

***French 1***

Yearlong Course 2022-2023

**Eligible Students:**

**Grades:** 8-10; 11 and 12 welcome

This course is designed as an introductory French course; no prior French instruction is required or expected.

**Class Dates: Tuesday, September 6th-Thursday, May 25th**

**Class Times: Tuesdays & Thursdays: 11:00 -12:15** (EST)

**Instructor:** Sarah McInnis

**E-mail:** mcinnis@harbornet.com

**Schedule for *French 1:***

**Class Sessions Dates:**

**Classes will take place on Tuesdays & Thursdays: 11:00 — 12:15 (EST) for 32 weeks and 63\*class sessions --**

Schedule for French 1:

First day of class: Tuesday, September 6, 2022.

Thanksgiving Break – Nov. 21-25

Christmas Break – Dec. 19 – Jan. 6

Winter Break – Feb. 20-24

Holy Week – April 3-7

Last day of class: Thursday, May 25, 2023.

*\*Please note the above dates and times are the anticipated class sessions for this course. However, all dates are subject to change as the instructor’s circumstances might dictate (e.g. illness, family emergency). Any classes canceled by the instructor will be made up at an alternate time designated by the instructor.*

***French 1* Course Map:**

**Fall Semester:**

Nouns, Articles, and Descriptive Adjectives

Irregular Verbs, Subject Pronouns, Negation

Days and Months; Regular -er Verbs, Interrogatives

Numbers, Dates, and Time; Regular -ir Verbs

Regular -re Verbs; -er Verbs with spelling changes

Future with aller, Prepositions, faire

Irregular Verbs; verb+verb construction

Irregular Verbs; Relative Pronouns

Spring Semester:

Prendre and boire; Partitive Article, Object Pronouns

Possessives, Demonstratives, Comparatives, and Adverbs

Affirmatives vs. Negatives, Stressed Pronouns, and the Imperative

Reflexive Pronouns with Pronominal Verbs and the Present Participle

Forms and uses of the passé composé

The imparfait, Past Narration, and more about Object Pronouns

The Future tense, the Conditional, and Indefinite Adjectives and Pronouns

The Subjunctive

**Office Hours:** In addition to scheduled class times, I am available to you for questions via email or we can meet over Zoom. During these “Office Hours” students may raise questions, seek assistance, or review class material.

**Required Course Texts:**

# Easy French Step-by-Step Easy French Step-by-Step 1st Edition

by [Myrna Bell Rocheste](https://www.amazon.com/Myrna-Bell-Rochester/e/B001HPCY6K/ref=dp_byline_cont_book_1)r Available on Amazon.

* *Barron’s 501 French Verbs*  Available on Amazon.
* A French/English Dictionary

***French 1* Course Description:**

French 1 is intended for 8th-10 graders, with beginning 11th-12th graders welcome. We will use *Easy French Step by Step* as our spine text. The class will be supplemented with additional materials including stories, poems and songs.

**Student Expectations: Executive Function Skills**

Students enrolling in Scholé Academy’s French 1 course will be expected to show development of Executive Function Skills throughout the year. Executive Function Skills speak to a set of qualities and skill sets students can develop and hone to better approach the courses, lectures, readings, and teachers they will face in their future academic coursework.

**1. An Engaged Student:** One who is willing to step into the arena of class discussion, asks questions, and supply answers. During class, students should be actively engaged as the teacher employs various interactive methods such as class repetition and recitation. Participation in these activities is central to class time and promotes a lively, delightful environment. Students should be active listeners during class time. They should be thoughtfully engaged with both each other and the teacher. All children should be viewing the class via Zoom on their computers and should not be browsing the internet. Students should approach class time as an opportunity to grow in fellowship as the class journeys together to obtain knowledge.

**2. Attention to Detail & Preparedness:** One who is consistently prepared with all assignments complete at the start of every class session, has submission requirements fulfilled before each session, has confirmed technology is working prior to the start of class, is responsible to determine how to proceed after an absence, is responsible for consulting the course syllabus and adjusting as the class proceeds, etc. This student should also come mentally prepared – ready to focus on the material being presented. He should arrive to the Zoom meeting on time and if late should respectfully listen to try to understand where the class is in relation to the text and should wait patiently for the teacher and classmates to finish their current task, which is when the teacher will catch the student up. Homework should be uploaded to Schoology before class begins. Students should try to develop the virtue of constancy by remaining focused and diligent and pushing away even “good” distractions that would inhibit learning and mastery.

