

COURSE SYLLABUS

TITLE OF COURSE: FRENCH IV

CREDIT VALUE: N/A

GRADE LEVEL: 9-12

LENGTH: FULL YEAR

PREREQUISITES: YES

If yes, please specify: Successful completion of French I, French II, and French III

COURSE DESCRIPTION:

French IV is a comprehensive French-language learning program that builds on the skills students have mastered in their previous course and helps them transition from introductory to intermediate French. It is designed around Vista Higher Learning's Chemins 4 program and proven six-step instructional design. Each lesson is structured to deliver content in clear, comprehensible, and communicative ways. Chemins 4 is standards and skills based with an emphasis on personalization, authenticity, cultural immersion, and the seamless integration of text and technology, making language learning meaningful and engaging for every student.

COURSE OBJECTIVES:

1. Connect lesson themes to your own life
2. Communicate using vocabulary on a variety of topics such as relationships, towns and cities, news and media, politics, social change and the stages of life
3. Gain insights into everyday life in the French-speaking world
4. Explore products, practices and perspectives of French-speaking cultures through authentic media including short films
5. Use grammar as a tool to communicate at an intermediate level
6. Integrate listening, speaking, reading, and writing skills in culturally rich contexts

INSTRUCTOR'S COMMUNICATION AND RESPONSE POLICIES:

Connections Academy expects that most students will have daily contact with their teachers through a combination of phone calls, WebMail messages, Live Lesson sessions, face-to-face interaction, and the daily review of assessments via the electronic Grade Book. At a minimum, all students will interact synchronously (e.g., via phone, Live Lesson session, or face-to-face) with a teacher every two weeks so the teacher is able to monitor academic progress and verify student learning. Some schools require additional contact; check your Specific School Handbook for details. You can also find teacher information specific to this course on the Teacher Communication page.

EXPECTATIONS FOR STUDENT/GROUP ACTIVITIES:

Students are expected to take age-appropriate individual responsibility for their own learning. This is accomplished by applying themselves to their studies in a focused and serious manner, working hard,

becoming engaged in the lessons and activities, asking questions, exploring their personal interests, improving areas of academic weaknesses, and capitalizing on strengths. Students are expected to complete their own work and uphold the principles of the Connections Academy Honor Code (General Handbook, Important Resource Links).

Group Expectations: To promote a safe and thoughtful forum for discussion, comments should adhere to the following guidelines:

Respect Diversity – Connections Education’s families and individuals bring with them diverse backgrounds, faiths, and values. You must strive to respect all of them.

Keep It Clean and Safe – Participants must refrain from using any language or posting any material that could be construed as threatening, profane, or inappropriate.

It is proper netiquette to avoid using all caps, since it is a form of yelling. Since it is sometimes difficult to distinguish the tone and intent of an author in electronic communication, students should think before writing their response. Students should ask for clarification if they are unsure of the meaning of a comment. External links should not be incorporated into any posting.

Students respond to their classmate(s), they are expected to go beyond “I agree” or “I disagree.” Students should include facts to support their answer. They may also question a response and ask for additional clarification, support, or insight on the topic.

A persuasive response varies in length depending on the question; a paragraph is appropriate in most cases. If students are writing only one sentence to contribute to the discussion, they probably have not developed a well-thought-out response. Students should keep in mind that while citing evidence is essential, they should write concisely and avoid redundancies.

ASSIGNMENTS:

Connections Academy students and/or their Learning Coaches may develop their own schedule to fit their specific needs, both in how they structure each school day and their overall schedule, provided no state or local regulations are violated. However, students must still attend school regularly, meet their school’s specific attendance and/or instructional hour requirements, correspond with their teachers, and complete lessons and assessments as expected. (See your Specific School Handbook for requirements)

Students must also be available during regular school hours for any required phone conferences or participation in Live Lesson sessions unless school-approved alternate arrangements are made. Most teachers are available only during regular school business hours. Students will be informed of these hours and any individual variations in teacher schedules at the beginning of each course and through the Teacher Communication Data View.

When logging into the course, the entire course map will be available so that you may view assignments, quizzes, tests, discussion posts, projects, and exams. The units of study within this course are listed below:

Semester A, Unit 1: Reprise

Semester A, Unit 2: Ressentir et vivre

Semester A, Unit 3: Habiter en ville
Semester A, Unit 4: L'influence des medias
Semester A, Unit 5: La valeur des idées
Semester A, Unit 6: La société en évolution

Semester B, Unit 1: Les générations qui bougent
Semester B, Unit 2: À la recherche du progrès
Semester B, Unit 3: S'évader et s'amuser
Semester B, Unit 4: Perspectives de travail
Semester B, Unit 5: Les richesses naturelles

You can view lesson assignments and due dates directly from your student planner.

COURSE READINGS:

Course readings both required and recommended are specified within assignments. All required course readings are available electronically within the course.

