




Muscatine School District

Course Syllabus

Teacher(s) Name(s)	Katy Meren Fuchtman
Course Name	French I
Email	katy.merenfuchtman@mcsdonline.org
Phone Number	(563)263-6141 ext 3187
Office Hours	7:45-8:15 am daily • Email anytime - <i>I check email before and after school and when I can during the school day. If I receive an email outside school hours, I will respond within 24 hours.</i>
Course Description	<p>Here, you will learn basic spoken and written French, primarily in present tense.</p> <p>We focus on speaking, hearing, reading, and writing about each other, family members, money, work, hobbies, free time, school subjects, and schedules.</p> <p>We will learn about France & French-speaking places and cultures.</p> <p>The State Department advises that French takes 750 hours of classroom instruction to become proficient, so our goal this year is to get just under a quarter of the way there.</p> <p>The proficiency goal for this course is Novice Mid (with some attaining Novice High)</p> <p>Prerequisite: Successful (grade of C- or better) in French I</p>
Objectives	<p>Novice Mid:</p> <p>Interpretive (listening & reading): <i>Recognize some familiar words and phrases when I hear them spoken. Recognize some letters or characters. Understand some learned or memorized words and phrases when I read.</i></p> <ul style="list-style-type: none"><input type="checkbox"/> I can understand a few courtesy phrases.<input type="checkbox"/> I can recognize and sometimes understand basic information in words and phrases that I have memorized.<input type="checkbox"/> I can recognize and sometimes understand words and phrases that I have learned for specific purposes.<input type="checkbox"/> I can recognize words, phrases, and characters with the help of visuals.<input type="checkbox"/> I can recognize words, phrases, and characters when I associate them with things I already know.

	<p>Interpersonal (conversations) <i>Communicate on some very familiar topics using single words and phrases that I have practiced and memorized.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can greet and leave people in a polite way. <input type="checkbox"/> I can introduce myself and others. <input type="checkbox"/> I can answer a variety of simple questions. <input type="checkbox"/> I can make some simple statements in a conversation. <input type="checkbox"/> I can ask some simple questions. <input type="checkbox"/> I can communicate basic information about myself and people I know. <input type="checkbox"/> I can communicate some basic information about my everyday life. <p>Presentational (speaking): Present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions. Topics include: likes, dislikes, daily activities (ex: classes or hobbies), items in my immediate environment (ex: school supplies, classroom).</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can present information about myself and others using words and phrases. <input type="checkbox"/> I can express my likes and dislikes using words, phrases, and memorized expressions. <input type="checkbox"/> I can present information about familiar items in my immediate environment. <input type="checkbox"/> I can talk about my daily activities using words, phrases, and memorized expressions. <input type="checkbox"/> I can present simple information about something I learned using words, phrases, and memorized expressions. <p>Presentational (Writing): Write lists and memorized phrases on familiar topics.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can fill out a simple form with some basic personal information. <input type="checkbox"/> I can write about myself using learned phrases and memorized expressions. <input type="checkbox"/> I can list my daily activities and write lists that help me in my day-to-day life. <input type="checkbox"/> I can write notes about something I have learned using lists, phrases, and memorized expressions. <p>Culture: May recognize some culturally appropriate gestures, formulaic expressions, and basic writing conventions.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can compare target language practices to my own (e.g. driving, school, shopping, etc.). <input type="checkbox"/> I can recognize and understand details about some festivals, holidays and events. <input type="checkbox"/> I can recognize and understand some cultural facts of target language countries. <input type="checkbox"/> I can make connections between the target language and my own. <input type="checkbox"/> I can understand the value of continuing my target language education. <input type="checkbox"/> I can make comparisons between the target language and my own. <input type="checkbox"/> I can understand idioms from the target language.
Instructional Materials	<p>Textbook: Entre Cultures 1</p> <p>Text Selections from:</p> <ul style="list-style-type: none"> • <i>Premiers Poèmes Anthologie de Poètes Francophones</i> • <i>Négritude et Nouveaux Mondes</i>, 2nd Edition

