

Dear Parents,

My name is Laura Bergman, and I am very happy to be your child's French 3 Pre-AP 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 3 Pre-AP 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 designed to develop further 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 intermediate-low to intermediate-mid competence levels as described by the American Council on the Teaching of Foreign Languages. Students will explore and review 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.

Students who enroll in this course should already have a good command of vocabulary and grammar as well as the four language skills, as this course will be conducted exclusively in French.

Course Objectives:

- Understand spoken French in a wide variety of contexts and registers.
- Develop reasonably consistent accuracy of grammatical and syntactical structures in written and spoken French.
- Develop a sufficiently ample vocabulary in order to read authentic news, magazine, literary, and other non-technical texts without dependence on a dictionary.
- Communicate coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken French.
- 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? 3*, 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
- www.tv5.org
- www.rfi.fr
- www.lemonde.fr
- www.france2.fr
- www.tf1.fr
- 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 (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 3 Pre-AP Year at a Glance

<p>1st Nine Weeks August 21 - October 20</p>	<p>Themes: Major Life Moments, Personal Relationships, and the Francophone World</p> <p>Vocabulary: Destinations in town, emotions, family life and activities, marriage and work life, celebrations, shapes and materials, cooking utensils, extended family, geography, fairytales and literature, and housing and home renovation.</p> <p>Grammar: Present tense of –ER, –IR, and –RE verbs, present tense of high-frequency irregular verbs, past tense with <i>avoir</i> and <i>être</i>, expressions of time with <i>depuis</i>, the imperfect, the future tense, <i>si</i>-clauses, the conditional mood, interrogative pronouns, direct and indirect object pronouns, <i>c'est</i> and <i>il est</i>, relative pronouns, the pronouns <i>y</i> and <i>en</i>, double object pronoun placement, reflexive verbs, comparative and superlative and adverbs and adjectives.</p> <p>Units Covered: 1-3</p> <p>Essential Cultural Questions:</p> <ul style="list-style-type: none">• How do people in France and other Francophone countries spend their leisure time and how does this compare to practices in my country?• What is the role of the MJC in France and how does this compare to community or youth centers in my country?• How do interactions with family members in France and other Francophone countries differ from those in my country and why?• What is the role of marriage and wedding celebrations in France and other Francophone countries, how do they differ from those in my country, and why?• What are the fastest-growing economic sectors in France and other Francophone countries and how do they compare to my country?• How is the New Year celebrated in France and other Francophone countries and how does this compare to holiday traditions in my country?• What role do cooking and culinary arts play in France and Francophone countries, how do they differ from those in my country, and why?• How does culture influence our eating habits and preferences?• What are considered appropriate topics for discussion while dining in France and Francophone countries and how do they compare to those in my country?• What is considered appropriate dining etiquette when invited to someone's home in France and Francophone countries and how does this compare to that in my country?• What are the fairy tales and folklore from France and other Francophone countries and how do they compare from those to my country?• In what types of housing and in which parts of town do people live in France and other Francophone countries, and how does this compare to housing in my country? <p>Essential Thematic Questions for Written and Spoken French</p> <ul style="list-style-type: none">• How do I describe the details of meeting someone (where and what they are like)?• How do I politely give someone advice or reassurance?• How do I talk about my childhood activities and compare them to those of my peers?• How do I describe my family roles and relationships and compare them to those of my peers?• How do I describe someone's wedding?• How do I express indifference to something?• How do I describe my intended professional goals and compare them to those of my peers?• How do I politely conduct a phone call to an acquaintance?• How do I politely make, accept, and refuse invitations to someone's home?• How do I describe a holiday celebration at my home and compare it to those of my peers?• How do I politely request, offer, or decline to help someone?• How do I offer polite discussion on culturally acceptable topics for dining with others?• How do I describe where my extended family lives and compare it to those of my peers?• How do I describe where my ancestors come from and compare it to the family origins of my peers?• How do I describe my home and neighborhood and compare it to those of others?• How do I discuss repeated, habitual, or progressive actions in the past?• How do I describe details in a narrative in the past?• How do I discuss actions I would take in a given situation?• How do I describe activities in the past, present, and future?
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2 nd Nine Weeks October 23 - December 22	<p>Themes: Vacation and Travel</p> <p>Vocabulary: Outdoor activities, travel preparations, hotel accommodations, food, and movies.</p> <p>Grammar: Present tense of regular and irregular verbs, past tense with <i>avoir</i> and <i>être</i>, the imperfect, the future tense, the conditional mood, the present participle, negation, <i>savoir</i> and <i>connaître</i>, the subjunctive mood, and the interrogative pronoun <i>quel</i>.</p> <p>Units Covered: 4-5</p> <p>Essential Cultural Questions:</p> <ul style="list-style-type: none">• What are popular outdoor activities in France and other Francophone countries and how do they differ from those in my country?• How do preferences regarding travel destinations, transit, and lodgings in France and other Francophone countries differ from that in my country and why?• What are some regional culinary specialties in France and how do they compare to those in my country?• What role does the cinema play in France and how does it compare to that in my country? <p>Essential Thematic Questions for Written and Spoken French</p> <ul style="list-style-type: none">• How do I politely ask for and respond to someone's opinion?• How do I describe the outdoor activities in which I participate and compare them to the preferences of my peers?• How do I discuss what I or others must do?• How do I describe my travel preparations and compare them to those of my peers?• How do I make a hotel reservation and how do I compare my preferences to those of my peers?• How do I discuss what I want someone to do?• How do I describe how I feel about something that has happened?• How do I express doubt that something has happened?• How do I describe the different aspects of a movie?• How do I discuss repeated, habitual, or progressive actions in the past?• How do I describe details in a narrative in the past?• How do I discuss actions I would take in a given situation?• How do I describe activities in the past, present, and future?
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3rd Nine
Weeks
January 9
- March 9

