

## 2017-2018 Beginning French Syllabus

Course #16100000 (6th) and #26101300 (7th)  
Riverside Middle School  
Mme. Traynham  
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Room 123  
864-355-7949

### Course Description:

This is a semester course, to introduce students to a foreign language, based on speaking and listening activities in French. Students will focus on conversational French and use drama, art, music and hands on activities to aid their foreign language acquisition.

### Course Objectives:

Students will communicate in French working through thematic units, using beginning level vocabulary. They will gain knowledge of other cultures and will connect with art and music. Students will also use foreign language skills to participate in our multilingual community.

### Required Materials:

- 1" three-ring binder with pocket, **or** purchase folder for morning/afternoon binder so that you can keep French separate from your other classes and organized.
- 1 pack of notebook paper for binder.
- Pencils or Pens (Please no red or light colored pens).
- 1-2 dry erase markers (skinny ones).
- A French/English dictionary is recommended to have at home, but not required.

**This class conforms to all school and district procedures and policies. However, following are some additional rules and procedures for my class.**

### Class Rules:

1. Bring all necessary materials to class.
2. Sit in your assigned seat daily.
3. Respect all classmates and classroom items.
4. Do your best!

### Class Procedures:

1. Students will enter the classroom in an orderly manner and sit in their assigned seat.
2. Any purses, lunch bag and backpacks will be kept in the corners of the room or completely underneath desks, free of walkways.
3. No gum or cell phone usage will be allowed in class, unless approved by the teacher.
4. All students should come prepared for class with the required materials. However, if a student does not have paper or a pencil, they should be borrowed immediately, not in the middle of instruction.
5. Pencils should be sharpened at the beginning of class but if sharpening is necessary after the tardy bell, students should do so as quickly as possible, without interrupting instruction or classmates, and use the electric sharpener.
6. Students will copy any homework assignments from the board, into their agenda, then immediately follow the given directions for *travail quotidien*.
7. If a student has completed work early, they may free read or request permission to use an approved device to use a French program or practice app such as Quizlet, Duolingo, or Kahoot.
8. All students will be expected to participate daily and follow directions as they are given.
9. Students will raise their hand before speaking or leaving their seat and ask the appropriate question in French.
10. Restroom trips should be kept to a minimum. However, students may simply fill out their agenda and approach the teacher to quietly ask the appropriate question.
11. Students will head papers with their first and last name, as well as date, and complete all assignments by their due date.
12. Absolutely no late homework will be accepted, from those who were present on the day it was assigned, for full credit. Students may earn up to 80% credit when the assignment is completed.
13. Students who are absent will be responsible for obtaining their missed notes/assignments from the master set in the class binder, email or Googleclassroom.
14. Due to high frequency of group/partner work in class, there are special group procedures posted.
15. All students are expected to follow the social contract, created by their class period.
16. The bell does not dismiss the class. Mme Traynham dismisses the class with "*bonne journée*." Students may only retrieve or pack up their possessions at this time.

### Group Work Procedures:

1. Be responsible by staying on-task and organized.
2. Respect each group member, their opinions and their time.
3. Participate by contributing to the group

### Plagiarism Policy:

Presenting the work or ideas of others as one's own is plagiarism. Ideas or work taken from others—including written work (quoted or paraphrased); theories, statistics, or formulas; pictures, graphics, and other illustrative material—must be fully and properly acknowledged in students' written, visual, and oral presentations. \*\*\*This includes the use of online translators for more than single vocabulary words.\*\*\*

**Seventh grade** - In accordance with Riverside Middle School's policy, parents will be notified of any student who plagiarizes the work of others. The student will be required to re-do the assignment. There will be a 40-point deduction from the grade.

**Sixth grade** - In accordance with Riverside Middle School's policy, parents will be notified of any student who plagiarizes the work of others. The student will be required to re-do the assignment. There will be a 30-point deduction from the grade.

### Course Evaluation:

Major assessments will equal at least 3 per quarter totaling 50% of the final grade. This includes tests, interviews, presentations and other projects. Minor assessments will equal a minimum of 12 per quarter totaling 50%. This includes quizzes (2 minors), homework, conversations, listening activities, etc. Minor assessments will be graded within two to three days and major assessments will be graded within three to five days.

