

Dear Parents,

My name is Laura Bergman, and I am very happy to be your child's French 1 teacher this year. This will be an exciting course designed to immerse students in the French language and culture through the use of technology. We will make effective target-language communication our main goal and will therefore try to maximize our use of French in the classroom.

Attached you will find copies of the course syllabus, year at a glance, and academic dishonesty policy.

Please read, sign, and have your child return the contact information and signature page at the end of this packet for **five extra points on the first quiz by Friday, August 25, 2016.**

I look forward to working with you throughout the year to ensure your child's learning and progress. Please indicate your preferred contact information on the parent contact information form. Feel free to contact me by email at any time if you have any questions or concerns. My email address is: lbergman@eanesisd.net. I will respond as soon as I can within forty-eight hours of receiving your message. My conference period is every day during eighth period. I will use this time to keep you informed on your child's progress and class activities, to respond to your messages, and to schedule and hold both parent-teacher and student-teacher conferences. If you are unavailable at that time we can, of course, make other arrangements.

Finally, for study tips, resources, homework, and exam information, you can consult my Weebly class page (<http://whslbergman.weebly.com>) and the Google calendar. Additionally, your child will be able to access resources in Quizlet, the online textbook platform, and in the Google classroom.

Thank you for your time, and I look forward to a wonderful year.

Best regards,  
Laura Bergman

## Westlake High School French 1 Course Syllabus

Teacher: Laura Bergman  
Room: WHS 229  
Phone: 512-732-9280 ext. 33351  
Email: lbergman@eanesisd.net  
Conference: Eighth period  
Tutorials: Tuesdays and Thursdays from 7:45-8:15 or by appointment

### Course Description:

This course is an introductory course to develop the four language skills (listening, speaking, reading, and writing) in the three modes of communication (interpersonal, interpretive, and presentational) in order to help students achieve the novice-mid to novice-high competence levels as described by the American Council on the Teaching of Foreign Languages. Students will explore basic vocabulary and grammar in context from authentic documents across interdisciplinary, cross-cultural topics in order to use the target language to gain a greater understanding of Francophone cultures as well as their own. Please see the attached year at a glance for the tentative schedule of lessons and topics for this course.

### Course Objectives:

- Communicate in French
- Gain knowledge and understanding of other cultures
- Connect with other disciplines and acquire information
- Develop insight into the nature of language and culture in various contexts
- Participate in multicultural communities at home and around the world

### Materials and Supplies:

- District-issued iPad
- Headphones/earbuds with a microphone compatible with iPad

Almost all activities, textbook assignments, homework, class notes, and assessments will be paperless. As such, students will be expected to organize their teacher-created handouts, notes, and work digitally using a program of their choice, such as Notability or OneNote, and submit assignments digitally through the online textbook platform, Google Classroom, or other specified apps.

**Students must bring the district-issued iPad to class every day in order to participate fully in all paperless activities and assessments. Cell phones will not be an acceptable replacement.**

Students will also need headphones or earbuds with a microphone that is compatible with their iPad, such as those that are sold with an iPhone, as the class will frequently make in-class audio recordings in addition those made in the language lab. Students are also encouraged to use a thumb drive to back up their work.

The primary online textbook for this class will be:

- Toni Theisen and Jacques Pécheur. *T'es branché? 1*, EMC Publishing, St. Paul, 2016.

Supplementary reading texts and online resources will be taken mainly from the following sources:

- Lenard, Yvonne. *Trésors du temps*. Glencoe McGraw-Hill, 1997.
- [www.bbc.co.uk/languages/french](http://www.bbc.co.uk/languages/french)
- [www.tv5.org](http://www.tv5.org)
- [www.rfi.fr](http://www.rfi.fr)
- [www.lemonde.fr](http://www.lemonde.fr)
- [www.france2.fr](http://www.france2.fr)
- [www.tf1.fr](http://www.tf1.fr)
- [www.ifop.com](http://www.ifop.com)
- <http://www.internetactu.net/>

### **Technology:**

Students will be expected to come to class every day with their iPads and Clam cases fully charged, as we will use them exclusively for warm-up activities, textbook activities, workbook activities, WebQuests, group work, comprehension checks, quizzes and tests on the four skills, self-assessments, peer reviews, presentations, and closing activities, some of which will be graded. This will also include the use of additional apps, such as Flip Grid and Avenue, which are used for formative and summative assessments through the online textbook platform. This will enrich the learning experience through an abundance of French-language resources and provide another medium for communication in the target language. Students are only permitted to use apps, websites, search engines, or communication tools specified by the teacher for activities that directly relate to the content being taught at that precise moment. The students must follow district guidelines for the use of technology in the classroom.

