Course Description
French I includes an introduction to and mastery of basic concepts and vocabulary in this beautiful language while also exposing students to culture, geography, and history of the francophone world. Using web-based technology, students will begin this exciting journey into learning a second language. Not only will the students build language skills, but they will also learn about various French-speaking cultures and histories. Students will use their new skills in writing, listening, reading, and speaking. Additionally, students will gain a better understanding of biblical worldview as we encounter and appreciate a new perspective.

Rationale
In order to be able to relate to others in an ever-changing world, it is beneficial to understand and speak more than one language. Research shows that 56% of the world is bilingual, meaning the individual is able to speak more than one language. By becoming more knowledgeable in a secondary language, a student will increase his/her ability to relate to people of varying backgrounds and more fully participate in our global society.

Prerequisite
None

Biblical Integration Outcomes
A. Understanding that learning a language is part of the redemptive process
B. Understanding that learning a language is valuable to God and the mission of the church
C. Understanding that learning a language helps us to fulfill the Great Commission
D. Understanding that God, in His creativity, created us with different cultures for diversity

Measurable Learning Outcomes
A. To produce well-structured, grammatically sound statements, questions, and exclamations in French
B. To express greetings, farewells, common courtesies, and likes and dislikes both orally and in writing
C. To explain various elements of simple French grammar
D. To describe the culture of Francophone countries in general terms
E. To identify the importance of learning a language and understanding other cultures through the lens of a biblical worldview

Course Materials
See LVOA’s Systems Requirements for computer specifications necessary to operate LVOA curriculum. Also view Digital Literacy Requirements for LVOA’s expectation of users’ digital literacy.

- Note: Embedded YouTube videos may be utilized to supplement LVOA curriculum. YouTube videos are the property of the respective content creator, licensed to YouTube for distribution and user access. As a non-profit educational institution, LVOA is able to use YouTube video content under the YouTube Terms of Service. For additional information on copyright, please contact the Jerry Falwell Library.

Course Grading Policies
The student’s grades will be determined according to the following grading scale and assignment weights. The final letter grade for the course is determined by a 10-point scale. Assignments are weighted according to a tier system, which can be referenced on the Grades Page in Canvas. Each tier is weighted according to the table below. Items that do not affect the student’s grade are found in Tier 0.

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Assignment Weights</th>
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<tbody>
<tr>
<td>A 90-100%</td>
<td>Tier 0 0%</td>
</tr>
<tr>
<td>B 80-89%</td>
<td>Tier 1 25%</td>
</tr>
<tr>
<td>C 70-79%</td>
<td>Tier 2 35%</td>
</tr>
<tr>
<td>D 60-69%</td>
<td>Tier 3 40%</td>
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<tr>
<td>F 0-59%</td>
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Course Policies
Students are accountable for all information in the Student Handbook. Below are a few policies that have been highlighted from the Student Handbook.

Types of Assessments
To simplify and clearly identify which policies apply to which assessment, each assessment has been categorized into one of four categories: Lesson, Assignment, Quiz, or Test. Each applicable item on the course Modules page has been designated with an identifier chosen from among these categories. Thus, a Quiz on the American Revolution may be designated by the title, “1.2.W Quiz: The American Revolution.” These identifiers were placed on the Modules page to help students understand which Honor Code and Resubmission policies apply to that assessment (see the Honor Code and Resubmission policies on the pages that follow for further details).
Lesson: Any item on the Modules page designated as a “Lesson”
These include instructional content and sometimes an assessment of that content. Typically, a Lesson will be the day-to-day work that a student completes.

Assignment: Any item on the Modules page designated as an “Assignment”
Typical examples of Assignments include, but are not limited to, papers, book reports, projects, labs, and speeches. Assignments are usually something that the student should do his or her best work on the first time.

Quiz: Any item on the Modules page designated as a “Quiz”
This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Quizzes cover a smaller amount of material than Tests.