**3. Self-Monitoring:** A student in the 8th-10th grade range should be self-monitoring. One who successfully self-monitors can evaluate his own performance. This student is able to see both his own strengths and weaknesses. A self-monitoring student is one who determines which problems he can work through on his own and where he needs peer, teacher, or parent support. Students should follow behavior guidelines appropriate to the age and study of this course. They should practice hand-raising, speaking when called upon, listening to others, and focusing solely on the task at hand.

**4. Exhibit Responsibility:** One who is able to recognize when it is time to begin working and is able to do so without procrastination. This student is able to initiate tasks easily adjusting from the whole-class Zoom to a breakout room while still maintaining a scholarly attitude. During class time, students shall uphold the integrity of the period by showing technological responsibility. They will refrain from playing computer games, viewing alternate screens, or otherwise engaging in distracting activities.

**5. Problem Solving:** One who is ready and willing to press through, even when he is unable to successfully solve the problem on the first try. Mastering French involves perseverance and looking at each word individually and in context to decode word use, sentence structure, and accurately translate word meaning.

**6. Employ Critiques:** One who receives feedback to submissions and is sure to apply that feedback to future assignments rather than repeating mistakes. This student also gleans information from the live class critiques of fellow students and notes mistakes to avoid by learning others. Students should have an attitude of humility when receiving critiques. They should view class as an opportunity to grow and to develop their God-given talents. Students should be happy for the successes of their peers, even if the gifts and capacities of their classmates surpass their own.

**Student Expectations In Action**

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The long-term, ultimate goal for the student will be to master the French language through imitation, so that they can engage with the French-speaking world. To achieve this goal, students at the high school level begin to develop the virtues of love, both of learning and of the French language, humility, as they humbly accept instruction, recognize their own strengths and weaknesses, and rejoice when others succeed, patience, with themselves and fellow classmates, constancy, through remaining focused and diligent in the face of distraction, and perseverance, or being willing to do what must be done in order to achieve mastery. The French 1 student will be expected to:

• Be respectful of others during class time. This involves speaking when called upon, listening attentively, participating actively in the class discussion and practices, and focusing on the discussion. Conversely, it does not include speaking out of turn, distracting others, or bringing unrelated material to the conversation.

• Strive for mastery of each concept. The activities and practices serve to promote understanding and enjoyment of the study of French. Students should apply their best effort in all work involved with the class. Should students encounter difficulty with their work, they should endeavor to understand and strive to complete the work, however inaccurately it may be. Putting forth effort exemplifies integrity in learning and fosters solid study habits as well as a mind inclined towards perseverance.

• Arrive to class on time and with all assigned material completed. The instructor will facilitate learning for the student, but the responsibility for staying up-to-date with classwork and assignments ultimately falls to the student. Students who have not completed their assignments by the start of class will be excused to a breakout room to complete their work and will be welcomed back once their work is finished. This will count as a tardy. If the student is gone for more than half the class, it will count as an absence.

• Examine models for imitation, chanting and singing forms and studying vocabulary daily. Each week the teacher will model fluent recitation, accurate pronunciation, and provide practice designed to help the students grow as competent French speakers.

• Complete and upload all assignments by the due date into the appropriate Schoology assignment folder prior to the start of class. Students will submit their work by scanning their homework pages and uploading it into the Schoology assignment window. All work posted to Schoology is to be scanned and uploaded unless otherwise noted. Assignments submitted by email will not be accepted. Photographs of completed assignments will not be accepted as they are incredibly difficult to read and grade. Submissions that are not scanned right side up or are not entirely legible will be noted and given one opportunity to be submitted correctly Student Evaluation:

**Student Evaluation: Grading**

While the study of French through Scholé Academy will be “restful”, we also recognize the need to provide grades for students. It’s a delicate balance to achieve both restful learning and excellent academic performance. Earning a specific grade should not overshadow achievement goals for mastery of this discipline, but I can assign the following grades to your student’s level of achievement: magna cum laude (with great praise); cum laude (with praise); satis (sufficient, satisfactory) and non satis (not sufficient). Ideally, every average student working diligently should do praiseworthy work (cum laude). Those who excel beyond this expectation will be the magna cum laude students. Students who do adequate but not praiseworthy work be designated satis. Non satis means lacking sufficiency or adequacy. Inasmuch as you might be fully on board with this grading method in theory, there will undoubtedly be the need to use either a numeric or traditional letter grade. Traditional percentage grades will be provided and will be readily accessed on the French 1 Schoology page. Additionally, I will provide a transcript of that grade to the requesting parent at the end of the year.

