

**IB French 1st Year Syllabus**  
**Sumter High School**  
**2023-2024**

**Teacher:** Madame Diaz

**Classroom:** B112

**Meeting Days/Times:** 4th block (T,T, alternating F)

**Email:** astrid.diaz@sumterschools.net

**Course Communication:** Schoology - Access code : 8K7P-RTC5-B6TD2

**Phone number:** 803-481-4480 Ext. 2112

**Required Materials:**

- Looseleaf notebook paper
- Chromebook (issued by the school)\*
- Schoology
- Google Suite

\*Per school policy, personal laptops are not permitted for use on Sumter High School's campus.

**Textbooks:**

- *Panorama francophone* (paperback)
- *Reprise* (paperback)
- *T'es branché?*

**Course Description:**

The IB curriculum includes an intensive concentration in oral, aural, reading, and writing skills to improve proficiency in all areas. It also explores French literature, history, and art, as well as current events in France and the French-speaking world. Compositions and oral presentations will be included as an integral part of the course.

**French ab initio Goals:**

1. Develop students' intercultural understanding.
2. Enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes.
3. Encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures.
4. Develop students' awareness of the role of language in relation to other areas of knowledge.
5. Develop students' awareness of the relationship between the languages and cultures with which they are familiar.
6. Provide students with a basis for further study, work and leisure through the use of an additional language.
7. Provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

**Core Syllabus**

The core syllabus must be the foundation for any language ab initio course. It is divided into five prescribed themes with which the students should become familiar in order to develop a vocabulary range that covers the most common situations in everyday life. The themes provide relevant contexts for study at all levels of language acquisition and opportunities for students to communicate about matters of personal, local or national, and global interest.

The five prescribed themes are:

- **Identities:** personal attributes, personal relationships, eating and drinking, physical well – being.
- **Experiences:** daily routine, leisure, holidays, festivals and celebrations.
- **Human ingenuity:** transport, entertainment, media and technology.
- **Social organization:** neighborhood, education, the workplace, social issues
- **Sharing the planet:** climate, physical geography, the environment and global issues.

### Cultural Awareness

During the language ab initio course students are expected to become familiar with aspects of everyday life and culture of the countries in which the language is spoken. Texts should be used as a means of exploring aspects of the culture(s) related to the language studied. The study of particular features of the culture is not an end in itself but a means by which the students learn about a different way of life, and consequently develop their language skills.

### Evaluation

Students will be evaluated using: tests, quizzes, written and oral productions, homework and participation in class activities. The Sumter High grading scale will be used. Grades will be calculated as follows:

<b>Major Grades</b>	Unit tests, projects (presentations, listening/reading/writing/speaking activities)	60%
<b>Minor Grades</b>	Bell work, in-class assignments, homework, participation, discussion questions, lesson quizzes, listening/reading/writing/speaking activities	40%

The year average will be divided into the following categories: Semester 1 (50%) and semester 2 (50%)

### Assessment objectives in practice:

Paper 1 – Writing

Paper 2 – Listening and reading

Internal assessment – oral presentation and interview

### Texts

1. **Personal texts:** blog, diary, email, invitation, journal, letter, postcard.
2. **Professional texts:** blog, brochure, email, letter, interview, invitation, menu, recipe, report.
3. **Mass and media texts:** advertisement, article, blog, brochure, opinion, poster.

**Homework/Assignments:** Homework will be assigned daily. To earn full credit (100%) for homework, it must be done completely. No credit (0) will be given for assignments turned in after the tardy bell. All assignments must be turned in on the due date.

**Make-up Work:** Assignments that are late other than because of excused absences will receive a zero in the gradebook. If you are in ISS on the day of a test, it is your responsibility to notify me. If you are absent on the day of a quiz or test, **it is your responsibility to schedule (at the teacher's convenience) a make-up test. All make-up tests must be completed within 5 school days of the absence.** Failure to do so will result in a grade of zero for that test.

