



Irmo Middle School
Department: World Languages
Course: French 1-high school credit course
2026-27 Course Syllabus



Teacher Name: Melanie Barker Tutoring Available by appointment Phone: (803) 386-8348 mbarker@lexrich5.org -preferred contact method for parents Google Classroom specific assignments is my preferred contact for students	Planning: 10- 11 <u>Barker Website</u>
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I. Course Catalog Description

French 1 is a High School Credit class, seat time counts. The students must attend at least 170 out of 180 days and receive a passing grade in order to qualify for credit. (hand book page 22)

This course is designed as an introduction to the French language and culture. Language skills (listening, speaking, reading, writing) are integrated into thematic units with an emphasis on the three modes of communication: Interpretive, Interpersonal, and Presentational. Students will be engaged in activities that promote the ability to interact appropriately in real-world contexts.

Description inserted from [District 5 FIVE Course Catalog](#)

II. Course Standards or Objectives

Course standards may be found on the [Lexington/Richland District 5 website](#), [Success Criteria](#) and the standards is also located on the [South Carolina 2019 World Language Standards](#)

Language skills are integrated into topical units, which cover the five goal areas of foreign language education: Communication, Connection, Comparisons, Communities 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.

WORLD LANGUAGE STANDARD: Every learner will use a world language, in addition to English, to engage in meaningful, intercultural communication, understand and interpret the spoken and written language, and present information, concepts and ideas in local and global communities. Through learning the language, they will gain an understanding of the perspectives of other cultures and compare the language and cultures learned with their own.

III. Instructional Goals

During this course **the student will speak, write, listen and read in the target language** (French). They will also:

1. Comprehend communication on familiar topics in practical settings.
2. Create conversations on familiar topics that utilize both review and new vocabulary and structures.
3. Comprehend written language within a broader range of familiar topics including cognates and minimal inferred meaning of words from context.
4. Write, adapt, and create sentences and paragraphs on lesson or unit topics.
5. Relate and/or demonstrate cultural implications of the language and people.



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IV. Course Sequence/Pacing Overview

The State Academic Standards for World Languages are incorporated into the curriculum and are covered within the scope and sequence of the program.

Instruction will be organized in order to provide students with sequential and logical order of second language acquisition skills. This will include input activities for content introduction, group cooperative learning activities, TPR activities, TPRS, intrinsic and extrinsic activities with grammar, read-and-react, read-and-question, question-and-respond, and creative writing prompts.

- Unit 1: All About Me
- Unit 2: My Family and School Life
- Unit 3: Food and Eating in Restaurants
- Unit 4: The Community

**This overview is subject to change.

**Time allotted for learning goals may be sooner or later depending upon the needs of the majority of students.

V. Textbooks and Additional Resources

Required Materials:

1. District-issued chromebook and reliable access to technology/internet
2. Working camera, audio and keyboard on D5 chromebook
3. Headphones or earbuds with a microphone to hear the teacher and to respond/ speak to the teacher in our google meet
3. Students will use teacher created materials and an online version of the textbook ***T'es branché?***
4. Chromebook charger as this course is near the end of the school day

Recommended Materials:

1. Three-ring binder, at least 1" wide or larger (bigger is better)
3. Loose-leaf paper for binder
4. Pencils (#2 lead) and pens (blue, black, red and green ink)
5. Dry erase board, marker and eraser
6. Highlighters
7. Four color pen (ie. red, green, blue, black)

Additional Resources:

Edmentum Platform

This course will be taught live by a virtual teacher. Materials will be posted on Google Classroom. Students will need to bring their charged chromebook and headphones/ earbuds to class each day. Students will join class on their device. Students are encouraged to take handwritten notes. Students are to work on their district-issued chromebook. Submit a [26-27 chromebook repair form](#) promptly when your device is not working appropriately.



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VI. Course Grading Policies and Assessments

Students' progress will be assessed in a variety of ways. These assessments may include but are not limited to:

1. Daily work (Speaking, Reading , Listening, Writing, Vocabulary and Grammar Assignments)
2. Speaking in Spanish daily during class.
3. Tests and IPA (Integrated Performance Assessments) (Reading , Speaking , Writing , Listening)
4. Group and Individual Projects and Presentations
5. Group Daily Work

Major Grades will be worth 45%, Minor grades will be worth 40% of quarter grade and Practice is worth 15%. This is a high school credit course so students will need to complete their French exams. The midterm exam will account for 20% of the first semester grade. The final exam will account for 20% of the second semester grade. First and second semester grades are then averaged together to obtain the final course grade.

Homework is due according to the date stated in class and entered in GC.. Students need to study their notes each night for at least 10-15 minutes and if needed complete assignments they did not finish during class. If absent, make sure to add a private comment "absent" once you complete the assignment.