**Student Evaluation: Mastery Portrait**

Students who pay careful attention in class and make a practice of chanting forms and studying vocabulary on a regular basis, and complete practice exercises will achieve mastery of materials.

• At the completion of this course cum laude students will be able to

translate 450 vocabulary words French-to-English and English-to-

French. They will be able to demonstrate their mastery of the

vocabulary on written quizzes and in oral examination.

• Additionally, they will have attained the skills necessary to render

verbs forms in the present, past and future tenses, and to correctly

use prepositions, articles, and pronouns.

• Finally, Students completing French 1 should increase their

appreciation of the scope of language and of the power of

repetition and memorization in pursuing the goal of fluency.

**Satis**: “sufficient”; the student is completing homework, attending class, understanding things with a few gaps, perhaps a forgotten homework assignment here and there.

**Non Satis:** “not sufficient”; the student has significant gaps, homework is not turned in, missing class often, failing to participate in class.

**Magna Cum Laude:** “with great praise”; the student goes above and beyond what is expected, consistently exhibiting mastery of material, demonstrating love, humility, patience, constancy, and perseverance in work and interactions with others. This mark is rarely achieved.

**Student Evaluation: Assignments, Types & Weights**

I will communicate with students regarding assignment feedback and grading through the free online grading system, Schoology

**Student Evaluation: Academic Dishonesty**

Students will often take assessment tests and/or quizzes privately at home. Students are on their honor to abide by [Scholé Academy’s Learning Philosophy](http://www.scholeacademy.com/student-parent-handbook/) which assumes the personal cultivation of Student-Virtues described in the Student-Parent Handbook.

Additionally, plagiarism is a serious and punishable offense. Proper citation of all sources is essential to the academic endeavor. Remember to cite any source if the information is not common knowledge or is an opinion obtained through any source. A plagiarized assignment will result in a failing grade. Students should consult their chosen style manual (see Student Expectations above) for specific direction on obtaining, quoting and paraphrasing sources.

**The Virtual Classroom:**

We will be using the free online “virtual classroom” software provided by Zoom, one of the leading companies that provides such software.  The virtual classroom will provide students with interactive audio, text chat and an interactive whiteboard in which texts, diagrams, video and other media can be displayed and analyzed. We will provide students with a link (via email) that will enable students to join the virtual classroom.

Specific information regarding the technology used by Scholé Academy (including required technology) can be found by visiting the [Technology in the Classroom](http://www.scholeacademy.com/student-parent-handbook/) section of the Student Parent Handbook.

Students will submit documents by scanning and uploading them to their personal computer, then attaching those files as .pdfs to an email. They will submit their work to the Schoology as French for Children A assignment page (access granted after enrollment is secured).

**About the Instructor:**

**Sarah McInnis** began her life-long study of French in the Seventh Grade. She still remembers that first fateful day of class, and desires to spark the same love of the language in the hearts of her own students. Her studies brought her to France twice for extended stays and several more times over the years as a traveler. She has continued to immerse herself in the language by taking her own classes, reading books, and listening to French news and podcasts as she goes about her daily work.

Although French is her passion, Sarah loves all things grammar—she holds a BA in English from Central Washington University and has been the Latin specialist at The Cor Deo School in Tacoma, WA for the past nine years.

After being inspired by The Well-Trained Mind when her oldest daughter was in kindergarten, Sarah embarked on her own pursuit of the true, the good, and the beautiful by homeschooling her five children in the classical method. She has over 20 years of experience teaching classically.

When not reading a book, you can find Sarah hiking in the woods, traveling, or cooking big meals for her extended family.