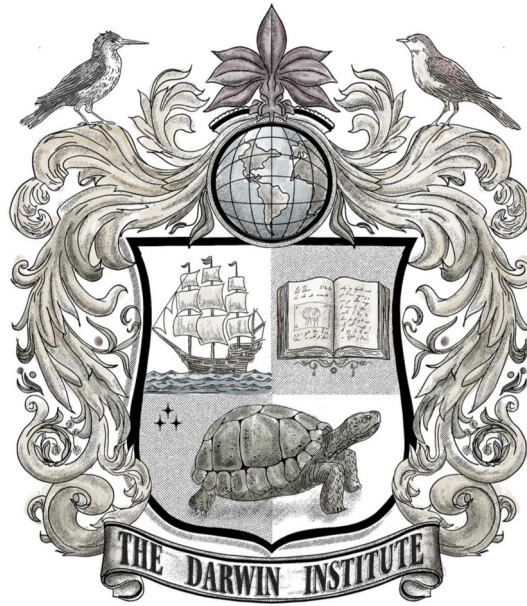




EVOLVE THROUGH KNOWLEDGE

Cd. Juárez, México

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THE DARWIN INSTITUTE

EVOLVE THROUGH KNOWLEDGE

HIGH SCHOOL FRENCH LANGUAGE COURSE SYLLABUS

Academic Year 2026-2027

Primary Textbook

Tricolore 6e edition: Student Book 1

Sylvia Honnor, Heather Mascie-Taylor & Michael Spencer

Oxford University Press | ISBN 9781382045254

Course Start: August 31, 2026

Course End: June 4, 2027

Cd. Juarez, Chihuahua, Mexico

Course Information

Course	French Language
Level	High School / Introductory French
Academic Year	2026-2027
Primary Textbook	Tricolore 6e edition: Student Book 1
Authors	Sylvia Honnor, Heather Mascie-Taylor & Michael Spencer
Publisher / Edition	Oxford University Press, 6th edition (2024)
ISBN	9781382045254
Instructor	TBD
Class Schedule	TBD
Room / Learning Platform	TBD

Course Description

French Language is a year-long introductory course designed to develop practical communication in French through listening, speaking, reading, and writing. Tricolore 6e edition: Student Book 1 serves as the primary text. The course follows a systematic, grammar-focused progression while emphasizing French as a global language and incorporating francophone culture, pronunciation, vocabulary development, language-learning strategies, and real-life communication.

The exact lesson sequence, page ranges, supplementary readings, cultural topics, projects, and digital activities may be adjusted by the instructor according to student progress and the resources available.

Course Objectives

- Understand and use common classroom language, greetings, introductions, and everyday expressions in French.
- Develop accurate pronunciation through regular attention to sound-spelling relationships.
- Build functional vocabulary for personal information, school, family, home, free time, food, places, travel, and everyday life.
- Use foundational grammar accurately, including articles, gender and number, adjective agreement, pronouns, negation, questions, common prepositions, and high-frequency verbs.
- Communicate in the present tense and develop introductory use of additional time frames as appropriate to the textbook and class progress.
- Understand short spoken and written French texts and identify key information.
- Produce increasingly organized spoken and written responses in French.
- Develop awareness of francophone cultures and French as an international language.
- Use dictionaries, vocabulary references, grammar references, and language-learning strategies independently.

Required & Supplementary Materials

- Tricolore 6e edition: Student Book 1.
- Dedicated French notebook and binder/folder.
- Pens, pencils, highlighters, index cards or other vocabulary-study materials.
- French-English / English-French dictionary or teacher-approved digital dictionary.
- Headphones/earbuds when requested for approved listening activities.
- Grammar in Action Workbook 1, Kerboodle, online audio, or other Oxford resources if adopted by the school: TBD.
- Additional songs, short texts, cultural readings, videos, worksheets, games, presentations, digital platforms, and teacher-created resources: TBD.

Instructional & Assessment Framework

Instruction may include textbook work, listening comprehension, pronunciation practice, vocabulary study, grammar instruction, pair and group conversation, reading comprehension, guided writing, dictation, cultural activities, presentations, projects, quizzes, oral assessments, written examinations, and independent practice.

Final grading categories and percentages are TBD and will follow The Darwin Institute academic policies for the 2026-2027 school year.

Testing Period Policy

Testing Periods are regular instructional weeks. Students attend their regularly scheduled French classes while completing the corresponding academic examinations. Instruction, conversation practice, readings, assignments, vocabulary, grammar, and classroom activities may continue during these weeks. Testing Periods are included in course pacing and are not considered weeks without instruction.