In addition to using the online textbook platform and Google accounts created by the school district, students will also be asked to create user accounts with either personal or Eanes ISD email credentials while in class for [www.quizlet.com](http://www.quizlet.com) (flash cards, vocabulary, grammar practice, and extra credit).

### **Grades:**

The French department will calculate grades with the following categories:

- Oral: 10%
- Daily: 10%
- Quizzes: 20%
- Major grades: 60%

Daily and quiz grades will be based on but not limited to the following types of work: in-class activities on the four skills, online textbook, workbook, and listening activities, homework, Quizlet activities, WebQuests, participation in written or spoken communication tasks, class discussions (including participation), collaborative group work, enrichment exercises, research activities and small projects, self-assessments, peer reviews, and vocabulary, grammar, and unit quizzes.

Major grades will be based on but not limited to the following types of work: formal reading, listening, speaking, and writing tasks and assessments, summative integrated performance assessments, long-term research activities (including work on adopted country), projects, and thematic vocabulary and/or grammar tests. Rubrics for major assignments and/or long-term projects will be provided.

Some assignments and in-class activities which would typically be recorded under the daily or oral work categories may be recorded under the quiz or major grade categories without prior notice to

students, in an effort to reward students for their high quality of work and/or their time spent on a specific task.

**Retesting:**

Students may choose to retest one exam per nine weeks for a maximum grade of 70. Students must notify the teacher within 5 calendar days of receiving the failing grade in order to complete retesting. In addition, students must also attend at least one tutorial session and complete test corrections prior to retesting.

**Participation:**

Because this class emphasizes interpersonal communication in the target language, students will be expected to listen and participate actively in class using only French. Students will receive grades for oral participation throughout the year. However, students should be assured that communication, rather than perfection, is the goal of the course. Even native speakers make errors when writing and speaking. The emphasis of participation grades will be on observed progress and improvement over time.

**Homework:**

Students are encouraged to spend some time practicing French in some form on their own every day, as this will help them keep up with work, acquire new vocabulary and grammatical forms, and improve pronunciation and fluency. As such, students can expect an average of 15 minutes of homework per night. Students who do not come to class with completed homework must fill out a pink slip (see consequences).

**Make-up Work:**

Students have the amount of time specified in the student handbook to turn in work after an absence. Students who are present when an assignment is given or a test is announced, but who are absent when the assignment is due or the test is given will be required to submit the work or take the test upon the day they return to class.

It is the students' responsibility to determine what was missed and submit any missed classwork or homework. They should also attend tutorials to ensure they will not fall behind. Students are to submit make-up work in the appropriate online format (as specified by the teacher) at the beginning of class on the day that it is due.

**Late Work:**

Assignments are due at the beginning of class on the due date, after which they will be considered late and will not be accepted.

**Classroom Expectations and Consequences:**

In order to cultivate a class environment of mutual respect and learning, the students should uphold the following expectations:

- Be on time.
- Be prepared to learn.
- Do your work.
- Respect others and their property.
- Follow the school rules.

The teacher will use a pink slip system for minor violations of classroom expectations, where students will detail what happened and why. If a pattern of behavior becomes evident, the teacher will require attendance at tutorials in order to make up for missed instructional time. If this is not possible, the teacher will write an office referral.

According to school policy, any student who arrives at any time after the tardy bell will be counted tardy. Consequences for tardiness are specified in the handbook.

Students who commit major violations of classroom, school, or district policies or procedures are subject to immediate office referral. This includes but is not limited to: insubordination, abusive language, bullying, violent or threatening behavior, and possession or use of illegal substances and/or weapons.

Please read the academic dishonesty guidelines at the end of this packet.