All work is important, please complete on time. If work is turned in late, make sure to also include "late" as a private comment in google classroom once you turn in the assignment. Late assignments are minus 5 points per day late. Missing assignments will be recorded as a 0 when grades are entered and changed accordingly upon student submission following the make-up and late work policies.

Students' progress will be assessed in a variety of ways. These assessments may include but are not limited to:

1. Daily work (Speaking, Reading , Listening, Writing, Vocabulary and Grammar Assignments)
2. Speaking in Spanish daily during class.
3. Tests and IPA (Integrated Performance Assessments) (Reading , Speaking , Writing , Listening)
4. Group and Individual Projects and Presentations
5. Group Work

Uniform Grading Scale and Make-up Work Policy are in sections XI and XIII.

VII. Grading Procedures

The 2026-2027 school year, grades for minor assignments must be posted within 3 school days, and major or extended assignment grades must be posted within 5 school days.

Major Grades will be worth 45% of their quarter grade..

The following will be major grades in all content areas:

- Test
- Essay
- Research
- Speech/Presentation



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- Project
- Cumulative Assignments
- Summative Assignments

Minor Grades will be worth 40% of their quarter grade. These are assignments that students are given 1 class (48 hours) to produce or on-the-spot work. The following will be minor assignments in all content areas:

- Homework
- Quiz
- Vocabulary
- Classwork
- Formative Assessments
- Spoken/Written/Reading Assignments
- Other department specific assignments

Practice Grades will be worth 15% of their quarter grade. These include but are not limited to daily work, classwork and practice assignments.

French 1 is a high school course, Carnegie credit will be given and your course score will go on your high school GPA (grade point average).

Missing assignments will be recorded as a 0 when grades are entered and changed accordingly upon student submission following the make-up and late work policies. Late work is minus 5 points per day each day it's late.

Irmo Middle School grading policy:

Major (45%)

Minor (40%)

Practice (15%)

Exam (Midterm and Final Exams) (20% of the semester grade)

World Language Exams have three sections:

Interpretive Exam (20%), Presentational Exam (40%) and Interpersonal Exam (40%).

Deadlines and Due Dates: Please note that an assignment is “due” at the beginning of class and/or at the time indicated on google classroom unless otherwise specified by the teacher.

Guidelines for Late or Missing Assignments:

Late major assignments: The student may submit the major assignment late, but 10 points will be deducted per week day for every day the assignment is late. The assignment will not be accepted if it is more than five week days late. At IMS for the 2026-27 school year, a score of 0% will be entered into the gradebook for all assignments until they are submitted. If the assignment is not submitted within the five day window, the 0% will remain in the gradebook.



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Teachers will not accept assignments that have been unsubmitted and then re-submitted in Google Classroom or other learning management systems--- unless the student has email permission from the teacher prior to the date the assignment is due. Make sure all of your work is just as you intended it to be before you hit the submit button in google classroom. If the computer records an assignment as “late” because the student unsubmitted and then re-submitted the assignment, the teacher may not accept the assignment, or the assignment may lose points for being submitted late.

Evaluation

Daily Preparation: This includes the lesson and assignments presented each class. . It is expected that students will **work on assignments during the Google Meet and complete it each day. All work should be completed by the due date.**

Quizzes: Quizzes will be given **frequently** and will cover all the notes/information given on an assigned topic. Quizzes may be objective, presentational, interpretive, written or oral assessments that cover small amounts of material. Quizzes may include but are not limited to objective questions, discussion questions, spoken responses, group work, oral presentations, skit presentations, small projects, speeches, etc.

Major Tests: Are always announced at least 2 two classes in advance. Students will receive information about the assessment, including dates and expectations. Tests will be formatted in a variety of ways and may include a listening/speaking component, multiple choice, short answer, and full paragraph sections. A project, composition, presentation, speech, interpersonal activity, or research component may also be counted as a major grade. The tests could be on specific lessons, units, and/or topics.

ASSIGNMENTS MISSING DUE TO ABSENCE: will also be marked as 0% in the gradebook until submitted according to the guidelines below.

- When a student misses one 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.
- 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.
- When a student misses three or more consecutive class meetings: The student must make specific arrangements for make-up work with the 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.
- Long term projects, assignments, and assessments: These 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



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teacher in advance or upon immediate return to school. The grace period may not apply to assignments which were given well in advance of a student absence.

VII. STUDENT RESPONSIBILITIES

When a student is having trouble understanding content, coursework, or assignments:

It is very important that each student keeps up with the class learning objectives in order to develop good study habits and a clear understanding of academic progress. If any class notes/assignments are missing or unclear, it is the student's responsibility to check all available online course information, get the information from a classmate and/or alert the teacher immediately so the information can be explained before testing.

