**French II**

**Gelin Noël**

**Course Syllabus 2025-2026**

**Course Description**

This is a continuing course that enhances Level One skills in French and provides opportunities to

develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, and to speak and read within a range of carefully selected topics. Provides opportunities to increase understanding of French-speaking cultures.

**Textbook**

Chemins 2 (French for a Connected World)

**Unit/Concept Names**

**Unit 1 : People & Places**

1. Describe myself, Friends and family members

2. Talk about my likes and dislikes

3. Define job and profession

4. Describe Holidays and Social Occasions

5. Describe the city

6. Describe public buildings

7. Describe house and apartment

8. Give Direction (left, right, behind…)

9. Use the verbs: être and avoir

10. Use adjective agreement

11. Use of genre (Feminin, masculin) and number (singular, plural) forms of nouns

12. Use the three groups of regular verbs ending in: -er / -ir / -re and verbs like, "dormir"

13. Use of the verb aller and venir

14. Use Préposision à + l’article define (à l', à la, à l’and aux)

**Unit 2 Healthy Living**

1. Ask about food preparations,

2. Read properly a French menu in a French restaurant

3. Make requests and order food in a French restaurant

4. Shop for groceries in a French store

5. Ask where things are,

6. Use Partitive articles when I talk or write

7. Use properly use pronouns, "Y" and "En",

8. Form the interrogative in French,

9. Combine object pronouns and invariable pronouns Y or EN.

10. Use the contractions with: à / de with the definite articles.

11. Ask someone how they feel and at the same time be able to tell them how you feel,

**Unit 3 A Day in the Life**

1. Talk about my daily routines / activities when referring about my self

2. Express when I'm impatient,

3. Express the correct form of "tout" with the noun in gender and in number,

4. Say when they do things in a reflexive manner,

5. Make recommendations to others,

6. Express sentiments in a reflexive construction in the various tenses learned, in particular le passé comosé

7. Use the verbs, s'appeler / se laver correctly,

8. Use the réflexive construction with infinitive verb in the sentence (Je vais me baigner dans la mer cet après-midi)

9. Describe and talk about events when I was a child

10. Describe past events using appropriate verbs and tenses.

11. Compare and contrast city life to country life and be able to describe country living

12. Conjugate and properly use the imperative tense

13. Show proficiency towards mastery in using the imperfect tense in conjunction with the general past tense (le Passé Composé)

14. Show how to properly place and use adverbs

15. Use the comparative with adjectives and nouns/ the superlative along with irregulars correctly

**Unit 4: Travel, Media & Technology**

1. Analyze favorite movie to include a description of the lead actors in the film.

2. Characterize favorite author and discuss why people enjoy reading his/her particular genre of books.

3. Discuss favorite television show, telling when it comes on.

4. Compare and contrast the types of movies that people enjoy watching with the types of television shows you enjoy.

5. Compare the styles of music that people enjoy listening.

6. Explain the types of music that people listen.

7. Construct a dream vacation to various French-speaking destinations around the world.

8. Summarize favorite vacation activities.

9. Describe culture and the media relation.

10. Describe the different types of media.

11. Describe computer hardware.

12. Label the different parts of the computer (monitor, keyboard, mouse, printer, etc.)

13. Create, access, and utilize information through technology.

14. Define technology and different from science.

15. Describe how technology changed the daily lives of humans

16. Choose which technological tools (both hardware and software) to use for a particular task.

17. Learn to adapt to new technologies.

18. Learn how has technology increased human productivity.

19. Learn how has technological innovation changed the way we live our everyday lives.

20. Learn how can technology lead to new business opportunities.

22. Learn how has technology contributed to social change.

**Major Course Projects and Instructional Activities**

At least one project will be assigned each grading period. This will be an extension or enrichment of the concepts discussed. Students will have 1 to 3 weeks to complete each project depending on the complexity of the task. Some tasks and/or projects will be completed in class (specifically the unit culminating tasks – these MUST be completed in class only).

**Course work/Classwork**

Students will receive a variety of assignments designed to enhance their learning. If a student is absent, the student is responsible for the missed assignment.