## French 1 Year at a Glance

<p>1<sup>st</sup> Nine Weeks August 21 - October 20</p>	<p><b>Themes: Greeting People and Socializing, Leisure Activities, and School</b></p> <p><b>Vocabulary:</b> Introductions, family, hobbies and interests, numbers, places in the city, time, days of the week, food, money, shopping, school subjects and supplies, and personal belongings.</p> <p><b>Grammar:</b> Definite articles, indefinite articles, gender of nouns, present tense of –ER verbs, past tense with <i>avoir</i>, negation, adjectival agreement, adverbs of quantity, the preposition <i>à</i> with destinations, idiomatic expressions with <i>avoir</i>, question formation with <i>est-ce que</i> and <i>qu'est-ce que</i>, question words, irregular verbs <i>avoir</i>, <i>être</i>, <i>aller</i>, and stem-change verbs like <i>préférer</i>.</p> <p><b>Units Covered:</b> 1-3</p> <p><b>Essential Cultural Questions:</b></p> <ul style="list-style-type: none"><li>• How does speaking French change our perspective of the world?</li><li>• How do I use another language to communicate with others?</li><li>• How are French and English interconnected and why?</li><li>• In which geographical regions is French spoken and why?</li><li>• What are the key geographical regions of France?</li><li>• How is Paris divided?</li><li>• What are the major cultural landmarks of Paris and why are they important?</li><li>• What are the key aspects of the French government?</li><li>• How do friends and family influence our personal identities and why?</li><li>• How does culture influence our personal identities and why?</li><li>• How does culture influence the ways in which we interact with one another and why?</li><li>• How do leisure activities for teenagers in Francophone countries compare to those in my country and why?</li><li>• How does the school system in France differ from that in my country and why?</li><li>• How does a typical French school day compare to that in my country and why?</li></ul> <p><b>Essential Thematic Questions for Written and Spoken French</b></p> <ul style="list-style-type: none"><li>• Who am I and how do I relate to others?</li><li>• How do I use appropriate verbal and nonverbal communication to make introductions and greet others?</li><li>• How do I make, accept, and politely refuse invitations?</li><li>• How do I express my preferences and inquire about those of others?</li><li>• How do I request or give the day of the week, or time?</li><li>• How do I describe my teachers and classes and inquire about those of my peers?</li><li>• How do I use question words to make plans or request more information?</li><li>• How do I describe activities I have done, am doing, and am going to do?</li></ul>
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2<sup>nd</sup> Nine  
Weeks  
October  
23 -  
December  
22

**Themes: Weekend Activities, Family, and Friends**

**Vocabulary:** Food, beverages, film genres, family members, physical and character descriptions, months of the year and birthdays, professions

**Grammar:** Present tense with –ER and –IR verbs, past tense with *avoir* and *être*, idiomatic expressions with *avoir*, adjectival agreement, irregular verbs *prendre*, *voir*, *venir*, and *offrir*, the near future with *aller*, the recent past with *venir de*, the interrogative adjective *quel*, possessive adjectives and possession with *de*, and *c'est* vs. *il est*.

**Units Covered:** 4-5

**Essential Cultural Questions:**

- What role do sports play in France and other Francophone countries and how does that compare to my country?
- How do mealtimes and food preferences of people in France and Francophone countries differ from those in my country and why?
- What role does the cinema play in France and how does it compare to that in my country?
- What role do friends, immediate family, and extended family play in daily and weekly routines in France and Francophone countries compare to those in my country and why?
- What are the beliefs that influence work culture in France and other Francophone countries and how do they differ from those in my country and why?

**Essential Thematic Questions for Written and Spoken French**

- How do I politely request, accept, and refuse food or drink?
- How do I politely make a purchase or request assistance in a store?
- How do I compare my film preferences with those of my peers?
- How do I request or give the date?
- How do I give my age or birthday and inquire about that of my peers?
- How do I describe my friends and family?
- How do I describe the professions of the people in my life and indicate what I hope to do one day?
- How do I describe activities in the past, present, and near future?

3<sup>rd</sup> Nine  
Weeks

**Themes: Shopping, Home, and City Life**

January 9 - March 9 **Vocabulary:** Types of stores, shopping, money, clothing and accessories, colors, food and quantities, types of homes and home furnishings, meals, place settings, seasons and weather, animals, and transportation.

**Grammar:** Present tense with –ER, -IR, and –RE verbs, past tense with *avoir* and *être*, irregular verbs *vouloir*, *pouvoir*, *devoir*, *mettre*, and *faire*, stem-change verbs like *acheter* and *payer*, the partitive article, the demonstrative adjective *ce*, adverbs of quantity, prepositions, adjectival placement, and sequential adverbs.

**Units Covered:** 6-8

**Essential Cultural Questions:**

- How do clothing styles and choices in France and Francophone countries differ from those in my country and why?
- How does culture influence our eating habits and preferences?
- How do my home, furnishings, and attitudes about the household compare to those in France and Francophone countries and why?
- What forms of public transportation is available in Paris and how does one use it? How does this compare to what is in my city and why?
- How do transportation patterns and preferences of people in France and Francophone countries differ from those in my country and why?

