



University High School at ETSU, 2022-23  
French 1, 1<sup>st</sup> period  
Madame Rachel Dines  
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### Course Description

French 1 begins the student's journey in acquiring French language and learning about French-speaking cultures around the world. It emphasizes the 5 "Cs" of language learning: communication, cultures, connections, comparisons, and communities. Topics include daily life & activities, cuisine, travel, school, sports. Students will hone all three modes of language use: interpretive (listening and reading), presentational (practiced writing and speaking), and interpersonal (spontaneous writing and speaking). The class will be conducted in increasing amounts of French as students progress, with the goal of 90% target language by the end of semester 1. Class will include a variety of activities (group/pair work, videos, audio, movement, games, and other tasks). While the textbook D'Accord is available for reference, most lessons will be structured using the Stepping Stones world languages curricular framework based on literacy and linguistic proficiency.



### About Madame Dines

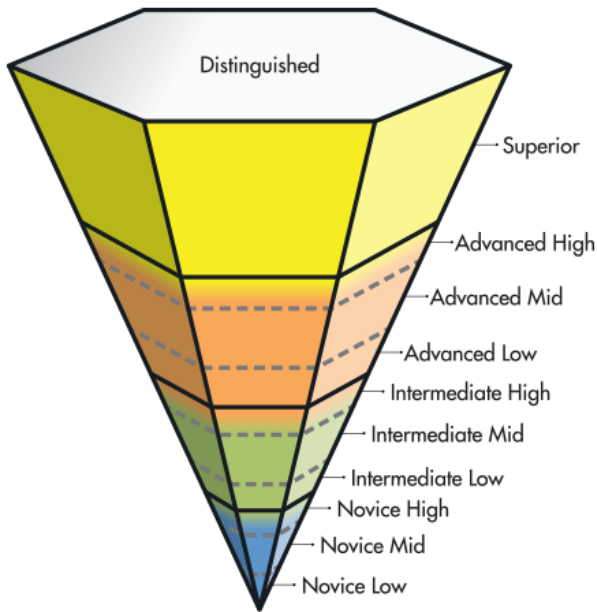
My family moved to the Tri-Cities area this summer. I just completed a decade at a new, high-performing public high school in the Atlanta area where I was World Languages Department Chair building a robust program of 3 languages and 22 different courses. My goal here at University School is to reinvigorate the French program through engaging, high-interest classes that develop true linguistic proficiency in students. I would also like to expand international travel opportunities for UH students to prepare them for global competence in their future. I am open to your suggestions and feedback as we rebuild the French program together as a community.

### Learning a language

The Tennessee Department of Education reworked its world language standards for implementation in 2019-2021. It said this about instruction:

Our understanding of how students learn world languages has evolved over time. In recent years, the focus has shifted to place an emphasis on communicating in the target language instead of grammar and facts. The Tennessee World Language Standards have embraced this change and have been updated in order to reflect this new focus, with the aim of equipping students with the skills needed for real-world language acquisition. The focus is no longer on what students know, but what they can do with what they know.

Tennessee World Language standards: [10-20-17 III A World Language Standards Attachment Clean Copy.pdf \(tn.gov\)](https://www.tn.gov/wp-content/uploads/2021/07/10-20-17-III-A-World-Language-Standards-Attachment-Clean-Copy.pdf)