The exact date, format, duration, vocabulary/grammar coverage, listening component, speaking component, reading component, and writing component of each French examination are TBD and will be communicated in advance.

Student Responsibilities & Language Expectations

- Attend class regularly and punctually and arrive prepared with required materials.
- Participate actively in listening, speaking, reading, and writing activities.
- Make a reasonable effort to use French during structured classroom communication.
- Maintain an organized notebook and vocabulary record.
- Complete assignments, practice activities, projects, and assessments by established deadlines.
- Practice pronunciation and vocabulary consistently outside of class when assigned.
- Obtain and complete missed work after an absence according to school policy.
- Demonstrate respect for classmates, francophone cultures, and different levels of language proficiency.

Academic Integrity, Translation Tools & Artificial Intelligence

Students are expected to submit work that reflects their own level of French. Plagiarism, copying, unauthorized collaboration, or submitting machine-generated or machine-translated work as one's own may result in academic consequences.

Dictionaries, translation tools, grammar tools, and Artificial Intelligence may be permitted for selected assignments when explicitly authorized by the teacher. Acceptable and prohibited uses, including whether disclosure or citation is required, are TBD according to the assignment and applicable school policy.

Consequences, Late Work, Make-Up Work & Retakes

Failure to meet course expectations may result in appropriate academic or classroom consequences, including verbal reminders, completion or correction of missing work, parent/guardian communication, academic intervention, conferences with the teacher or administration, or other measures established by The Darwin Institute.

Policies regarding repeated late work, missing assignments, excessive absences, classroom behavior, misuse of technology, make-up work, missed oral or written assessments, corrections, reassessments, and retakes are TBD and will follow applicable school policies.

Year-Long Course Pacing

The pacing below is a working plan for Student Book 1. It intentionally leaves flexibility for the instructor because lesson/page sequencing and supplementary activities may vary. Testing Periods remain instructional weeks.

Dates	Unit / Focus	Language & Skills
Aug. 31-Sep. 4	Unit 1 - Bonjour! / Course Introduction	Greetings; introductions; classroom French; pronunciation routines; diagnostic; numbers and basic personal information
Sep. 7-11	Unit 1 Continued	Names, ages, dates, spelling, classroom objects/instructions; articles and gender; high-frequency expressions
Sep. 14-18	Unit 1 Communication & Grammar	Asking/answering simple questions; subject pronouns; être/avoir and other introductory structures as presented
Sep. 21-25	Testing Period + Regular Classes	Exam 1 + continued Unit 1 speaking, listening, pronunciation, reading and writing
Sep. 28-Oct. 2	Unit 2 - Personal World	Family/friends and descriptions; adjective agreement; possessive language; present-tense communication
Oct. 5-9	Intersession Week	No classes
Oct. 12-16	Unit 2 Continued	Personality/appearance; family relationships; questions and negation; listening and short writing
Oct. 19-23	Unit 3 - School Life	School subjects; opinions; timetable; days/times; classroom routines; giving reasons
Oct. 26-29	Unit 3 Continued	School activities; regular verb patterns; adjective/opinion structures; reading and conversation
Oct. 30	Teacher Conferences	No classes
Nov. 2	Day of the Dead Holiday	No classes
Nov. 3-6	Testing Period + Regular Classes	Exam 2 + continued school-life vocabulary, grammar, listening and conversation
Nov. 9-13	Unit 4 - Free Time	Sports, hobbies, preferences, frequency; high-frequency verbs; invitations and responses
Nov. 16	Mexican Revolution Day Holiday	No classes
Nov. 17-20	Unit 4 Continued	Weekend activities; telling time; extended answers; pronunciation/dictation; cultural connection - TBD
Nov. 23-27	Intersession Week	No classes
Nov. 30-Dec. 4	First-Semester Consolidation	Units 1-4 review; integrated listening/speaking/reading/writing; short project or presentation - TBD
Dec. 7-11	Communication & Assessment Preparation	Vocabulary/grammar consolidation; guided writing; oral practice; exam preparation
Dec. 14-16	Testing Period + Regular Classes	First Semester Examination + regular instruction/review activities
Dec. 17-18	Semester Closure	Portfolio/notebook organization; reflection; francophone cultural activity - TBD
Jan. 5-8	Semester Re-entry & Review	Retrieval practice; pronunciation; core vocabulary and grammar review; speaking reactivation
Jan. 11-15	Unit 5 - Home & Local Area	Home/rooms; where things are; describing a home; il y a; prepositions and location
Jan. 18-22	Unit 5 Continued	Town/local area; places; directions; asking where things are; short descriptive writing
Jan. 25	Teacher Conferences	No classes
Jan. 26-29	Unit 6 - Food & Everyday Life	Food/drink; meals; likes/dislikes; quantities/articles; ordering and everyday transactions
Feb. 1	Mexican Constitution Holiday	No classes
Feb. 2-5	Unit 6 Continued	Cafe/restaurant situations; shopping language; prices; numbers; role-play and listening
Feb. 8-12	Integrated Communication	Food/local-area consolidation; reading strategies; pronunciation/dictation; guided writing
Feb. 15-19	Testing Period + Regular Classes	Exam 3 + continued communication practice and next-unit introduction