**Essential Thematic Questions for Written and Spoken French**

- How do I describe, compare, and contrast my clothing with that of someone else?
- How do I politely make a purchase or request assistance in a store?
- How do I inquire about prices and sizes of items in a store?
- How do I express what I need compared to what I want?
- How do I compare my meal preferences to those of my peers?
- How do I describe my home?
- How do I request and give directions for taking public transportation?
- How do I narrate a sequence of events in the past?
- How do I describe activities in the past, present, and near future?

<p>4<sup>th</sup> Nine Weeks March 19 - May 25</p>	<p><b>Themes: Health and Wellness, the Environment, and Vacation</b></p> <p><b>Vocabulary:</b> The body, illnesses, nature, pollution and environmental solutions, and animals.</p> <p><b>Grammar:</b> Present tense with –ER, -IR, and –RE verbs, past tense with <i>avoir</i> and <i>être</i>, the imperative, expressions with the verb <i> falloir</i>, prepositions with cities, states, countries and continents, negation, the comparative and superlative with adjectives.</p> <p><b>Units Covered: 9</b></p> <p><b>Essential Cultural Questions:</b></p> <ul style="list-style-type: none"><li>• How do attitudes about healthcare in France and Francophone countries differ from those in my country?</li><li>• How do attitudes about the environment in France and Francophone countries differ from those in my country?</li></ul> <p><b>Essential Thematic Questions for Written and Spoken French</b></p> <ul style="list-style-type: none"><li>• How do I offer, request, accept, and politely refuse advice?</li><li>• How do I describe my current state of health and fitness and how do I compare it to previous moments in time?</li><li>• How do I describe current environmental issues and suggest potential solutions?</li><li>• How do I describe activities in the past, present, and near future?</li></ul> <p>****This schedule is subject to modifications as deemed appropriate by the teacher.</p>
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### Academic Dishonesty – Cheating

These are rules and guidelines for creating products for individual grades and/or assessment that relate specifically to computer-based classes. This does not include guidelines for peer tutoring or team/collaboration assignments. Unless otherwise indicated, the following rules apply to all homework assignments and individual, graded work.

1. Students **are** allowed to help each other understand concepts in their own work.
2. Students **may** explain a concept to another.
3. Students **may** only prompt the other to come up with the solution to a specific problem.
4. Students **may** use an online dictionary to look up individual words, check spelling, or check verb conjugations when appropriate on a given assignment.
5. Students **must** do (translate, produce, design, create, write, speak, manipulate, perform, construct, code, *etc.*) their own work using their own unique thought processes.
6. Students **may not** work together to produce a single result (unless assigned to a group).
7. Students **may never**:
  - a. manipulate, change, type, or write all or part of another's material to be graded or assessed.
  - b. type on another's keyboard to help in the explanation, if that work becomes part of a graded assessment.
  - c. send or receive assignment answers or computer-generated material to another, or
  - d. in any way do the work (or thinking) for another student.
  - e. use a translation engine for phrases or entire sentences.
8. Students **may not** give (either verbally or in writing) another student the answer to a problem. This does not help the others learn the concept, nor does it help them learn the process of problem solving.
9. Students **may not** engage in plagiarism as defined in the Eanes ISD Policy.

A less tangible, but no less important, problem you face if you cheat is the damage you do to your relationship with me. If you violate the trust I place in you, you will create between us a breach of faith not easily overcome. I consider our trust relationship very important, and so should you. Moreover, if I am ever asked to respond to questions about your character for a job, college, or scholarship application, I will have to report what you did.

### Contact Information

Please print and return to Ms. Bergman for five extra points on the first quiz.

**Student's Name:** \_\_\_\_\_ **Class Period:** \_\_\_\_\_

**Parent Name:** \_\_\_\_\_  
**Email Address:** \_\_\_\_\_  
**Daytime Phone:** \_\_\_\_\_ **Preferred contact time:** \_\_\_\_\_  
**Evening Phone:** \_\_\_\_\_ **Preferred contact time:** \_\_\_\_\_

**Parent Name:** \_\_\_\_\_  
**Email Address:** \_\_\_\_\_  
**Daytime Phone:** \_\_\_\_\_ **Preferred contact time:** \_\_\_\_\_  
**Evening Phone:** \_\_\_\_\_ **Preferred contact time:** \_\_\_\_\_

### Signatures

Students and parents/guardians please read the following statements and sign at the bottom lines.

1. I have read and understood the course syllabus.
2. I have read and understood the technology requirements for this course.
3. I have read and understood the academic dishonesty guidelines.
4. I/my child will uphold class, school, and district expectations.

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_