

French I

LAN-2600

2022 07/01/2022 to 06/30/2023 Modified 04/22/2022

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

Measurable Learning Outcomes

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

Biblical Integration Outcomes

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

Course Resources

See LUOA's [Systems Requirements](#) for computer specifications necessary to operate LUOA curriculum. Also view [Digital Literacy Requirements](#) for LUOA's expectation of users' digital literacy.

This course makes use of third-party digital resources to enhance the learning experience. LUOA staff and faculty have curated these resources. Students can safely access them to complete coursework. Please ensure that internet browser settings, pop-up blockers, and other filtering tools allow for these resources to be accessed. See Technologies and Resources Used in this Course below for a specific list.

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

Scripture Attribution

- Grades 7-12: All Scripture quotations, unless otherwise indicated, are from the ESV[®] Bible (The Holy Bible, English Standard Version[®]), copyright © 2001 by Crossway, a publishing ministry of Good News Publishers. Used by permission. All rights reserved. May not copy or download more than 500 consecutive verses of the ESV Bible or more than one half of any book of the ESV Bible.

Technologies and Resources Used in this Course

The following resource(s) are used throughout this course:

- Functioning microphone or other method of recording audio

Policies

Students are accountable for all information in the [Student Handbook \(https://www.liberty.edu/online-academy/wp-content/uploads/2021/11/LUOA-Student-Handbook.pdf\)](https://www.liberty.edu/online-academy/wp-content/uploads/2021/11/LUOA-Student-Handbook.pdf). Below are a few policies that have been highlighted from the Student Handbook.

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.

Grading Scale	Assignment Weights
A 90-100%	Tier 0 0%
B 80-89%	Tier 1 25%
C 70-79%	Tier 2 35%
D 60-69%	Tier 3 40%
F 0-59%	

In order for students to receive credit for a course, the following conditions have to be met:

- All semester exams and module tests have to be completed.
- All Tier 3 projects or papers have to be completed.
- Fewer than 10 zeros exist in the gradebook for blank submissions in a full credit course and 5 zeros for blank submissions in a semester course.

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 Resubmission and Honor Code policies apply to that assessment (see the Resubmission Policy and Honor Code Policy below 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. Students may freely resubmit for their first two attempts without the need for teacher approval.
- **Assignment:** Students should 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.

Honor Code Policy

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 Director of Faculty will determine the consequences that should follow, possibly including withdrawal from the course or expulsion from the academy.

Materials Selection Policy

LUOA curates educational materials that are consistent with the school's philosophy; however, the fallen human condition depicted in literature (as in Scripture itself) is not always pleasant. Valuable works sometimes have objectionable or profane elements. Good books provide four (4) recognized values.

- They build godly attitudes and character traits.
- They deepen our social and cultural awareness.
- They strengthen our use of written language.
- They provide a lifelong source of enjoyment and relaxation.

In order to instill these values in students and fulfill the stated objectives of the school, all LUOA students are expected to read and study good books on a regular basis. Recognizing that materials designed for one level may not be appropriate for another, three (3) levels of criteria are applied:

- Elementary materials must contain no objectionable material,
- Objectionable elements in sixth through eighth-grade materials must be limited and must serve a specific educational purpose, and
- Objectionable content may be included in high school materials but must be outweighed by positive literary, curricular, and/or Christian values.

The curriculum department has approved required educational materials for students.

Schedule

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