

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, digitally sign, and have your child submit the contact information and signature page at the end of this packet through Google Classroom for **five extra points on the first quiz by Friday, August 24, 2018.**

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 grade, plan, and 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? 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
- www.tv5.org
- www.rfi.fr
- www.lemonde.fr
- www.france2.fr
- www.tf1.fr
- www.ifop.com
- <http://www.internetactu.net/>
- <https://www.1jour1actu.com>
- 1 jour, 1 question Youtube Channel

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

1 st Nine Weeks	<p>Themes: Who I am, My Family, and My Home</p> <p>Vocabulary: Physical and emotional descriptions, hobbies and outdoor activities, family, extended family members, and weddings, and types of housing, materials, and home repair.</p> <p>Grammar: Regular and high-frequency irregular verbs in the present tense, the <i>passé composé</i> with <i>être</i> and <i>avoir</i>, the <i>imparfait</i> and the <i>imparfait</i> vs. the <i>passé composé</i>, the future tense, reflexive verbs in present, past tense, and future tenses, adjectival agreement and placement, adverbs of frequency and adverbial comparisons, idiomatic expressions with <i>avoir</i> and <i>être</i>, common forms of negation, prepositions <i>à</i> and <i>de</i> with destinations, the pronouns <i>y</i> and <i>en</i>, relative pronouns, interrogative pronouns, and demonstrative pronouns, and if-then statements with the present and future tenses.</p> <p>Essential Cultural Questions:</p> <ul style="list-style-type: none">• How do the cultural perceptions of beauty in my country compare to those in France and other Francophone countries?• How do our perceptions of beauty influence and affect our daily lives?• What are popular sports and outdoor activities in France and other Francophone countries and how do they differ from those in my country?• How do the roles of sports and other outdoor activities in my country compare to those in France and other Francophone countries?• What is the role of the MJC in France and how does this compare to community or youth centers my country?• How does the concept of family differ among Francophone countries and my country, and how does these differences influence our interactions?• What are the roles of marriage and wedding celebrations in France and other Francophone countries, how do they differ from those in my country, and why?• 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?• What are some of the challenges regarding housing in France and other Francophone countries, and how do they compare to those in my country?• What role does the government play in housing in France and other Francophone countries, and how does this 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 describe or inquire about a person's physical appearance using specific details?• How do I describe or inquire about a person's emotional state or reaction to something?• How do I describe the sports and outdoor activities in which I participate and compare them to the preferences of my peers?• How do I describe or inquire about necessary equipment for certain sports or other outdoor activities?• How do I make, accept, or politely refuse an invitation to participate in a sport or other leisure activity?• How do I define the concept of family and its place in my life, and how does this compare to that 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 and inquire about a person's wedding?• How do I describe my home and neighborhood and compare them to those of my peers?• How do I describe or inquire about home repairs that I need or want?• How do I request, offer, or politely refuse help?• How do I formulate a request for more information?• How do I clarify to which person or thing I am referring when providing more information?
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- How do I describe or inquire about activities in the past, present, and future?
- How do I discuss how things used to be in the past?
- How do I describe or inquire about repetitive actions in the past?
- How do I relate a narrative with a clear sequence of events and supporting details?
- How do I describe or inquire about what will happen if or when certain circumstances arrive?
- How do I describe or inquire about the frequency of given activities in the past, present, and future?
- How do I compare the manner in which two different actions are done?
- How do I use negation to describe or inquire about things that are not/never/no longer done?

2nd
 Nine
 Weeks

Themes: Post-Bac Life: University and Employment

Vocabulary: University enrollment and student life, fields of study, economic sectors, internships and job applications, the workforce and professional life, types of businesses and companies, departments and employees in a business, at the bank, and current events and global challenges.

Grammar: Regular and high-frequency irregular verbs in the present, past, imperfect, and future tenses and conditional and subjunctive moods, if-then statements with the imperfect and conditional, relative pronouns, the comparative and superlative of adjectives, and direct object pronouns.

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 the organizational structure of national education and higher education in France and other Francophone countries differ from that in my country, and what are reasons for and consequences of this system?
- What role does the government play in university students' daily life, how do students interact with their government in France and other Francophone countries, and how does this differ from that in my country?
- How do the ways in which one prepares for a future career in France and other Francophone countries compare and contrast with those in my country?
- How does work culture in France and other Francophone countries differ from that in my country and why?
- What are the fastest-growing economic sectors in France and other Francophone countries and how do they compare to those in my country?
- How are the economies in France and other Francophone countries linked to that of the United States?
- 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?

