

Dear Parents/Guardians,

My name is Laura Bergman, and I am very happy to be your child's French III 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 in preparation for the French language and culture AP exam. 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 III Pre-AP Course Syllabus

Teacher: Laura Bergman  
Room: WHS 229  
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Email: lbergman@eanesisd.net  
Conference: Fourth 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-mid to advanced-low competence levels as described by ACTFL. 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:

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:

- Valette, Jean-Paul and Rebecca Valette. *Discovering French Nouveau Rouge*, McDougal Littell, 2005.

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

- Lenard, Yvonne. *Trésors du temps*. Glencoe McGraw-Hill, 1997.
- [www.bosvick.com/2012\\_themes.htm](http://www.bosvick.com/2012_themes.htm)
- [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)
- [www.ina.fr](http://www.ina.fr)
- [www.newsmap.jp](http://www.newsmap.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](http://www.quizlet.com) (flash cards, vocabulary, and grammar practice)
- [b.socrative.com](http://b.socrative.com) (online practice and assessment website)
- [www.animoto.com](http://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.

**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 20 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 III Year at a Glance**

<p>1<sup>st</sup> Nine Weeks        August 22 - October 14</p>	<p><b>Themes: Greeting People and Socializing, Personal Care and Appearance, and Household Responsibilities</b>  <b>Vocabulary:</b> Introductions, character descriptions, hobbies and interests, chores and responsibilities, food, physical descriptions and parts of the body, daily routines and personal care, emotions  <b>Grammar:</b> Present tense, adjectival agreement, adverbs of frequency, idiomatic expressions with <i>avoir</i> and <i>être</i>, the partitive article, past tense with <i>avoir</i> and <i>être</i>, the imperfect, the imperative, negation, the verbs <i>savoir</i> and <i>connaître</i>, direct and indirect object pronouns, the prepositions <i>à</i> and <i>de</i>, reflexive verbs, stem-change verbs like <i>se lever</i>, the subjunctive present  <b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Who am I and how do I relate to others?</li> <li>• How do I express my preferences and inquire about others'?</li> <li>• How do I describe activities and details in the past, present, and future?</li> <li>• How do I describe my physical appearance and others'?</li> <li>• How does my daily routine compare to that of my peers?</li> <li>• How do I describe my feelings and compare them over time?</li> <li>• How do I communicate what must and must not be done?</li> <li>• How do I request, offer, accept, and politely refuse an invitation or help?</li> <li>• How do I express opinions, wishes, and desires?</li> <li>• How do my household responsibilities compare to others'?</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 the grooming habits of teenagers in my country differ from those of teenagers in France and Francophone countries and why?</li> <li>• What role do visual arts play in my country and how does that compare to that in France and Francophone countries and why?</li> <li>• What is beauty and how is that perception defined and shaped by our culture?</li> <li>• What is the historical relationship between France and England?</li> <li>• Who were some of the key people from Gallo-Roman through medieval French history, and why are they noteworthy?</li> </ul>
<p>2<sup>nd</sup> Nine Weeks        October 17 - December 16</p>	<p><b>Themes: Vacation and Nature, Shopping and Services, Travel</b>  <b>Vocabulary:</b> Outdoor and leisure activities, animals, stores and shopping, money, repair services, travel and travel arrangements, and countries.  <b>Grammar:</b> Past tense with <i>avoir</i> and <i>être</i>, the imperfect, adverbs of time and sequence, prepositions and conjunctions with expressions of time, the <i>passé simple</i>, the pronouns <i>y</i> and <i>en</i>, expressions of indefinite quantity, multiple pronoun placement, causative <i>faire</i>, prepositions with countries, negation, the future tense, the conditional mood, if-clauses, and <i>quitter</i> vs. <i>partir</i>.  <b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do my leisure activities compare to my peers'?</li> <li>• How do I describe activities and details in the past, present, and future?</li> <li>• How do I construct a narrative on a topic of my choice?</li> <li>• How do I express surprise?</li> </ul>

- How do I describe weather conditions in the present, past and future?
- How do I request and pay for items or services I want to purchase?
- How do I make travel arrangements?
- How do I speculate about things that would, could, or should happen?
- How do attitudes about the environment compare to those in France and Francophone countries and why?
- What steps do people take to protect the environment in my country and how do they compare to those in France and Francophone countries?
- How have weather patterns changed in my country and throughout the world over the last century and why?
- Who are key people in the development of the *chanson française*, and why are they noteworthy?
- What are some influential genres of Francophone music throughout the world, and who are key performers?
- How do preferences regarding travel destinations and modes of transport in my country differ from those in France and Francophone countries and why?
- What are key events in the late 18<sup>th</sup> through the 19<sup>th</sup> century in French history, and how have they shaped contemporary French society?
- How has the French Revolution shaped French and Francophone cultures?