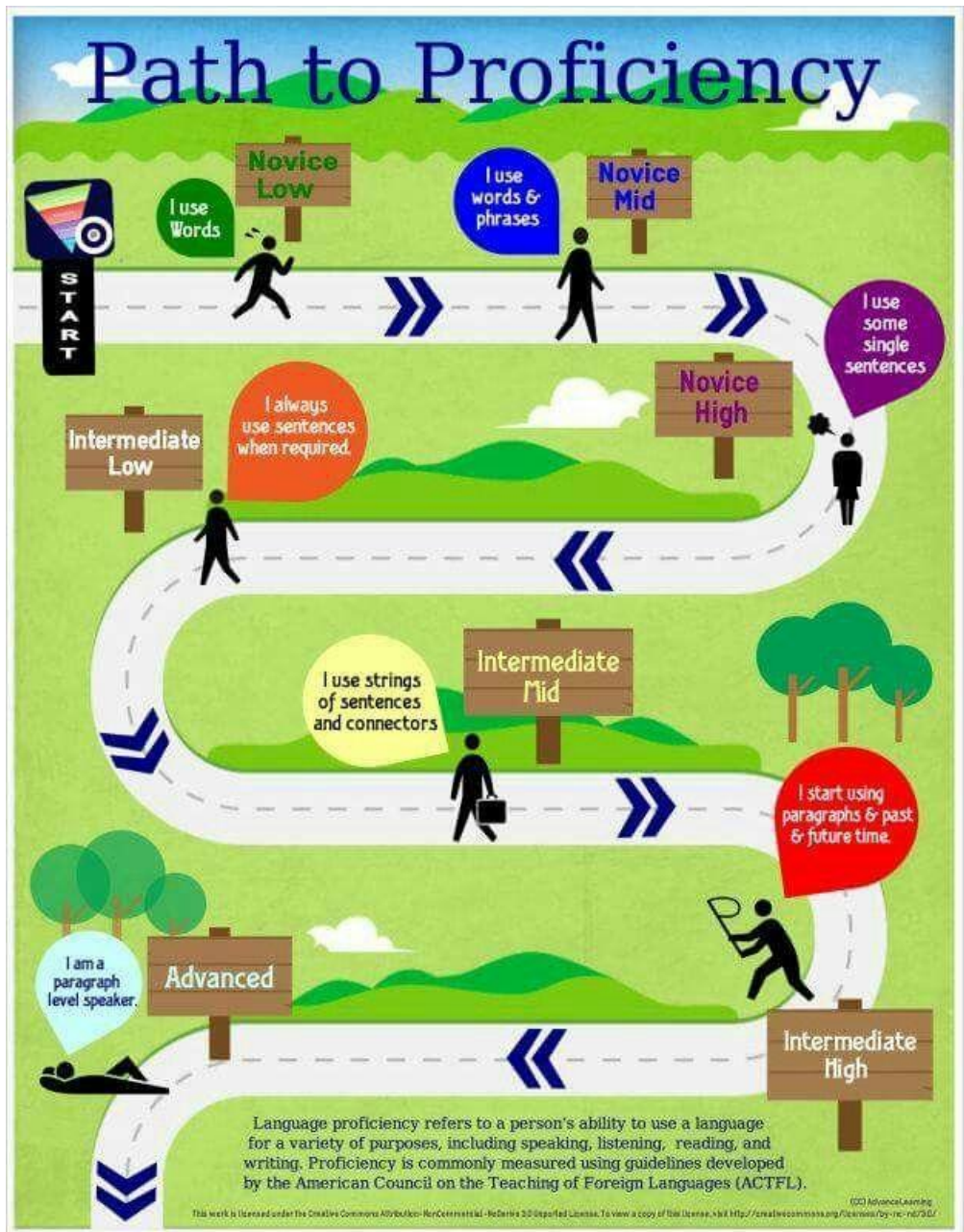
Inverted Pyramid Representing ACTFL Rating Scale with Major Ranges and Sublevels including Distinguished

**This graphic helps us understand the basics of what students can do at each level of proficiency.**

**Class structure: “Communication over conjugation”**

To encourage proficiency, class relies heavily on visuals, gestures, movement, team building, and communicative tasks (all under the umbrella of “comprehensible input”). Each day we repeat former vocabulary and structures and add a bit more (called I + 1—input + 1 more element). This layering technique leads to student output of the language when they are ready. They will slowly understand more of what they hear and read and then start to produce French in writing and speaking. Grammar and vocabulary are contextualized, not memorized. This helps students acquire the language naturally and effortlessly and stay engaged and positive.

The ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines are a description of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. By the end of the school year, students in French 2 should perform at intermediate low levels except for Interpersonal Spoken Communication where novice high is the standard. For French 3, the target is intermediate mid with interpersonal spoken communication at intermediate low.



These Can-Do statements show what a student can do in detail at each level with each skill.

## NCSSFL-ACTFL Global Can-Do Benchmarks

	Novice Low	Novice-Mid	Novice-High	Intermediate-Low	Intermediate-Mid
<b>Interpersonal Communication</b>	I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.
<b>Presentational Speaking</b>	I can present information about myself and some other very familiar topics using single words or memorized phrases.	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.
<b>Presentational Writing</b>	I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.
<b>Interpretive Listening</b>	I can recognize a few memorized words and phrases when I hear them spoken.	I can recognize some familiar words and phrases when I hear them spoken.	I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.	I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.	I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear.
<b>Interpretive Reading</b>	I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.	I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.	I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.	I can understand the main idea of short and simple texts when the topic is familiar.	I can understand the main idea of texts related to everyday life and personal interests or studies.

## **Classroom Expectations for Academic success and language proficiency:**

Learning a language is a unique experience that combines skills from language arts, social studies, math, and music classes as well as brain functions that very young children use when they acquire their first language. To maximize proficiency, students should:

- Attend class every day to hear and practice the language in small chunks
- Listen and read with the intention of understanding
- Participate actively and enthusiastically in all class activities
- Engage their brains fully
- Take risks and don't be afraid to make mistakes
- Work respectfully with all classmates
- Speak only French when asked to
- Treat this as an opportunity for a vital career and life skill and not just a credit class
- Take stock of how far they have come at regular intervals

## **Communication**

***Emails*** will be sent to the email that is in the University School database. If you wish to change this email, please contact the front office directly. *Classroom teachers are not able to update the database.* For students, the expectation is to check their University School email on a daily basis.

***Text Reminders*** Students and parents are encouraged to subscribe to "Remind". This will be used occasionally for important announcements. You will not see my phone number and I will not see yours. Standard text messaging rates apply.

***To subscribe to "Remind" and receive text messages:*** Send a text message to **81010**: @cf878b

**Students:** Every student should check their UH email EVERYDAY for announcements and communication. Teachers will communicate with students via UH email and Canvas as well as Remind texts.