Themes: Post-Bac Life, the Arts, and Socio-Political Origins of Contemporary Society

Vocabulary: Money and finance, university studies, reading, post office, visual art, music, literature, history, professional life, and medical care and insurance.

Grammar: Present tense of regular and irregular verbs, past tense with *avoir* and *être*, the imperfect, the future tense with *si* and *quand*, the conditional mood, the subjunctive mood with conjunctions, verbs that take *de*, the pronoun *dont*, demonstrative adjectives, the demonstrative pronoun *celui*, adjectival placement and agreement, the comparative and superlative of adjectives, the irregular verb *plaire*, idiomatic expressions with *faire*, the causative *faire*, idiomatic expressions with *avoir*, the past infinitive, idiomatic expressions with *être*, and the pluperfect tense.

Units Covered: 6-8

Essential Cultural Questions:

- How do attitudes about university studies in France and other Francophone countries differ from those in my country and why?
- How does student life at university in France and other Francophone countries differ from that in my country and why?
- What is the role of literature in France and other Francophone countries and how does it compare to that in my country?
- What is the role of the press in France and other Francophone countries and how does it compare to that in my country?
- What is the role of the post office in France and other Francophone countries and how does it compare to that in my country?
- How has French culture influence the history of art, and how does this compare to the influence of my country?
- What genres of music are popular throughout the Francophone world and how do they compare to those in my country?
- How have Francophone authors influenced the world of literature?
- How did the French Revolution influence and shape the modern Francophone world?
- What are the current challenges in the labor force in France and other Francophone countries and how do they differ from those in my country?
- How does work culture in France and other Francophone countries differ from that in my country?
- How do attitudes about healthcare in France and Francophone countries differ from those in my country?

Essential Thematic Questions for Written and Spoken French

- How do I conduct financial transactions at a bank?
- How do I compare my academic and professional intentions with those of my peers?
- How do I compare my reading preferences with those of my peers?
- How do I send or pick up items at the post office?
- How do I describe forms and movements of visual art and the tools needed to create it?
- How do I compare and contrast my musical preferences with those of my peers?
- How do I describe and analyze a literary work?
- How do I describe past historical events and their relationship to contemporary events?
- How do I describe the various stages of finding employment and carrying out typical functions at work?
- How do I describe the relationship between medical care and insurance?
- How do I compare and contrast one's rights and needs?
- How do I discuss repeated, habitual, or progressive actions in the past?
- How do I describe details in a narrative in the past?
- How do I describe doubt, necessity, desire, or an emotion that something is happening?
- How do I discuss actions I would take in a given situation?
- How do I describe activities in the past, present, and future?
- How do I describe what will happen if or when certain circumstances arrive?
- How do I describe what had happened before something occurred after?

4th Nine
Weeks
March 19
- May 25

Themes: Global Challenges and the Economy

Vocabulary: Emotions, negative life situations, physical traits, global challenges, economy and trade, the business world,

Grammar: Present tense of regular and irregular verbs, past tense with *avoir* and *être*, the imperfect, the future tense with *si* and *quand*, the conditional mood, the subjunctive mood, the pluperfect with *si*, the conditional past, possessive adjectives, possessive pronouns, indefinite adjectives, and indefinite pronouns.

Units Covered: 9-10

Essential Cultural Questions:

- What are the major challenges facing French and other Francophone countries and how do they compare to those facing my country?
- How are France and other Francophone countries responding to these challenges and how do their responses compare to actions taken in my country?
- How has globalization affected France and other Francophone countries and how do these consequences compare to those in my country?
- How are the economies of France and the United States linked?

Essential Thematic Questions for Written and Spoken French

- How do I describe how I feel?
- How do I describe situations I fear or try to avoid?
- How do I give general information about someone?
- How do I describe my reaction to something?
- How do I describe where items are manufactured in the world?
- How do I compare and contrast types of businesses and the professionals who work there?
- How do I discuss repeated, habitual, or progressive actions in the past?
- How do I describe details in a narrative in the past?
- How do I describe doubt, necessity, desire, or an emotion that something is happening?
- How do I discuss actions I would take in a given situation?
- How do I describe activities in the past, present, and future?
- How do I describe what will happen if or when certain circumstances arrive?
- How do I describe what would have happened if or when certain circumstances were to arrive?
- How do I describe what had happened before something occurred after?

****This schedule is subject to modifications as deemed appropriate by the teacher.

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:** _____