### Homework and Extra Help:

Written homework will be given occasionally in order to practice new concepts, to give the teacher the opportunity to individually assess students and provide feedback, or if the student did not appropriately manage their time in class and needs to complete the assignment. However, this will be kept to a minimum and well within District guidelines. When homework is not assigned, students are strongly encouraged to study their class notes and materials in order to gain more repetition and exposure to the language. If a student is in need of extra help, I am available most mornings between 7:45 and 8:15, with prior notice.

### SC Standards for World Language Proficiency:

<http://ed.sc.gov/agency/se/Instructional-Practices-and-Evaluations/documents/2013SCStandardforWLPProficiency06-25-13.pdf>

 [What does proficiency mean?](#)

#### Units 1 and 2:

SC: NOVICE LOW, Interpretive Listening

NL.IL I can recognize a few memorized words and phrases when I hear them spoken.

NL.IL.1 I can occasionally identify the sound of a character or a word.

NL.IL.2 I can occasionally understand isolated words that I have memorized, particularly when accompanied by gestures or pictures.

SC: NOVICE LOW, Interpretive Reading

NL.IR I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.

NL.IR.1 I can occasionally recognize a few letters or characters.

NL.IR.2 I can connect some words, phrases or characters to their meanings.

SC: NOVICE LOW, Interpersonal Communication

NL.IC I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.

NL.IC.1 I can greet my peers.

NL.IC.2 I can introduce myself to someone.

NL.IC.3 I can answer a few simple questions.

SC: NOVICE LOW, Presentational Speaking

NL.PS I can present information about myself and some other very familiar topics using single words or memorized phrases

NL.PS.1 I can recite words and phrases that I have learned.

NL.PS.2 I can state the names of familiar people, places, and objects in pictures and posters using words or memorized phrases.

NL.PS.3 I can introduce myself to a group.

NL.PS.4 I can recite short memorized phrases, parts of poems, and rhymes.

SC: NOVICE LOW, Presentational Writing

NL.PW I can copy some familiar words, characters or phrases.

NL.PW.1 I can copy some characters or letters and words that I see on the wall or board, in a book, or on the computer.

NL.PW.2 I can write words and phrases that I have learned.

NL.PW.3 I can label familiar people, places, and objects in pictures and posters.

SC: NOVICE LOW, Investigation of Products and Practices

N.CPP I can identify some products and practices of cultures.

N.CPP.1 I can identify some common products related to home and community life of other cultures and my own.

N.CPP.2 I can identify some common practices related to home and community life of other cultures and my own.

SC: NOVICE LOW, Understanding of Cultural Perspectives

N.CP I can identify some basic cultural beliefs and values.

N.CP.1 I can identify some beliefs and values related to age, gender, social class and ethnicity.

N.CP.2 I can identify some characteristics of national identity.

N.CP.3 I can identify ways in which cultures are globalized.

### Unit 3

SC: NOVICE MID, Interpretive Listening

NM.IL I can recognize some familiar words and phrases when I hear them spoken.

NM.IL.1 I can understand a few courtesy phrases.

NM.IL.2 I can recognize and sometimes understand basic information in words and phrases that I have memorized.

NM.IL.3 I can recognize and sometimes understand words and phrases that I have learned for specific purposes.

SC: NOVICE MID, Interpretive Reading

NM.IR I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.

NM.IR.1 I can recognize words and phrases and characters with the help of visuals.

NM.IR.2 I can recognize words, phrases, and characters when I associate them with things I already know.

SC: NOVICE MID, Interpersonal Communication

NM.IC I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.

NM.IC.1 I can greet and leave people in a polite way.

NM.IC.2 I can introduce myself and others.

NM.IC.3 I can answer some simple questions.

NM.IC.5 I can ask some simple questions.

NM.IC.6 I can communicate basic information about myself and people I know.

NM.IC.7 I can communicate some basic information about my everyday life.

SC: NOVICE MID, Presentational Speaking

NM.PS I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.

NM.PS.1 I can present information about myself and others using words and phrases.

NM.PS.2 I can express my likes and dislikes using words, phrases, and memorized expressions.