GRADING:

You will be graded on the work you do online and the work you submit electronically to your teacher. The weighting for each category of graded activity is listed below.

| Gradebook Weights | |
|-------------------|------------|
| Discussion | 10 |
| Participation | 5 |
| Portfolio Item | 30 |
| Quiz | 20 |
| Test | 35 |
| Total | 100 |

For each portfolio, the teacher will provide a specific grading rubric for that assignment. Each rubric has a scale with specific criteria for each rating that is unique to the assignment.

COURSE ASSESSMENT PLAN:

Each unit within the course will have graded quizzes and there is a semester exam at the end of each semester that you will complete.

INSTRUCTIONAL/TEACHING STRATEGIES:

- Lecture (real time)
- Asynchronous Discussions (students are able to submit and respond to discussion at any time)
- Real Time (face-to-face or teleconference at specific scheduled time/s)
- Independent Reading
- Video Lectures
- Other, please specify:

COURSE POLICIES:

Earning Academic Credit:

See General Handbook Page 29-30 (Section 6: High School Program and Policies)

High School Credit: Only high school-level classes provide high school credit toward graduation (unless required by a student's IEP team in states where permitted). A student in grade 9, 10, 11, or 12 who is taking courses from the K–8 curriculum can meet attendance requirements but will not receive credits toward graduation for K–8 courses.

In some cases, students who are dually enrolled with a college or university may also earn high school credits for those courses. Check with the school counselor or the Specific School Handbook Supplement for state specific information.

High School Coursework Completed in Middle School: Students in middle school who are academically ready to take high school courses may do so with appropriate approval but should be aware that issuing high school credit is determined by local and/or state regulations. Furthermore, some states may require students to pass End of Course exams to receive credit for the course and/or to graduate. See your Specific School Handbook and/or contact your school if you are interested in this option. Check with the School Counselor for more specific information.

Disability Access and Services:

This course provides accessible text and images in files, documents, and LMS pages to meet the needs of diverse learners. In accordance with legal requirements, accessible formats and assistive technology will be provided to students who need alternative access with these accommodations documented in an IEP or Section 504 plan.

Attendance and Participation:

See General Handbook Page 23 (Section 4: Attendance)

Attendance: Students in this virtual public school program have no physical classrooms but still must meet all regulatory requirements for attending public schools in their respective state. These requirements are documented in the Specific School Handbook but generally include attending school for a required number of days and/or completing a required number of instructional hours. Caretakers and students are jointly responsible for ensuring students meet their school's attendance requirements and that attendance is properly documented as required by the school. School authorities are responsible for enforcing attendance laws. Students not attending school as mandated by law will be considered truant. Although there is more flexibility in the Connections Academy program than in a traditional school setting regarding instructional time, students are still expected to follow the school calendar. School calendars and the required days and hours of instruction are posted in the Specific School Handbook.

See General Handbook Page 17 (Section 3: School Organization and Roles, Weighted Assessments)

Typically, **participation** accounts for five percent (5%) of a student's overall grade. Some courses may contain participation assessments in which students document their participation in an activity, such as Time to Talk or a LiveLesson session; in these instances, participation may account for greater than five percent (5%). Whether to include participation in the student's grade, and the requirements to earn full participation credit for a course, are determined by each Connections Academy school.

Academic Misconduct:

See General Handbook Page 38 (Section 10: Conduct, Due Process, and Communication, Academic Honesty)

Academic Honesty: The school regards academic honesty as key to its mission and essential in the virtual environment. Students in all grade levels (K through 12) and their Caretakers are required to review the Honor Code at the beginning of each school year and indicate their agreement to abide by it. Teachers will discuss the Honor Code and its meaning with their students and Caretakers at the beginning of the year. It is expected that all students will adhere to the Honor Code throughout the year and all schoolwork submitted to meet course or class requirements represents the original work of the student.

Students are expected to be proactive in ensuring they are adhering to the principles of academic honesty by:

- completing, and reviewing as needed, the Academic Honesty section of their Orientation.
- agreeing to, and referring to as needed, the Connections Academy Honor Code.
- using tools provided in Pearson Online Classroom to 'self-check' for academic honesty (e.g. plagiarism-checking software), in accordance with their school policy.

Any form of academic dishonesty will cause a student to be subject to disciplinary action. The following principles are critical to maintaining academic honesty:

- Students must not submit work of any kind that is not their own.
- Students must not plagiarize in any work (written, multimedia, oral, creative, etc.).
- Students must not solicit answers or post assessments, assignments, answers to assessments or assignments, or any other Connections Academy curricular materials on any media including social media or social sharing websites that can be seen by other students or other third parties, unless specifically instructed do so as part of the curriculum (e.g. a discussion assessment).
- Students must not give or receive unauthorized assistance on assessments.
- Student unauthorized use of Artificial Intelligence (AI) tools is prohibited.
- Learning Coaches must not give assistance on assessments.
- Students must not present any forged document or signature to the school.
- Learning Coaches must not present any forged document or signature to the school.

Acceptable Use of Technology:

See General Handbook page 49 (Section 11: Educational Materials Provided by the School).

Acceptable Use Policy: see [Connexus Terms of Use](#)