Essential Thematic Questions for Written and Spoken French:

- How do I describe what I would like to study, and where I would like to work, and how does this compare to the aspirations of my peers?
- How do I describe what I would like to study, and where I would like to work, and how does this compare to the aspirations of my peers?
- How do I describe or inquire about one's professional role and responsibilities?
- How do I compare and contrast different types of businesses and professional settings?
- How do I describe and inquire about the role or purpose of a business?
- How do I politely conduct a financial transaction at a bank?
- How do I inquire about or express interest, disinterest, or indifference to future plans or intentions?
- How do I offer, accept, or politely refuse advice?
- How do I emphasize an idea or link two clauses?
- How do I compare two different things, places, or people?
- How do I describe or inquire about what one must do?

- How do I describe or inquire about what one wants another to do?
- How do I express doubt that something has or will happen?
- How do I express how I feel about something that has happened or will happen?
- How do I describe or inquire about events in the past, present, and future?
- How do I describe or inquire about what would happen if certain circumstances arrive or conditions are met?

3rd
 Nine
 Weeks

Themes: Arts, Travel, and Culture

Vocabulary: Fine arts, painting, and major artistic movements, literature and fairy tales, food and cooking, kitchen utensils and appliances, travel preparations and requirements, hotel accommodations and amenities, countries and continents.

Grammar: Regular and high-frequency irregular verbs in the present, past, pluperfect, imperfect, and future tenses and conditional and subjunctive moods, the subjunctive mood with conjunctions, aspects of time using the pluperfect and the *passé composé*, if-then statements with the pluperfect and conditional conditional past, indirect object pronouns, and possessive pronouns.

Essential Cultural Questions:

- What are the main artistic movements of visual art from the mid eighteenth century to the mid twentieth century, and how can do I identify works from each of these movements?
- What is the relationship between culture and major artistic movements?
- How have Francophone cultures influenced the history of art, and how does this compare to that of my country?
- What is the role of literature in France and other Francophone countries, and how does it compare to that in my country?
- How have Francophone authors influenced the world of literature?
- What are the fairy tales and folklore from France and other Francophone countries, what are their implicit cultural values, and how do they compare to those of my country?
- What roles do cooking and culinary arts in France and other Francophone countries, and how do they differ from those in my country, any why?
- How does culture influence our eating preferences and habits?
- What are considered appropriate topics for discussion while dining in France and other Francophone countries and why?
- What is considered appropriate dining etiquette when invited to someone's home in France and other Francophone countries, and how does this compare to that in my country?
- How do preferences regarding travel destinations, transit, and lodgings in France and other Francophone countries differ from those in my country and why?

Essential Thematic Questions for Written and Spoken French:

- How do I describe and inquire about an artistic movement?
- How do I describe, analyze, and inquire about a work of art and the tools needed to create it?
- How do I describe and inquire about a work of literature or fairy tale?
- How do I compare my reading preferences to that of my peers?
- How do I give and follow the instructions of a recipe?
- How do I describe or inquire about events in the past, present, and simple future?
- How do I describe or inquire about events that would have happened if given circumstances were to have occurred?
- How do I describe or inquire about what had happened before something occurred later?
- How do I describe or inquire about the necessity, doubt, or desire that an action has occurred, is occurring, or will occur?
- How do I express how I feel about something that has happened, is happening, or will happen?

4 th Nine Weeks	<p>Themes: Francophone Cultural Values: l'État providence and its Origins</p> <p>Vocabulary: The <i>Ancien régime</i> and the French Revolution, types of government, health and wellness, body parts, illnesses and symptoms, healthcare systems and structures, and citizenship.</p> <p>Grammar: Regular and high-frequency irregular verbs in the present, past, pluperfect, imperfect, future, and future perfect tenses and the present and past of the conditional and subjunctive moods, reciprocal verbs, the <i>passé simple</i>, the past infinitive, the present participle, causative <i>faire</i>, indefinite adjectives, and indefinite pronouns.</p> <p>Essential Cultural Questions:</p> <ul style="list-style-type: none">• What were the leading causes of the French Revolution, and how does its history relate to that of my country?• How did the French Revolution influence the modern world, particularly in Francophone countries?• What is l'État providence, how does it determine the relationship between the French government and its people, and how does this compare to the role of the state in my country?• How do attitudes about and practices regarding healthcare in France and other Francophone countries differ from those in my country any why? <p>Essential Thematic Questions for Written and Spoken French:</p> <ul style="list-style-type: none">• How do I compare and contrast different types of political systems and government structures?• How do I describe my state of health, symptoms, and medical treatment I need?• How do I describe or inquire about the relationship between medical care and insurance?• How do I compare and contrast one's rights and one's needs?• How do I refer to a nonspecific item, person, or group?• How do I describe or inquire about events in the past, present, and simple future?• How do I describe or inquire about events that would have happened if given circumstances were to have occurred?• How do I describe or inquire about what had happened before something occurred later?• How do I describe or inquire about the necessity, doubt, or desire that an action has occurred, is occurring, or will occur?• How do I express how I feel about something that has happened, is happening, or will happen?• How do I describe or inquire about actions that someone has someone else do?• How do I write about events in the past in a literary or historical context? <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 digitally sign and submit this page in the Google Classroom 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:** _____