

Dear Parents,

My name is Laura Bergman, and I am very happy to be your student's French 5 Post-AP teacher this year. This will be an exciting course designed to immerse students in the Francophone world through the study of literature, film, and civilization using technology and guided by student choice. In addition, we will seek out opportunities to interact with and serve both our communities and those in the Francophone world. We will make effective target-language communication our main goal and will, therefore, conduct this course exclusively in French.

Attached you will find copies of the course syllabus 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 5 Post-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 perfect 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 pre-advanced to advanced-low competence levels as described by ACTFL. Students will develop a highly specialized vocabulary and review grammar in context from authentic documents across interdisciplinary, cross-cultural topics in order to use the target language to gain a greater understanding of the target cultures as well as their own.

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 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.

Teaching Strategies:

A total immersion in French lays the groundwork for the four skills (listening, speaking, reading, and writing) that are embedded in daily activities. All work incorporates interdisciplinary and multicultural topics through interpersonal, interpretive, and presentational communication and the use of authentic audio, video, audio-visual, written, and other print resources in the target language.

It is a student-centered classroom where the emphasis is on communication as student work to reach higher levels of proficiency. While activities vary from week to week, certain assignments and assessments are scheduled regularly, usually every week or two. These include thematic vocabulary assessments, in-class writing tasks, informal discussions and speaking activities, and formal speaking tasks, and research projects chosen and led by students. Homework assignments with deadlines for the entire week will be given to the students on the first day of each week. As often as possible, every activity is designed to incorporate the three modes of communication (interpersonal, interpretive, and presentational).

Reading Proficiency:

Students will have reading time every week in class. Texts are drawn from a variety of authentic sources including Francophone literary excerpts representing different genres, the entirety of De Saint-Exupéry's *Le petit prince*, newspapers, and magazines from the Internet. Students will also use short

excerpts with multiple-choice questions from the *Face-à-face: Conversation sans frontières*, 2nd edition class textbook. They will be expected to support and justify their answers by referencing the text. Depending on the type of reading involved, assessments will vary, and follow-up assessments may be used to assist further in the understanding of linguistic and semantic details as well as the relationships of ideas and the texts to students' own knowledge and experience. Readings will always be followed by written or oral activities with a partner, small group, or a class in order to stress the importance of reading comprehension and effectively expressing one's opinion through grammatically and stylistically appropriate writing and dialogue.

Listening Proficiency:

Audio documents are taken from a variety of authentic sources, particularly from newscast clips and the program from TV5, Radio Francophone Internationale, and 1 jour, 1 question, as well as from French and Francophone films. Throughout the year, students will complete activities and formal and informal assessments that involve listening to news reports, interview clips, songs, and other audio texts and filling out questionnaires. These activities will often be followed by other written or oral assignments to be completed individually, with a partner, in a small group, or as a class.

Speaking Proficiency:

Students will use the target language to participate in small-group and class-wide discussions, communicative games and activities, dialogues, sketches, presentations, debates, peer reviews, and digitally recorded authentic speaking tasks based on thematic prompts on real issues in the Francophone world. These activities encourage students to perform high-level thinking skills and textual and linguistic analysis in French. Assessment of the students is done informally, on a daily basis, through participation and efforts to use French exclusively as well as formally using given speaking rubrics.

Writing Proficiency:

Students have writing tasks assigned at least once a week as in-class work and/or homework. These include short written reactions to authentic resources treated in reading or listening activities, email or formal letter compositions, and expository and persuasive essays in French. Students will demonstrate both their control of French grammar and vocabulary in highly specialized contexts, their use of literary, textual, and film analyses, their ability to formulate an organized, cohesive argument with support, and their capacity to make connections from the texts to the cultures in the target community.

Cultural Proficiency:

Students will have a genius hour each week, where they will conduct guided research on a topic of their choice throughout the year in order to create a product which explores the cultural practices, products, and values/attitudes of a chosen Francophone country. Students will share their findings with the class and will respond to their peers' findings in written and spoken communication online and in class. This encourages further cultural comparisons and discussions.

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 textbooks for students will be:

- Ghillebaert, Françoise. *Face-à-face: Conversation sans frontières*, 2nd edition, Vista Higher Learning, 2017.

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

- De Saint-Exupéry, Antoine. *Le petit prince*, Harcourt, 1943.
- Ladd, Richard. *Allons au-delà!: La langue et les cultures du monde francophone*, Pearson, 2012.
- Lenard, Yvonne. *Trésors du temps*. Glencoe McGraw-Hill, 1997.
- www.bosvick.com/2012_themes.htm
- www.bbc.co.uk/languages/french
- www.tv5.org
- www.rfi.fr
- www.lemonde.fr
- www.france2.fr
- www.tf1.fr
- www.ifop.com
- www.ina.fr
- www.newsmap.jp
- www.internetactu.net/
- www.1jour1actu.com
- 1 jour, 1 question Youtube Channel

Students are encouraged to use a thumb drive to back up their work. They may also wish to purchase headphones with a microphone compatible with their cell phone or iPad. This is highly recommended, as the class will frequently make in-class audio recordings.

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, book work, WebQuests, group work, comprehension checks, quizzes on the four skills, self-assessments, peer reviews, presentations, and closing activities, some of which will be graded. 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 the genius hour), 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 25 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.

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/Guardian Name: _____

Email Address: _____

Daytime Phone: _____ Preferred contact time: _____

Evening Phone: _____ Preferred contact time: _____

Parent/Guardian 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/Guardian Signature: _____ **Date:** _____

Student Signature: _____ **Date:** _____