



Chapin High School
World Language
French 1
2024-25 Course Syllabus

Teacher Name, Room Number: Sara Hanle, 304

Department Head: Janis Morgan

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Planning Periods: 1 and 5

Academic Assistance: 1st and 2nd lunch

Website: <https://www.lexrich5.org/chs>

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I. Course Catalog Description

This course is designed as an introduction to the French language and cultures. Students will be engaged in activities that promote critical thinking, enhance their communicative ability and foster the respect and appreciation of cultures other than their own.

II. Course Standards or Objectives

All learners can develop and maintain proficiency in at least one other world language: modern, Classical, or American Sign Language. In the chosen modern or Classical target language, all learners can engage in meaningful intercultural communication using the target language to investigate, interact with, and make connections to products, practices, and perspectives across cultures. All learners can understand and interpret the spoken, written, or signed language, negotiate meaning in conversations, and present information, concepts, and ideas in local and global communities. The South Carolina College- and Career-Ready Standard for World Language Proficiency 2019 includes and is based on the 2017 NCSSFL-ACTFL Can-Do Statements, which are the result of collaboration between NCSSFL and ACTFL.

III. Instructional Goals

During this course the student will learn to:

1. ask and answer questions and maintain a simple conversation in areas of immediate need and on very familiar topics (ex. asking questions, self, family, school, etc.);
2. pronounce the language well enough to be intelligible to native speakers;
3. understand simple questions and statements;
4. read and understand the information presented in simple paragraphs;
5. write simple sentences and short paragraphs on familiar topics;
6. learn about some aspects of everyday culture such as greetings, leave-takings, buying food, asking directions, etc.

IV. Course Sequence/Pacing Overview

Unit 1: All about me

Unit 2 : School

Unit 3: Food and restaurants

Unit 4: My community

V. Textbooks and Additional Resources

1. Composition notebook
2. ALL handouts given during class (stored in binder or folders).
3. Google Chromebook

VI. Course Grading Policies and Assessments

- A. Students will read, write, listen to, and speak French. All activities and assessments will require one or more of these skills. Scores will be based on the proficiency level which the student demonstrates in a given assignment.
- B. Grades are based on total points in each of the three categories which are explained below. By using total points, a small assignment, for example one being worth 10 points, will have less of an effect on the student's overall grade than a larger assignment being worth 50 points, for example. Formative assessments will count *60% of the quarter grade*. These include classwork, homework, and quizzes.
Summative assessments will count *40% of the quarter grade*. These are integrated performance assessments (IPA) which contain three parts: 1) an *interpretive* (listening or reading) assessment, 2) an *interpersonal* assessment (usually a spoken, but can be a written, conversation with a classmate), and 3) a *presentational* assessment, which will be either speaking or writing.
Midterm and final exams will count *20% of each semester grade*.
- C. Homework will be included as a formative assessment. In most cases, homework from a previous class period will be reviewed and discussed during the next class. Therefore, homework **cannot be accepted late** unless the student is absent during homework review. I rarely assign homework.
- D. Late work (not make-up work due to absences) will be accepted up to one week past the due date. All work must be turned in during the quarter in which it is assigned. Exceptions may be made if discussed with and approved by the teacher.
- Note: **It is the student's responsibility to make the necessary arrangements for making up work due to any absence.** ****Make up work follows the policy outlined in the [student handbook](#)****
- E. Uniform Grading Scale and Make-up Work Policy are in sections XII and XIV below.

VII. Grading Procedures

Continuing in the 2024-2025 school year, grades for formative assignments must be posted within 5 school days, and summative or extended assignment grades must be posted within 10 school days.

Formative Grades - Assessments which are given to develop skills and proficiency throughout a unit of study.

Examples of formative assignments are:

- Homework
- Quizzes
- Vocabulary practice
- Classwork
- Exit Slips
- Bell work

Summative Grades - Assessments are those in which students demonstrate the skills and proficiency developed in that unit content. Students are given 2 or more classes to prepare for summative assessments. An integrated performance assessment (IPA) will serve as the summative assessment for each unit in world language courses.

