Dear Parents/Guardians,

My name is Laura Bergman, and I am very happy to be your child’s French I 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 a **daily grade by Friday, August 26, 2016**.

I look forward to working with you throughout the year to ensure your child’s learning and progress, and I will keep you regularly informed of your child’s performance. 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 fourth 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 and the Google calendar. Additionally, your child will be able to access resources in both OneNote 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 I Course Syllabus

Teacher: Laura Bergman
Room: WHS 229
Phone: 512-732-9280 ext. 33351
Email: lbergman@eanesisd.net
Conference: Fourth 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 ACTFL. 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:
Almost all activities, textbook assignments, homework, and assessments will be paperless. As such, students will be expected to maintain OneNote notebooks for French synched with a district Microsoft account in order to organize all of handouts and work upon receipt of a district iPad. The teacher will guide the students in the creation and organization of their notebooks. After this time, all handouts, instructions, daily work, and assignments will be uploaded to OneNote and/or the Google classroom, and it will be the students’ responsibility to download, complete, archive, and synchronize them accordingly. The students may be subject to occasional notebook checks for daily grades.

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 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.

The primary online textbook for this class will be:
Supplementary reading texts and online resources will be taken mainly from the following sources:

- 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.newsmapi.jp
- 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, 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 online textbooks, OneNote, and Google accounts created by the school district, students will also be asked to create use accounts with either personal or Eanes ISD email credentials while in class for the following websites:

- www.quizlet.com (flash cards, vocabulary, and grammar practice)
- b.socrative.com (online practice and assessment website)
- www.animoto.com (for photo presentations and video clips)

**Grades:**
The French department will calculate grades with the following categories:

- Daily: 10%
- Quizzes: 30%
- 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 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, 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.
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 occasional 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 10-15 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 or in their class tray (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 I Year at a Glance

### 1st Nine Weeks
**Themes:** Greeting People and Socializing

**Vocabulary:** Introductions, family, hobbies and interests, time, weather, food, money and shopping, and school.

**Grammar:** Definite articles, indefinite articles, gender of nouns, present tense, past tense with *avoir*, -ER verbs, negation, adjectival agreement, *avoir, faire, aller*.

**Essential Questions:**
- How does speaking French change our perspective of the world?
- How do I use another language to communicate with others?
- How are French and English interconnected and why?
- Who am I and how do I relate to others?
- How do I use appropriate verbal and nonverbal communication to greet others?
- How do I express my preferences and inquire about others’?
- How do I describe activities I have done, am doing, and am going to do?
- How do friends and family influence our personal identities and why?
- How does culture influence our personal identities and why?
- How does culture influence the ways in which we interact with one another and why?

### 2nd Nine Weeks
**Themes:** Daily Routines, School, and Home Life

**Vocabulary:** Food and restaurants, daily activities, places in the city, physical and character descriptions, school subjects and supplies, personal belongings, and colors.

**Grammar:** Present tense, past tense, adjectival agreement, the verbs *être, vouloir,* and *pouvoir,* the near future with *aller,* contradicting negation with *si,* question formation with *est-ce que* and *qu’est-ce que,* question words, high-frequency prepositions, high-frequency adverbs, adjectival placement, *c’est* vs. *il est*.

**Essential Questions:**
- How do I express what I must or can do?
- How do I describe activities I have done, am doing, and am going to do?
- How do I politely make, accept, and refuse invitations?
- How do I form questions?
- How do I express approval or regret?
- How do I describe my room?
- How do my room, furnishings, and attitudes about the household compare to those in France and Francophone countries and why?
- How does a typical French school day compare to that in my country and why?
- How do leisure activities for French teenagers compare to those in my country and why?
- How do rites of passage for teenagers in my country compare to those in France and Francophone countries and why?
### 3rd Nine Weeks
**Themes:** The Home, Family, and Urban Activities  
**Vocabulary:** Destinations in a city, directions, extended family, leisure activities, money and shopping, clothing, house and home furnishings, and musical instruments.  
**Grammar:** Present tense, past tense with être, -IR verbs, -RE verbs, the prepositions chez, à and de, the verbs venir and mettre, stem-change verbs like acheter, préférer, and payer, idiomatic expressions with avoir, the imperative, tonic pronouns, possession with de and possessive adjectives, demonstrative and interrogative adjectives, and ordinal numbers.  
**Essential Questions:**  
- How does culture influence our habits and interests?  
- How do I describe activities I have done, am doing, and am going to do?  
- How do I request and give directions?  
- How do I express doubt or surprise?  
- How do I describe my home?  
- How do I describe, compare, and contrast my clothing with that of someone else?  
- 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 request, offer, accept, and contradict advice?  
- How do my home, furnishings, and attitudes about the household compare to those in France and Francophone countries and why?  
- How do leisure activities for French teenagers compare to those in my country and why?  
- How do clothing styles and choices differ in my country from those in France and Francophone countries and why?  
- What role do friends, immediate family, and extended family play in daily and weekly routines in my country compared to those in France and Francophone countries and why?  

### 4th Nine Weeks  
**Themes:** Leisure Time and Food and Meals  
**Vocabulary:** Vacation destinations, modes of transportation, leisure activities and sports, chores, food, beverages, mealtimes, eating utensils, and restaurants.  
**Grammar:** Present tense, past tense with être and avoir, adverbs of sequence, idiomatic expressions with avoir, question formation in the past tense, the verb voir, expressions with time, negation, expressions of quantity, the verbs vouloir, pouvoir, prendre, boire, devoir, connaître, dire, lire, écrire, the partitive article, and direct and indirect object pronouns.  
**Essential Questions:**  
- How do I describe activities I have done, am doing, and am going to do?  
- How do I inquire about activities that others have done, are doing, or are going to do?  
- How do I express good wishes or encouragement?  
- How do I request help?  
- How do I inquire about others’ feelings or needs and express my own?  
- How do I request, offer, accept, and politely refuse food or drinks?  
- How does culture influence our habits, interests, and responsibilities?  
- How do vacation and leisure activities for French teenagers compare to those in my country and why?  
- How do transportation patterns and preferences of people in my country and in France and Francophone countries differ and why?  
- How do mealtimes and food preferences of people in my country and in France and Francophone countries differ and why?  

****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 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 **must** do (produce, design, create, write, manipulate, perform, construct, code, *etc.*) their own work using their own unique thought processes.
5. Students **may not** work together to produce a single result (unless assigned to a group).
6. 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 including code to another, or
   d. in any way do the work (or thinking) for another student.
7. Students **may not** tell (either verbal or written) 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.
8. 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 a daily grade.

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: _____________________