Feb. 22-25	Unit 7 - Daily Life / Plans	Daily routine and activities; sequencing; present-tense accuracy; time expressions
Feb. 26	Teacher Conferences	No classes
Mar. 1-5	Unit 7 Continued	Making plans; invitations; preferences; near-future language or additional time frame as presented in the book
Mar. 8-12	Francophone Culture & Skills	Reading/listening on francophone contexts; short presentation or cultural project - TBD
Mar. 15-Apr. 2	Intersession / Spring Break	No classes
Apr. 5-9	Unit 8 - Travel / Holidays	Travel, destinations, transport, weather or holiday language as presented; asking/giving information
Apr. 12-16	Unit 8 Continued	Extended descriptions; travel plans; reading authentic-style information; writing and speaking practice
Apr. 19-23	Testing Period + Regular Classes	Exam 4 + continued Unit 8 communication and grammar
Apr. 26-30	Book 1 Extension / Consolidation	Remaining Student Book 1 material; vocabulary expansion; grammar reinforcement; exact lessons TBD
May 3-7	Integrated Skills I	Listening, speaking, reading and writing across familiar themes; independent-learning strategies
May 10-14	Integrated Skills II	Longer responses; question formation; accuracy; pronunciation; dictation; vocabulary retrieval
May 17-21	Francophone World Project	French as a global language; country/region research, presentation, dialogue or cultural product - TBD
May 24-27	Final Review & Communication	Comprehensive Book 1 review; oral interaction; guided writing; reading/listening strategies
May 28	Teacher Conferences	No classes
May 31-Jun. 3	Testing Period + Regular Classes	Final Examination + regular review/closure activities; exact components TBD
Jun. 4	Last Day of School	Course closure; portfolio/project completion; final reflection - TBD

Suggested Examination Structure

- Testing Period 1: introductory communication, Unit 1 vocabulary/grammar, pronunciation, and teacher-defined listening/reading/writing components.
- Testing Period 2: cumulative first-semester content through the current unit; exact vocabulary and grammar coverage TBD.
- First Semester Examination: cumulative Units 1-4 or completed Student Book 1 material; may include listening, reading, grammar/vocabulary, writing, and/or speaking.
- Testing Period 3: second-semester material plus cumulative foundational language; exact coverage TBD.
- Testing Period 4: completed second-semester units with cumulative communication skills; exact coverage TBD.
- Final Testing Period: comprehensive Student Book 1 assessment. Listening, speaking, reading, writing, vocabulary, grammar, and cultural components may be included; final structure TBD.

Projects & Performance Tasks

- Short self-introduction or introductory dialogue.
- Family/friends or personal-world presentation.
- School-life or free-time speaking/writing task.
- Cafe, shopping, directions, or other real-life role-play.
- Francophone culture research or presentation.
- Integrated listening/reading response tasks.
- Vocabulary and pronunciation/dictation activities.
- End-of-year French portfolio, oral presentation, or cumulative project: TBD.

Course Adjustments & TBD Items

This syllabus is an academic guide for the 2026-2027 school year. The instructor and The Darwin Institute may adjust pacing, unit sequence, page ranges, assignments, cultural content, supplementary materials, digital resources, assessments, and instructional activities according to student progress, academic needs, scheduling considerations, school events, and available resources. Items identified as To Be Defined (TBD) will be communicated as they are established.

Acknowledgment

I acknowledge receipt of this syllabus and understand that it serves as a guide for the High School French Language course. I understand that course pacing, materials, assessments, language expectations, policies, and TBD items may be updated or clarified during the academic year in accordance with school policy.

Student Name / Signature: _____

Parent or Guardian Name / Signature: _____

Teacher Signature: _____

Date: _____