- Integrated Performance Assessments (within three components)
 - Interpersonal skills: either a spoken or written conversation between two classmates.
 - Interpretive skills: reading or listening
 - Presentational skills: either a spoken or written presentation

Credit recovery follows district policy.

VIII. Exam Exemptions -

Seniors can exempt final exams in semester classes and yearlong classes if they meet the following conditions:

1. Grade of 80 or higher in the course.
2. Has not had an In-School Suspension or an Out of School Suspension.

IX. Honor Code

In order to foster an environment of mutual trust and respect, we believe, within the community of School District Five of Lexington and Richland Counties, each individual should accept the personal responsibility to exhibit and promote academic and social integrity. *Students will not cheat or plagiarize. In this advanced level Spanish class, ANY use of an online translator service may be recognized as plagiarism and not as the students own work.* **In the World Language Classroom, the use of online translators is considered plagiarism. Assignments that are suspected of plagiarism will automatically receive a zero without the possibility of a make-up.**

All usage of AI programs in this class requires prior approval from the teacher. Before incorporating any AI tool into an assignment or activity, you must discuss your intent with the teacher.

- Any assignment created with (or supposedly without) the use of AI programs is subject to a verbal review with the teacher. Be prepared to explain and discuss the content of your work, without the contributions or assistance of AI. If you can not adequately represent your work, it will be assumed AI was utilized as a replacement for your learning, and the consequences will be subject to the teacher's discretion.

Any assignment created using AI without prior teacher approval will result in a zero.

X. Suggestions for Success in Course

Even if no homework is assigned, students should look over any and all class notes in the evening. I am available during both lunch times for help and make up work opportunities.

XI. Classroom Management Plan

- A. No ear buds in ears or phones allowed during class instruction time.
- B. A 5 min break will be given on A/Bdays for a stretch and bathroom break. Phones cannot be used during this time.
- C. Enter class and read the board with the expectation that day.
- D. Students are expected to follow all rules and guidelines listed in the Student Handbook on the school's website.
- E. Students are expected to use school and personal technology responsibly and follow rules included in the [22-23 District 5 Mobile Device Guide](#) and [Acceptable Use Agreement](#). This includes:
 - a. Having a charged mobile device (district-issued Chromebook or comparable personal device) at school EVERYDAY.
 - b. Not using devices assigned to other students.
 - c. Being responsible for their own devices and should keep them secured at school and off campus.
 - d. Following all teacher directions regarding appropriate times for use of the device.

XII. Uniform Grading Scale

See [State Department of Education website](#) for complete details.

10 Point Grading Scale				
South Carolina Uniform Grading Scale Conversions				
Numerical Average	Letter Grade	College Prep Weighting	Honors Weighting	AP/IB/Dual Credit Weighting
100	A	5.000	5.500	6.000
99	A	4.900	5.400	5.900
98	A	4.800	5.300	5.800
97	A	4.700	5.200	5.700
96	A	4.600	5.100	5.600
95	A	4.500	5.000	5.500
94	A	4.400	4.900	5.400
93	A	4.300	4.800	5.300
92	A	4.200	4.700	5.200
91	A	4.100	4.600	5.100
90	A	4.000	4.500	5.000
89	B	3.900	4.400	4.900
88	B	3.800	4.300	4.800
87	B	3.700	4.200	4.700
86	B	3.600	4.100	4.600
85	B	3.500	4.000	4.500
84	B	3.400	3.900	4.400
83	B	3.300	3.800	4.300
82	B	3.200	3.700	4.200
81	B	3.100	3.600	4.100
80	B	3.000	3.500	4.000
79	C	2.900	3.400	3.900
78	C	2.800	3.300	3.800
77	C	2.700	3.200	3.700
76	C	2.600	3.100	3.600
75	C	2.500	3.000	3.500
74	C	2.400	2.900	3.400
73	C	2.300	2.800	3.300
72	C	2.200	2.700	3.200
71	C	2.100	2.600	3.100
70	C	2.000	2.500	3.000
69	D	1.900	2.400	2.900
68	D	1.800	2.300	2.800
67	D	1.700	2.200	2.700
66	D	1.600	2.100	2.600
65	D	1.500	2.000	2.500
64	D	1.400	1.900	2.400
63	D	1.300	1.800	2.300
62	D	1.200	1.700	2.200
61	D	1.100	1.600	2.100
60	D	1.000	1.500	2.000
59	F	0.900	1.400	1.900
58	F	0.800	1.300	1.800
57	F	0.700	1.200	1.700
56	F	0.600	1.100	1.600

All report cards and transcripts will use numerical grades.