VIII. 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.*

School District Five of Lexington and Richland Counties recognizes the potential of Artificial Intelligence (AI) to enhance teaching and learning. We acknowledge the ever-changing nature of AI and understand the need to adapt to new developments. Our commitment is to ensure that any use of AI upholds a humanistic view of teaching as a priority, while implementing technologies in a manner that is equitable, ethical, and beneficial to all of our students and staff. Here is the [District AI Position Statement](#). The district also created [Artificial Intelligence \(AI\) Guidelines for Faculty and Students](#), as well as [Artificial Intelligence \(AI\) Guidelines for Parents and Guardians](#).

World Language Honor Code: Students must generate and submit their own work to demonstrate mastery of the concepts (grammar, vocabulary, thematic, cultural) taught in class. A student's academic submissions should reflect the content taught in class and the learning goals of the unit and the assignment.

IX. Suggestions for Success in Course

1. Read through all learning objectives. They focus your attention on what you need to know for tests and quizzes. Make sure you have notes and/or examples for each objective.
2. Practice spelling the vocabulary. One letter can make a big difference!
3. Review the information learned in class every day. You will learn better in small increments rather than large chunks. If you missed a class, be sure to get the notes as soon as you return.
4. Make flash cards and have a parent or friend use them with you every night. Quizlet and digital flashcards are also good.
5. Ask a question if you are confused or don't understand something. If you are too shy to ask in class, write it down so you won't forget to ask later. You can also email your teacher.
6. Speak as often as possible in the target language. The more you use your new language, the quicker you will develop proficiency. Even when studying, say them aloud.



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7. Have a positive attitude! It's OK to make mistakes—we all do. You can learn from mistakes, so don't feel embarrassed about making them. Just make sure you try to correct them.
8. If you begin to have difficulty or feel you need some individual attention, come to academic assistance to get help. Make an appointment 24 hours ahead. **BE PROMPT.**
9. Check your Google Classroom announcements in the morning before school and in the afternoon after school to make sure you are up -to-date on assignments.

X. Classroom Management Plan

- A. Students are expected to behave in a manner which demonstrates respect for self and others, value for quality work, personal integrity and character, and a spirit of cooperation.

- Be prepared
- Have supplies (charged chromebook, headphone with microphone, paper/ pencil)
- Be on time
- Be respectful
- Cameras on
- Listen to each other
- Talk only with teacher's permission
- Stay seated unless given permission by the teacher, Mrs. Barker
- Be engaged
- Be focused/ Be on task
- Complete and turn in all work on time
- Mics off unless you are the speaker.
- No gum, drink or food

“Be where you are supposed to be, when you are supposed to be there and doing what you are supposed to be doing.”

- B. Students are expected to follow all rules and guidelines listed in the [IMS Student Handbook](#) on the school's website.
- C. Students are expected to use school and personal technology responsibly and follow rules included in the [District 5 Mobile Device Guide](#) and [Acceptable Use Agreement](#). This includes:
- a. Having a charged mobile device (district-issued Chromebook or comparable personal device) during school EVERYDAY.
 - b. Not using devices assigned to other students.
 - c. Being responsible for their own devices and should keep them secured on and off campus.
 - d. Following all teacher directions regarding appropriate times for use of the device.



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Lexington and Richland Counties Student Behavior Code, adopted by the Board of Trustees. To maintain the educational climate in French I class, students are to follow the Appropriate District Dress Code and Irmo Middle School wide behavior expectations.

- Do not talk without permission
- Stay seated till the bell rings
- Do not move around the classroom without permission.
- No gum, drink or food
- No cell phones at any time.
- Be on time and prepared with proper materials.
- Be respectful to self and others
- Stay on task.

XI. Uniform Grading Scale

See [State Department of Education website](#) for complete details. All report cards and transcripts will use numerical grades. A=90-100; B=80-89; C=70-79; D=60-69; F=Below 60

XII. 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 sign up. 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 their home school attendance office for login information.

By far, email is the BEST way to get a hold of me!

XIII. Attendance and Make-up Work Policy

Students will be considered present when students are logged in the same time the teacher is providing live instruction. Tardies will be given if a student is not in their seat actively logging into our meet link when the bell rings.

It is imperative that you maintain an open line of communication with your teacher in regards to your attendance. If for any reason you are unable to attend class, contact your teacher. Please provide any documentation for any absence to your home school Attendance Clerk.

See the Student Handbook on the school website for full attendance and absence policy.



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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 for all missed work.

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 the 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:

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.

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.

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.

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.

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.

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.

XIV. Syllabus Acknowledgement and Information Form

Parents, please complete the following google [French 1 Syllabus Acknowledgement form](#) to indicate that you have read the syllabus and that you acknowledge the policies that have been explained to you.