Students are expected to submit work on time. Doing so exhibits pride in producing quality work and fulfilling student responsibility. This work habit is a behavior that supports academic achievement and demonstrates characteristics from our Richmond County School System Profile of a Graduate. Late work can negatively impact learning and your ability to demonstrate mastery of the standards.

When the assignment calls for students to produce original work, students will not use Artificial Intelligence (AI) to generate the assignment for them. Assignments are given to help students learn and demonstrate what they know. While there may be appropriate times for students to use AI during the learning process, using AI to generate original work in place of the student completing the work, is considered

Academic Dishonesty and can be punished according to the rules outlined in the Code of Conduct.

*See RCBOE IHA-R Grading Practices*

**Late Work (Grading Policy- See RCBOE IHA-R Grading Practices)**

Students may have their scores reduced by 5% per school day for a 25% maximum reduction (five school days). ***Late work submitted after the fifth school day will only be accepted at the teacher’s discretion.***

**Make-Up Work (Grading Policy)**

Students are expected to make-up assignments and assessments that were missed due to absence from

school. Students are responsible for asking teachers for the make-up work upon returning to class.

Make-up work should be completed by the student within the time specified by the teacher.

**Evaluation (Grading Policy)**

* Minor Grades (Quizzes, Class work, Graded Writing Assignments, Group Work, etc.)
* Major Grades (Unit & Chapter Test, Projects, Tasks)

**Relearn and Reassess Plan**

For any major assessments, students will have the opportunity to submit a relearning plan for parent and teacher approval. Upon satisfactory completion of the plan, as determined by the teacher, students will be given a minimum of **ONE** opportunity to be reassessed. Only students scoring below 70 on a major assessment can complete a relearning plan unless exempted with parent approval.

Reassessments may be different from the original.

The reassessment score will replace the original score (the scores will not be averaged).

Reassessments should be completed **within 7 school days** of receiving the original grade. Teachers should have discretion to extend the timeline to address extenuating circumstances.

*See teacher class page for Relearn/Reassess*

**Classroom Procedures & Expectations**

The overarching expectation in this class is to represent WAR (W, Accountable, Respectful)

Below are the expectations for how to W.A.R. in class!

|  |  |
| --- | --- |
| **Wholehearted** | * **Be committed by taking the class seriously and enjoying it.** * **Commit to learning rather than grades.** * **Maintain a positive attitude.** * **Accept mistakes as steps towards progress.** * **Be curious!** * **Apply your best effort for EVERY task.** |
| **Accountable** | * **Do your best to complete and submit your assignments on time. Come to class with enthusiasm and a positive attitude** * **Listen/look for instructions.** * **Ask for help.** * **Take responsibility for my own learning and growth.** * **Arrive to class prepared with laptop, notebook, textbook, and writing utensil.** |
| **Respectful** | * **Be nice towards each other or** **show human decency** * **Use language to uplift and encourage my classmates and myself by avoiding profanity, slurs, and insults.** * **Protect the classes’ resources, time, and space.** * **Wait for appropriate times to talk or move around the classroom.** |

**Course Materials**

Chemins II

1 Composition Notebook

**My contact information:**

Email : noelge@boe.richmond.k12.ga.us

Remind messages/ Parents **:** **@6d8cgkg**

Students, to sign up for class reminders, please visit:  
FR II First & Fourth period: @cd4c28h

**Student Contract:** I understand that all work should be completed on time. I understand that my teacher may deduct five points per day and communicate this in my Infinite Campus gradebook. I also understand that work turned in after the learning has occurred may not be graded (no more than 5 school days from the due date). I understand that using Artificial Intelligence to complete assignments where I am asked to produce original work will be considered Academic Dishonesty.

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

**Parent Contract:** I understand that my child is expected to complete assignments on time. I will

remain in communication with my child’s teacher and monitor missing and late work as noted in Infinite Campus Parent Portal. If my child continues to submit work late, I understand that a parent-teacher conference will be needed to co-develop a plan of action. I understand that my child should not use Artificial Intelligence to complete assignments where students are asked to produce original work.

Parent Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_