Test: Any item on the Modules page designated as a “Test”
This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Tests cover a larger amount of material than Quizzes.

Resubmission Policy
Students are expected to submit their best work on the first submission for every Lesson, Assignment, Quiz, and Test. However, resubmissions may be permitted in the following circumstances:

• Lesson: Students are automatically permitted two attempts on a Lesson. The student may freely resubmit for their first two attempts without the need for teacher approval.

• Assignment: Students are intended to do their best work the first time on all Assignments. However, any resubmissions must be completed before the student moves more than one module ahead of that Assignment. For example, a student may resubmit an Assignment from Module 3 while in Module 4 but not an Assignment from Modules 1 or 2. High School students may not resubmit an Assignment without expressed written permission from the teacher in a comment.

• Quiz: Students may NOT resubmit for an increased grade.

• Test: Students may NOT resubmit for an increased grade.

If a student feels that he or she deserves a resubmission on a Lesson, Assignment, Quiz, or Test due to a technical issue such as a computer malfunction, the student should message his or her teacher to make the request, and that request will need to be approved by a Department Chair.

Consequences for Violations to the Honor Code
Every time a student violates the Honor Code, the teacher will submit an Honor Code Incident Report. The Student Support Coordinator will review the incident and allocate the appropriate consequences. Consequences, which are determined by the number of student offenses, are outlined below:

• Warning: This ONLY applies to high school Lessons and elementary/middle school Assignments and Lessons. Students should view these actions as learning opportunities.
• Lessons: A zero will be assigned for the question only.
• Elementary/Middle School Assignment: The student must redo his or her work; however, the student may retain his or her original grade.

• 1st Offense:
  • Lesson, Quiz, or Test: The student will receive a 0% on the entire assessment.
  • Assignment: The student will either:
    • Receive a 0% on the original assignment
    • Complete the Plagiarism Workshop
    • Retry the assignment for a maximum grade of 80%

• 2nd Offense: The student will receive a 0% and be placed on academic probation.

• 3rd Offense: The student will receive a 0% and the Faculty Chair will determine the consequences that should follow, possibly including withdrawal from the course or expulsion from the academy.
# Scope and Sequence

## French 1

### Module 1: Les Salutations
- Week 1: Alphabet and Punctuation
- Week 2: Formal Greetings
- Week 3: Informal Greetings
- Week 4: Common Questions and Phrases, Dates

### Module 2: Un Jour
- Week 5: Expressing likes and Numbers 60-100
- Week 6: Indefinite Articles and the verb Avoir
- Week 7: -ER Verbs
- Week 8: Ways to Ask Yes/No Questions

### Module 3: Qui suis-je?
- Week 9: Être
- Week 10: Professions
- Week 11: Hobbies and Pastimes

### Module 4: Ma Famille
- Week 12: The Family
- Week 13: Introducing a 3rd Person
- Week 14: -Ger, -Cer, -Yer verbs
- Week 15: With My Family

### Module 5: Dans la salle de classe
- Week 16: In the Classroom
- Week 17: Colors and Large Numbers
- Week 18: Review

### Module 6: Révision/Mon Année Scolaire
- Week 19: Classroom Expressions
- Week 20: Préférer and acheter, Telling Time
- Week 21: Question Words
- Week 22: After School and the Near Future

### Module 7: Ma Ville
- Week 23: I need…/At the Market
- Week 24: Adverbs of Time
- Week 25: Where is the Metro?

### Module 8: À la Maison
- Week 26: At Home
- Week 27: Interrogative and Demonstrative Adjectives
- Week 28: Chores
- Week 29: Reflexive Verbs

### Module 9: Mangeons!
- Week 30: Breakfast and Giving Opinions about Food
- Week 31: At the Café and Ordering
- Week 32: Set the Table
- Week 33: The Pronoun “en”

### Module 10: Révision
- Week 34: Reading and Writing Review
- Week 35: Listening and Speaking Review
- Week 36: Final Project and Final Exam