not retake anything unless the syllabus is signed and returned by Wednesday, September 2. Once those three tickets are used up (at the student’s discretion) in a given term, you will not be able to retake any assessments. Also important to note, students must notify the teacher of the intent to retake an assessment within two days after the assessment results have been shared with the student, and the assessment must be reasonably taken within two weeks of the original assessment date. Students are not required to meet with the teacher for additional help before a retake, but it is highly recommended if the student needs help. When you retake an assessment, the second score counts, regardless of which score is higher.

**Technology Statements:**

* Students are expected to use their chromebooks responsibly and for academic purposes. There are many productive applications of this device that support learning, but for undisciplined students, it can be a distraction with games and social media. Please consider coping without games and social media during class. It is expected that students mindfully and respectfully accept redirection from the teacher if a student is found focusing on trivial media that interferes with learning.
* **The district policy is no cell phones in class.** Students will be issued one warning. The next time the student has a phone out in class, parents will be contacted. With the third and every subsequent offense, a referral will be written and the student will be sent to the principal’s office.
* The chromebook is used daily in class. It is the responsibility of the student to manage, care, and charge the device daily, ready for class. The French program does not have textbooks. We manage the learning experience digitally, so it is imperative that students learn how to navigate a hybrid learning environment, an increasingly common trend in education at the secondary and post-secondary levels in an ever-increasingly connected and digital world. The tech center can assist students with technical issues and questions. Please be proactive and aware of tech needs that need to be addressed. Do your best to take care of issues outside of class.
* There will be frustrations, especially for novice users, with any device. Sometimes wifi will temporarily fail or go weak. Sometimes an app will glitch and need to be closed out and reopened. Understand that these setbacks happen and that it is an opportunity to learn troubleshooting skills, experience that will serve you in a world that is increasingly dependent on technology, updates, and transition.
* Common uses of the chromebook in this class:
  + Google Classroom: We manage the entire course through Google Classroom. It is our Learning Management System that will have all daily agendas and resources/links/documents. Students also submit work in Classroom.
  + Digital assessments, including speaking/listening tasks that are recorded and submitted.
  + Formative tasks (concept checks) that inform the student and teacher of progress and next steps
  + Create products (presentations, infographics, word processing, etc.)
  + Research
  + Accessing websites such as WordReference.com, Conjuguemos.com, etc.
  + Accessing and watching instructional videos
  + Managing note-taking if students choose
  + Managing emails and checking grades on Infinite Campus
  + Quizlet: All vocabulary in the French program is managed through Quizlet. This is a powerful learning tool that helps students manage and learn vocabulary.

**Expectations Outside of This Class**

Don’t think “*homework*” but “*study*”: It is rare that I assign “homework” in the traditional sense, meaning a worksheet and “problems/examples” to complete at home. This does not serve our need in learning French. I want students to do the application and practice in class when they can have support and feedback before they leave class, so they know what they need to study at home to be better the next day. This does NOT mean you don’t have responsibilities outside of this class. In fact, this class is structured and paced with an assumption that students STUDY targeted vocabulary sets (in Quizlet or Lingco) and/or grammar concepts. We will apply vocabulary and grammar concepts in class, but it is the obligation of the student to be disciplined and diligent in their studies each school night at home. Both Quizlet and Lingco have digital flashcards that have many options, including pronouncing the words correctly in French. There are also many games/activities that help students achieve mastery of vocabulary. Students will be required to memorize and apply vocabulary and grammar concepts, so students need time at home (20 minutes at least) each night to use these vocabulary tools and to practice writing out grammar concepts.

If absent…

1. If you know that you will be absent ahead of time, communicate and plan to keep up with the class.
2. If you are unexpectedly absent (as it will eventually happen), always check Google Classroom for the agenda and resources for that day and complete what you can. You can email Mme. Sponsel if you have questions. Also keep in mind that I post assessment deadlines and communicate those deadlines in class regularly, so absent students at the least can study current vocabulary set(s) and grammar concepts in place of learning in class.
3. Reference *Grading Policy and Procedures* for expectations on making up assessments and work within the time frame allowed.