**Parents:** Teachers will call and/or email and/or meet with parents and their student, as needed, to discuss student progress.

## **Electronic Platforms**

We will be using Canvas as our electronic learning management system. Many assignments and resources will be posted there.

### **Mandatory supplies**

Charged Chromebook/other device & earbuds  
3 ring binder with 7 dividers  
Paper, pens, pencils

### **Optional Class Donations**

Tissues & Disinfecting wipes  
Markers, colored pencils  
Books for our French reading library

## **Attendance & make-up procedures:**

It is the absent student's responsibility to check Canvas, contact teacher, and make arrangements on the day of return to complete missed assignments. Make-up work must be completed by the student within the time specified by the teacher and the handbook. If the student knows an assignment was due while absent, the assignment must be turned in on the day of return. Late work may incur a penalty of 10% per day. Please communicate early and often about any attendance or makeup challenges.

## **Grading and Assessment**

Assessment results keep both parents and students informed about their progress in proficiency in the course. Students are evaluated in a variety of ways including listening, reading, writing, speaking, and culture assessments. Homework is designed to enrich the classroom experience and provide extra input in the French language. It will be based on student choice and due periodically so students can plan their time wisely.

### **Grading categories (points will vary)**

- **Interpretive (reading and listening)**
- **Presentational (practiced writing and speaking)**
- **Interpersonal (spontaneous writing and speaking)**
- **Practice (classwork & homework)**

### Tennessee Grading Scale

A – 90 and Above  
 B – 80-89  
 C – 70-79  
 D—60-69  
 F – 59 and below

No extra credit available. Students have many opportunities to show proficiency and are invited to come in for help ANY TIME they are unsure or need support. Some low grades may be dropped, and homework structure contains exemptions.

## **Academic Integrity/Honor Code**

Teachers are committed to helping students become proficient in languages, but they need students' cooperation in doing their own work and not attempting shortcuts. Plagiarism or cheating of any kind may result in the grade of "0" on any graded work, and disciplinary action may follow. Cheating is defined as "the giving or receiving, in any form, information relating to a gradable experience" and whose intent is to gain reward or success that is not honestly earned. Plagiarism is the presentation of materials presented as one's own when they are actually the work of another. The use of digital translators (such as Google translate) or excessive help from a native speaker will be considered plagiarism. For writing assignments, students may be asked to reproduce work at school if academic integrity is at risk. Copying a classmate's work may result in a grade of 0 for both students. Violations of the Honor Code may result in a referral to administrators for disciplinary action.

## **French Film Permission**

Films provide insight to the French language and Francophone cultures, and we may watch some the following French movies, including excerpts. For all films shown in class, including French films that are not rated, care is taken to ensure that material is appropriate for the classroom and aligned to building proficiency. However, many French films do not have ratings. If you do not approve of a film, please indicate your wishes on the online form (link below).

*Ratatouille *Entre Les Murs *Beauty and the Beast *Au Revoir, Les Enfants *Chocolat (2000) *Trois Hommes et un Couffin *Madeline the Movie *Belle et Sébastien *La Vie en Rose *La Rafle du Vel d'Hiv *The Science of Sleep *La Passion d'Augustine *Paris, Je t'Aime *Amour *Paris *La Papillon *I Want to See *The Hundred Foot Journey *La Gloire de mon père *Ernest et Célestine *Monsieur Ibrahim	* Le Petit Prince * The Hunchback of Notre Dame * Les Misérables * Notre Dame de Paris * Intouchables * Un Monstre à Paris * Les Choristes * Petit Nicolas *Le Huitième Jour *1917 *Le Havre *Sarah's Key *Les Misérables *Marie Antoinette *Coco avant Chanel *Monsieur Lazhar *Camille Claudel *Journey to the Center of the Earth *Le Château de ma mère *Un Chat à Paris *Roméo Kiffe Juliette	*La Famille Bélier *Jean de Florette & Manon des Sources *Les Visiteurs *The Count of Monte Cristo *Cyrano de Bergerac *Joan of Arc *The Rocket *Cinderella *Astérix *Joyeux Noel *Il y a longtemps que je t'aime *Le Fils de l'épicier *Le Roi Danse *Bienvenue chez le Ch'tis *La Haine *Les Après-midis avec Marguerite *Hotel Rwanda *Tristan and Isolde *Tintin *Sans Titre
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\*The syllabus may be updated as needed throughout the school year.

**Parents/ guardians/ student supporters:**

Feel free to contact me by email ([dinesr@etsu.edu](mailto:dinesr@etsu.edu)) with any questions or concerns. I am happy to talk over the phone or meet in person if desired. Thank you in advance for your support in making this school year in French successful. Please click on the link below to complete the electronic form by Friday, August 19, 2022.

<https://forms.office.com/Pages/ResponsePage.aspx?id=1UEklIVQSU0607rsQ8PXQWyImia4KjpLjsAZq72LModUM0FPU1FBRjcyOFZEWUdPTjE2UjNKMkhGWC4u>