	<ul style="list-style-type: none"> • Current french-language magazines & newspapers (<i>le Monde, Le Figaro, Jeune Afrique, TV5, Radio France International</i>, etc.) Websites (access provided): <ul style="list-style-type: none"> • Conjuguemos (verb conjugation) • DuoLingo (vocabulary, grammar, listening, reading) • Quizlet (flashcards for studying vocabulary and grammar) • Gimkit & Blooket (vocabulary learning with games) • Ilini (videos for listening & culture) • LawlessFrench, Laits - UTexas (grammar explanations, practice)
Communication Protocols	<p>Check email before school. Teachers' school day starts at 7:45, so they send updates to classes between 7:45 and 8:15. If you can, check after school and throughout the evening.</p> <p>Become familiar with the organization of Google classroom (see details below).</p> <p>Access the weekly Google Slide deck often (see details below) When sick or absent, students need to check the weekly Google Slide deck before talking/emailing me about what they missed.</p> <p>If there is an urgent problem during class, a student should ask to talk privately in the hall, write a note and give it to me. Because I'm not often at my desk during class, I may not notice an email until later.</p> <p>If something comes up before class students and they need to let me know, they can email me, but I may not see the email. They may want to confirm I got the email at the beginning of class.</p> <p>Google Classroom:</p> <p>I use "Announcements" to make <u>quick updates</u>.</p> <p>I use "Classwork" to <u>organize assignments and materials</u>.</p> <p>In "Classwork", I will post a weekly Google Slide deck. This slide deck is updated daily before, during, and after class. It is the same slide deck that I project on the board in class. That means it has all the announcements, explanations, and assignments for each day.</p> <ul style="list-style-type: none"> • These materials change <u>frequently</u> because they reflect responsive teaching that adapts to students' needs. This means that looking ahead at a week's slide deck may not match what exactly happens in a week. However, they are very accurate for reviewing any day or week. • These materials are an excellent resource for students who benefit from previewing or reviewing content. They often contain links to sources, transcripts, answers to in-class activities.
Grading Information	<p>Participation 10% Learning Activities 20% Summative Assessment 50% Final 20%</p>
Assignment List	<p>Final: written and/or spoken project Summative assessment:</p>

	<ul style="list-style-type: none"> • Tests & Projects- written or spoken <p>Learning Activities (in class)</p> <ul style="list-style-type: none"> • Quizzes to check on learning • Discussions or conversations • Reading or listening for comprehension activities • Short reflective or fluency journals <p>Participation:</p> <ul style="list-style-type: none"> • Vocab or grammar practice (graded on completion) including Quizlet • Exit tickets • Bell-ringers • Writing, reading, listening, or speaking practice activities
Academic Policies and Procedures	<p>Participation: Work must be turned in on time. Teachers are not expected or required to accept late work in this category because it is daily work completed during the class period. Failure to submit work in this category will result in a “zero” grade. No reassessment is possible. This work is completed during the class period. If a student is not in attendance then they either are offered an opportunity to make it up or are exempt from the grade.</p> <p>Learning Activities: Work must be turned in on time.</p> <p>All absences are granted at least two days for every one day missed outside of class. Teachers will give a minimum of 48-hours notice for any work that students are expected to complete outside of class at home. For example, if work is assigned on Tuesday, the earliest possible due date is Thursday. Students will not receive less than a 50% for a grade in this category, as long as an attempt is made on the learning activity. Teachers will enter a 0% if no attempt was made by the student.</p> <p>Reassessment is possible at the teacher’s discretion, dependent upon the nature of the task. The purpose of reassessing is to allow students to demonstrate <i>improved mastery of skills and concepts</i>. Work will only be eligible for reassessment if it was turned in on time.</p> <p>Summative Assessment & Final: Work must be turned in on time. Extensions need to be discussed with the teacher before the due date. Students who are absent should be prepared to take the assessment on the day they return unless other arrangements are made with the teacher. Students will receive a grade for the work turned in at that time (i.e. tests, grade partial essays, projects, etc.). The only exception is if missing assessments are due to extenuating circumstances discussed prior to the due date with the teacher. When an assessment is turned in, teachers will mark “Collected” in PowerSchool. Students will not receive less than a 50% for an assessment grade, as long as an attempt is made on the summative assessment. Teachers will enter a 0% if no attempt was made by the student on the assessment, but need to mark “Missing” and/or “Absent” in PowerSchool. Students will be able to redo or make-up an assessment up to two weeks after the assessment grade is posted; students must follow the necessary steps determined by the course/subject teacher(s) to be eligible for any reassessment. Students can be retaught in class or during Enrichment (Muskie Time) to build skills or reteach before a reassessment is given. Students can also arrange a time to meet with teachers before or after school.</p>
Course Calendar	 Fr I Calendar 22-23
Dual Credit Courses Only	N/A