Tutoring: You may come in before school, but time can be limited in the mornings. I arrive at school around 8am, allowing for only about 30 minutes of available tutoring time. After school is not an option as I will be traveling to Capitol City during 4th period and remaining there for the rest of the day. Please check ahead of time to see if I am available for tutoring. I have occasional meetings and appointments that you will want to avoid.

**COVID Precautions when we are in-seat/class:** Social distancing is defined as 6 feet. When we cannot social distance in class, students and the teacher are required to wear their mask. The school was never designed to account for social distancing, so we will wear masks in this class when we are unable to distance ourselves six feet from one another. Before each class, the teacher will spray desks to allow the disinfectant to work during passing periods, and students will wipe off their seats and table surfaces when they get to class. Students are also required to “gel in/gel out”, meaning they use hand sanitizer each time they enter the classroom and use hand sanitizer each time they leave the classroom for a different destination. When students receive a pass, they need to go directly/efficiently to their intended destination and promptly return without delay or meandering. Lunches will be retrieved with the 4th block teacher and eaten in the 4th block class, not the cafeteria. The earliest students can enter the building in the morning is 8:10am. After arrival, students will directly go to their first period class. This is not all the precautions we take in class and in the general building, but these are some important, basic precautions and practices that anyone opting for an in-seat education must follow. Students who refuse to follow these precautions and practices will be directed to do so, with a follow up discussion with administration if the issue is not resolved.

**In Case of School Closure due to COVID:** In the event that we close school for a duration of time due to a heightened threat of COVID, we will continue with class online. The digital tools we use on our district-provided Chromebook will serve our purposes in distance learning. The teacher will be available through email, phone, and video conferencing. Students will have to be disciplined to check Google Classroom to complete assignments/lessons in preparation for assessment deadlines. Grades will be taken weekly.

**Communication:**

It is great for students and parents to utilize two powerful resources with 24/7 access:

A) **Google Classroom:** Be in the know about learning targets, agendas, and resources

B) **Infinite Campus (IC):** Keep up with grades, address positive and negative trends in a timely manner. I do everything I can to give prompt feedback to my students and record progress/grades in Infinite Campus regularly. If you do not know how to access IC, contact your counselor, or call 659-3057 to inquire about getting set up if you did not get set up during registration at the beginning of the academic year or have forgotten how to access your account.

Parents and students are welcome to contact me through email due to absences, grades, questions/concerns at sarah.sponsel@jcschools.us or call/text me at 234-265-1014.

My plan period is from 11:30-1:00, when I am often available to respond to emails and make phone calls. I can also be available after school at 4pm.

I contact parents/guardians if after working with the student I feel they are not responding to intervention. I want students at the high school to learn to respond to setbacks and own their education, but if a student fails to live up to that expectation, I will contact home to discuss concerns/next steps with parents/guardians. Again, please stay informed via Infinite Campus for 24/7 access to grades/progress to address successes and setbacks early and regularly.

Background

I grew up in Jefferson City and am very excited to be back in the city I call home. I graduated from Southeast Missouri State University in Cape Girardeau and will graduate with a Masters of Education from SEMO in December. This is my second year teaching French. This year I will be teaching levels 1 & 2. I became fluent in the language through personal experience, having lived in Angers, France, for 1 year.

I look forward to partnering with you in learning the French language and culture this semester! Ask questions when you have them and always remember that you are responsible for the energy that you bring to our learning space...if we all remember that, we will have a great learning experience full of humor and French.

**Please have the following signed and returned within 2 days of receipt.**

* **We have read and understood the syllabus and seen where to access information on Google Classroom with the expectations of the course.**

**Print Parent Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Print Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Preferred mode of communication:**

(Please provide a correct phone number or email if it is not correct on Infinite Campus.)

**❏ Phone Call**

**❏ Text \_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**❏ Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_@\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**COMMENTS/QUESTIONS:**

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