NM.PS.3 I can present information about familiar items in my immediate environment

NM.PS.4 I can tell about my daily activities using words, phrases, and memorized expressions

NM.PS.5 I can present simple information about something I learned using words, phrases, and memorized expressions.

SC: NOVICE MID, Presentational Writing

NM.PW I can write lists and memorized phrases on familiar topics.

NM.PW.1 I can fill out a simple form with some basic personal information.

NM.PW.2 I can write about myself using learned phrases and memorized expressions.

NM.W.4 I can write notes about something I have learned using lists, phrases, and memorized expressions.

SC: NOVICE MID, Investigation of Products and Practices

N.CPP I can identify some products and practices of cultures.

N.CPP.1 I can identify some common products related to home and community life of other cultures and my own.

N.CPP.2 I can identify some common practices related to home and community life of other cultures and my own.

SC: NOVICE MID, Participation in Cultural Interaction

N.CIA I can function at a survival level in an authentic cultural context

N.CIA.1 I can imitate some simple patterns of behavior in familiar settings across cultures.

N.CIA.2 I can use memorized language and very basic cultural knowledge to interact with others.

N.CIA.3 I can use memorized language, and very basic cultural knowledge to accomplish simple, routine tasks.

SC: NOVICE MID, Understanding of Cultural Perspectives

N.CP I can identify some basic cultural beliefs and values.

N.CP.2 I can identify some characteristics of national identity.

N.CP.3 I can identify ways in which cultures are globalized.

**Riverside Middle School Grading Scale:**

90-100	A
80-89	B
70-79	C
60-69	D
50-59	F

**Course Outline****Unit 1 for 6<sup>th</sup> and 7th Grade “Let’s Get Started”**

Greetings, introductions and basic courtesies  
Proper use of register  
High frequency commands  
Classroom objects, locations and routines  
Teacher expressions  
High frequency prepositional phrases  
Question words (who, what, where, why when)  
Survival phrases and commands for rules and procedures  
Reaction words and expressions  
Count out rhymes and songs  
Pronunciation of alphabet in French  
Punctuation and accent marks  
Cognates and Faux amis  
Basics of the Francophone world and French influence  
Géoculture of Paris  
Role play and interview assessments

**Unit 2 for 6<sup>th</sup> and 7th Grade “All About Me”**

Vocabulary to identify people  
Forms of “avoir” to tell age and personal characteristics  
Adjective agreement  
Forms of “être” to identify people  
Physical characteristics  
Colors  
Profession vocabulary  
Questions to ask what people are like  
Personality traits  
Structures to express interest  
Questions to ask about others’ interests and degree of such  
Questions for gathering information and conjunctions  
Numbers 1-100  
Word order and intonation to form questions  
La Toussaint presentation (Fall semester only)  
Mardi Gras masks (Spring semester only)  
Interpretive assessment, interview with peer and personality profile

**Unit 3 for 6<sup>th</sup> Grade “A Balanced Lifestyle”**

Food groups and vocabulary pertaining to each  
Dining habits of the French  
Structures to describe personal tastes  
Regional specialties  
Celebrations involving food  
Body image of target culture and parts of the body  
Time and place of activities  
Months and days of the week  
Social calendars  
Words to describe family life

Sports and hobbies and other activities related to parties and that affect our health  
Extending an invitation to an event  
Acceptance and refusal of an invitation  
Congratulatory statements  
Games such as “Simon Says”  
Recipe research for “French Feast”  
Skits  
Cultural celebration/feast research  
Interpretive assessment, peer interpersonal and “My Plate” presentation

### **Unit 3 for 7<sup>th</sup> Grade “Let’s Travel”**

Geographical terms  
Verb "aller" + infinitive  
Directional words and expressions  
Transportation vocabulary  
Places of interest  
Clothing vocabulary  
Animals  
Weather and seasonal terms  
Tourist activities  
Basic geography of France  
Important information about 10 French cities  
Festival/celebration research for "Francophone World Feast"  
Geographical interpretive assessment  
Weather and clothing interpersonal  
Francophone country presentation

**\*\*\* This course outline is tentative and subject to change; use only as a guideline. \*\*\*  
You may contact me at [ttrayna@greenville.k12.sc.us](mailto:ttrayna@greenville.k12.sc.us) with any questions.**