Makeup work should be completed within the number of days missed from school. If it is a prolonged absence (i.e. COVID-related quarantine), I will specify a due date that all late work should be completed. Please keep in touch with me if you have a prolonged absence.

**Reteach/Retake Opportunity:** Students who score below 60% on a summative assessment may have the opportunity to receive additional support on the material before retaking the assessment. Students will receive the higher of the two scores (original assessment v. re-assessment grade) not to exceed a passing grade of 60%.

**Extra Credit:** No extra credit will be given. If you participate in class and do your homework, you should not need extra credit.

**Tardies:** If you are not in the classroom when the tardy bell begins to ring, you are considered tardy. You are responsible for completing any missed assignments (classroom and homework) due to approved excused tardies. Any missed assignment, quiz, or test due to an unexcused tardy will result in a grade of zero. Three unexcused tardies will result in a referral.

**Classroom Procedures:**

- Be appropriate, be respectful, and be responsible.
- Bring all materials to class with you every day. Have materials ready on your desk when the bell rings.
- The teacher dismisses class, the bell does not. Please do not pack up or put your things away early.
- Be on time. If you are tardy because you are finishing an assignment in a previous class, then a teacher must write you an excuse. Phone calls and emails from the teacher are also acceptable. Three unexcused tardies will result in a referral.
- Passes: Passes will not be written during instructional time. Passes will only be written to the restroom and the nurse.
- Cell phones are not permitted unless otherwise specified by the teacher.

**Consequences:**

1. Verbal Warning
2. Conference with student
3. Parent conference
4. Referral

**Communication:** I encourage you to keep an open line of communication with me as much as possible. You are always welcome to email me with any questions or concerns. Please allow me 24 hours to respond to your message.

**Plagiarism**

Cheating is a dishonest act to obtain or help others obtain information that could affect their grade. In a modern language course, the following are also considered cheating:

- Use of websites and/or apps that translate an entire sentence for you.
- Handing in assignments that are (nearly) identical to another student's. Discussion is acceptable, but the work must be your own.
- Getting help from siblings, parents, or anyone else with a high level of French expertise because the assignment will not be a true display of your knowledge.

**IF YOU HAVE QUESTIONS ABOUT WHAT IS CONSIDERED CHEATING, ASK THE TEACHER, DON'T RISK IT!**

**FRENCH  
IB**

**Mme. Diaz**

[astrid.diaz@sumterschools.net](mailto:astrid.diaz@sumterschools.net)

**Tardy Policy:** 1<sup>st</sup> and 2<sup>nd</sup> tardy – Verbal Warning; 3<sup>rd</sup> tardy (Possible Referral Warning), 4<sup>th</sup> tardy – Referral  
(Based on SHS Code of Conduct)

**PowerSchool Parent Portal** is available to ALL parents/guardians. Please call a guidance counselor for information to activate your account so that you can check your child's grade/progress in my class daily.

**STUDENTS:** I have read the parent letter, all the information in this document and its complement ([French ab initio: Language-specific Syllabus](#)), the Student Code of Conduct, Tardy Policy, Dress Code and understand what is required in this class. I agree to help create a positive learning environment for myself and other students by participating and not distracting Mme. Diaz from teaching or other students from learning.

Print Student Name: \_\_\_\_\_ Block: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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**PARENTS/GUARDIANS:** I have read the parent letter, all the information in this document and its complement ([French ab initio: Language-specific Syllabus](#)), the Student Code of Conduct, Tardy Policy, Dress Code and understand what is required of my child in this class. I agree to help my child find success in his/her Spanish class.

Print Parent Name: \_\_\_\_\_ Date: \_\_\_\_\_

Contact Number: \_\_\_\_\_ (Provide the number you want  
to be reach by.)

E-mail address: \_\_\_\_\_  
**(Please Print)**

Mailing Address:  
\_\_\_\_\_