

French II

LAN2700

Course Description

French II includes a review of and mastery of basic concepts in this beautiful language while also developing more complex grammatical concepts and robust vocabulary all while 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

French 1

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.

Measurable Learning Outcomes

- A. The student will produce well-structured, grammatically sound, with increasing complexity, statements, questions, and exclamations in French.

- B. The student will express opinions, preferences, to talk about events in the past both orally and in writing.
- C. The student will explain various elements of 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.

Course Materials

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.

- Note: Embedded YouTube videos may be utilized to supplement LUOA 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, 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 K-5: All Scripture quotations, unless otherwise indicated, are taken from the Holy Bible, New International Reader's Version®, NIV® Copyright © 1995, 1996, 1998, 2014 by Biblica, Inc.™ Used by permission of [Zondervan](#). All rights reserved worldwide. The "NIV" and "New International Reader's Version" are trademarks registered in the United States Patent and Trademark Office by Biblica, Inc.™
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- Sixth grade is a "transition" grade in which both NIV® and ESV are used as students are introduced to the ESV translation.

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

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

Assignment Weights

Tier 0	0%
Tier 1	25%
Tier 2	35%
Tier 3	40%

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

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

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. 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, 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.

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 value.

Department chairs have approved required educational materials for students.

Scope and Sequence

French II

Module 1: Review of French 1

Week 1: Talking About Yourself and Others
Week 2: The Impressionists and Holidays
Week 3: French Holidays
Week 4: Easter and Christmas

Module 2: Grocery Shopping!

Week 5: At the Market
Week 6: Eat your Vegetables!
Week 7: Let's Eat!
Week 8: Cooking Project

Module 3: At High School

Week 9: The Start of the School Year France
Week 10: A Canadian High School
Week 11: Schools in Central African Republic

Module 4: Talking About Events in the Past

Week 12: The Past
Week 13: Irregular Past
Week 14: Practice with PC
Week 15: Perfect Tense Project

Module 5: Movies and Books

Week 16: Movies
Week 17: Books
Week 18: Review

Module 6: Review and Clothing

Week 19: Clothing
Week 20: Talking about Sizes & Jewelry
Week 21: Colors, Patterns, Materials
Week 22: Weather and Clothing

Module 7: When I was Little...

Week 23: Imperfect Past Tense
Week 24: Imperfect & Compound Past Tense
Week 25: Childhood Book Project

Module 8: The Regions of France

Week 26: Going Camping
Week 27: In the Countryside
Week 28: The Mountains and the Ocean
Week 29: Regions Project

Module 9: The Volunteers

Week 30: Lending a Helping Hand
Week 31: Service Opportunities
Week 32: The Good News
Week 33: Using Two "To Know" Verbs

Module 10: Slang and Review

Week 34: Slang and Review
Week 35: Review
Week 36: Final Project and Final Exam

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