3<sup>rd</sup> Nine  
 Weeks  
 January 3  
 - March  
 10

**Themes: Travel, Health and Wellness, City Life**

**Vocabulary:** Lodgings and accommodations, symptoms and illnesses, accidents, medicine and treatments, emotional states, directions and plans, and destinations in the city.

**Grammar:** The comparative and superlative, the interrogative pronoun *lequel*, the demonstrative pronoun *celui*, the possessive pronoun *le mien*, the verbs *croire* and *craindre*, the subjunctive present and past tense, the pluperfect, the conditional past, and if-clauses.

**Essential Questions:**

- How do I politely request services from staff members at lodgings?
- How do I describe my health?
- How do I suggest or request treatments?
- How do I make inquire about or suggest arrangements for meeting someone?
- How do I ask for or give directions to a destination?
- How do I hypothesize about past and future events?
- How do preferences regarding travel lodgings in my country differ from those in France and Francophone countries?
- Who were some of the key events from in the late 19<sup>th</sup> through the 21<sup>st</sup> century in French history, and why are they noteworthy?
- Who were some of the key people from in the late 19<sup>th</sup> through the 21<sup>st</sup> century in French history, and why are they noteworthy?
- How do attitudes about healthcare in my country differ from those in France and Francophone countries?
- What are the attitudes regarding the European Union in France and Francophone countries and why?
- What are attitudes and government practices regarding diversity and assimilation in France and Francophone countries?

	<ul style="list-style-type: none"> <li>• What were some of the key events in Martinique’s history, and why are they noteworthy?</li> <li>• Who were some of the key people in Martinique’s history, and why are they noteworthy?</li> </ul>
<p>4<sup>th</sup> Nine Weeks          March 20 - May 25</p>	<p><b>Themes: Interpersonal Relationships, University Studies and Careers</b></p> <p><b>Vocabulary:</b> Friends and family, feelings, stages of life and rites of passage, education and school subjects, and professions and employment.</p> <p><b>Grammar:</b> Reflexive and reciprocal verbs, the relative pronouns <i>qui, que, and dont, ce qui, ce que, and ce dont</i>, the past infinitive, the present participle, and the subjunctive.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do I categorize, compare, and contrast the interpersonal relationships in my life?</li> <li>• How do I describe my feelings for someone or something?</li> <li>• How do I congratulate, console, or complain to someone?</li> <li>• How do I describe what I would like to do after high school?</li> <li>• How do I describe my work responsibilities and conditions?</li> <li>• What were some of the key events from in the late 16<sup>th</sup> through the 21<sup>st</sup> century in Francophone African history, and why are they noteworthy?</li> <li>• Who were some of the key people from in the late 16<sup>th</sup> through the 21<sup>st</sup> century in Francophone African history, and why are they noteworthy?</li> <li>• How does the educational system in my country differ from that in France and Francophone countries and why?</li> <li>• How do attitudes about higher education in my country differ from those in France and Francophone countries and why?</li> <li>• What were some of the key events from in the 16<sup>th</sup> through the 21<sup>st</sup> century in Francophone African history, and why are they noteworthy?</li> <li>• Who were some of the key people from in the 16<sup>th</sup> through the 21<sup>st</sup> century in Francophone African history, and why are they noteworthy?</li> <li>• What were some of the key events from in the 16<sup>th</sup> through the 21<sup>st</sup> century in Francophone North American history, and why are they noteworthy?</li> <li>• Who were some of the key people from in the 16<sup>th</sup> through the 21<sup>st</sup> century in Francophone North American history, and why are they noteworthy?</li> </ul>

### 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:** \_\_\_\_\_