A=90-100; B=80-89; C=70-79;
D=60-69; F=Below 60

Each final grade (numerical) will have different weighting for the basis of computing GPR. The chart included gives the weighting for each numerical value.

Extra weight is given to honors (.5) and AP (1.0) courses. This policy also establishes that courses may not be dropped after the fifth (5th) day in a semester class or after the tenth (10th) day in a yearly class without penalty.

Students may only retake a class at the same difficulty under the following conditions: Only a course in which a D or F was earned may be retaken.

The course must be retaken at the first opportunity within the next year.

The student's record will reflect all courses taken and the grade earned, except for courses taken prior to the ninth grade.

XIII. Student/Teacher and Parent/Teacher Communication

- A. All students should use district issued email accounts for communicating with teachers (studentnumber@stu.lexrich5.org).
- B. All students should check school email, Google Classroom and Google Calendar every school day.
- C. Parents and students should check the teachers' websites for classroom calendars/assignment sheets.
- D. Parents may contact teachers via email in order to receive invitations to Google Classroom parent/guardian signup. Parents will receive an email from Google and then need to register to receive emails from Google Classroom. Once a parent is registered to receive emails from one class, he/she will receive emails from all Google Classroom groups. It is not necessary to contact all teachers to register.
- E. Emails and phone calls to teachers will be returned within two business days.
- F. Parents and students who would like access to the parent/student PowerSchool portals should visit the CHS attendance office for login information.

XIV. School Attendance and Make-up Work Policy

Students are encouraged to attend school regularly. If, however, a student must be absent from school for any reason, it is his/her responsibility to make-up all work missed.

Students who miss more than one half of an instructional block will be marked absent for that block of instruction. See the Student Handbook on the school website for full attendance and absence policy.

Since it is in the student's best interest to make up all missed work as quickly as possible, the following guidelines have been established for make-up work:

- A. *When a student misses a class meeting*, all previously assigned work that was due the day of the absence is due no later than the beginning of the next class meeting in which the student is present. All work missed as a result of the absence is to be completed by the beginning of the second class meeting from the absence.
- B. *When a student misses two consecutive class meetings*, all previously assigned work due while the student was absent and all work missed as a result of the absence should be completed by the beginning of the second class meeting from the absence.
- C. *When a student misses three or more consecutive class meetings*, he/she must make specific arrangements for make-up work with each teacher the day he/she returns to class. The amount of time given for completion of work will be up to the teacher's discretion based on the amount of work missed and the level of difficulty of the material.
- D. Long term projects and papers are due when the teacher says they are due. In the event of an absence, the student or the student's parent should notify the teacher in advance or upon immediate return to school.
- E. Students are responsible for the work they miss while on a field trip or attending any other school event. Students should contact each of the teachers whose classes they will be missing to make specific arrangements with them regarding all make-up work. Teachers may choose

for work to be submitted in advance. If the student does not follow the teacher's guidelines, the student will receive the academic penalty as assigned by the teacher.

- F. Students must make every effort to complete all make-up work according to these established guidelines. If the student has not submitted his/her make-up work within the specified timeframes outlined above or as directed by the teacher, the teacher has the option of not accepting the work. As with anything, regular communication with the teacher is encouraged.

XV. Syllabus Acknowledgement and Information Form

Parents and guardians are to read this syllabus carefully and acknowledge having done so by completing this [Google Form](#). The syllabus will be posted electronically on Mrs. Hagerty's website.

Students will read and demonstrate understanding of the syllabus during an activity in class.