

Dear Parents/Guardians,

My name is Laura Bergman, and I am very happy to be your child's French IV 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 AP exam. We will make effective target-language communication our main goal and will therefore conduct this course in French.

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 IV AP 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 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 pre-advanced 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 the target 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 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 topics and explores the six AP themes (Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics) 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 quizzes, in-class writing tasks to be evaluated using the AP rubric, informal discussions and speaking activities, and formal speaking tasks to be assessed using the AP rubric. By March, the students will regularly take practice exams taken from released AP tests as formal assessments and will be assessed using AP rubrics. 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) in all four language skills as relating to the six AP themes.

Reading Proficiency:

Texts are drawn from a variety of authentic sources including Francophone literary excerpts representing different genres, newspapers, and magazines from the Internet. Students will also use short excerpts with multiple-choice questions from released AP exams, *Thèmes: AP French Language and Culture*, Ladd's *AP French: Preparing for the Language and Culture Examination*, and from the *APrenons 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 « 7 Jours sur La Planete » from TV5 and Radio Francophone Internationale. 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 AP 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 themes 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, their use of literary and textual 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. Students also practice the AP exam format through multiple-choice reading and listening comprehension questions, speaking prompts and essay writing. AP exam practice also serves as formal assessment of student progress. In the first semester, students may use dictionaries during the last ten minutes of class. Toward mid-March, they may not use dictionaries. Students will have a check list to make them aware of particular structures, idiomatic expressions, and transition words that are expected. They will receive two grades: the first one is based on the AP rubric and the second is based on their "rewrite". Students will also look at "high", "mid", and "low" samples of compositions that are available on the AP website and use the rubric to assess them.

Cultural Proficiency:

Students will "adopt" a Francophone country of their choice for the year and research authentic sources relating to each theme studied in class in order to make connections to those themes and the cultural practices, products, and values/attitudes of their adopted countries. Students will summarize

and analyze their research findings with their peers in various writing and speaking tasks, and students will respond to their peers' findings in written and spoken communication online and in class. This encourages further cultural comparisons and discussions. Additionally, students are required to identify point of view, audience, and main ideas through oral and listening comprehension.

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.

The primary online textbook for students will be:

- Delfosse, Genviève, Eliane Kurbegov, and Parthena Draggett. *Thèmes: AP French Language and Culture*, Vista Higher Learning, 2016.

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

- Ladd, Richard. *AP French: Preparing for the Language and Culture Examination*, Pearson, 2012. Online edition.
- Lenard, Yvonne. *Trésors du temps*. Glencoe McGraw-Hill, 1997.
- Zwanziger, Elizabeth, Brittany Goings, Elizabeth Rench, and Brittany Selden Griffin. *APprenons 2nd edition*, Wayside Publishing, 2015.
- 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
- <http://www.internetactu.net/>

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 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 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 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 IV AP Year at a Glance

<p>1st Nine Weeks August 22 - October 14</p>	<p>Themes: La famille et la communauté and la science et la technologie Vocabulary: Childhood and adolescence, love and friendship, age and class, citizenship, customs and ceremonies, and family structures, ethical questions, future technologies, science and technology, current research topics, intellectual property, new media, social impact of technology, and discoveries and inventions. Grammar: Present, passé composé, imperfect, futur proche, prepositions and prepositional phrases, comparative and superlative, time, subjunctive, futur simple, conditional Essential Questions:</p> <ul style="list-style-type: none"> • What constitutes a family in different societies? • How do individuals contribute to the well-being of their communities? • How do the roles assumed by families and communities differ throughout the world? • How does culture influence expressions of friendship and love? • How do scientific and technological developments affect our lives? • How does creativity influence the way we live today? • What factors have influenced scientific and technological innovation and discoveries? • What role do ethical questions play in scientific progress?
<p>2nd Nine Weeks October 17 - December 16</p>	<p>Themes: L'esthétique and la vie contemporaine Vocabulary: Architecture, beauty, cultural heritage, literature, music, performing arts, visual arts, advertising and marketing, education, holidays and celebrations, professions, housing and shelter, leisure and sports, rites of passage, and travel. Grammar: Inversion, direct object pronouns, indirect object pronouns, subjunctive with irregular stems, infinitives with expressions of time, relative pronouns, demonstrative pronouns, imperative, if-clauses, prepositional phrases with <i>à</i> and <i>de</i>, future perfect, past perfect, conditional past Essential Questions:</p> <ul style="list-style-type: none"> • How do we establish perceptions of beauty and creativity? • How do ideals of beauty and aesthetics influence our daily lives? • How does art both defy and reflect cultural perspectives? • How do individuals and societies define quality of life? • How is contemporary life influenced by cultural perspectives, practices, and products? • What are the challenges of contemporary life? • What is the role of education in contemporary society? • How has education evolved in the last century? • What is the greatest challenge in the field of education today? • What are the challenges of trying to find a health balance between one's professional and personal lives? • How can each person contribute to his/her community and the world through his/her job? • What is the importance of travel and discovery in contemporary life? • How does interacting with other cultures enrich one's life? • How do we define our quality of life?

<p>3rd Nine Weeks January 3 - March 10</p>	<p>Themes: Les défis mondiaux and la quête de soi Vocabulary: Diversity, economy, environment, health, human rights, peace and war, nutrition and food safety, alienation and assimilation, beliefs and values, gender and sexuality, language and identity, multiculturalism, and nationalism and patriotism. Grammar: <i>Dont</i> and <i>ce dont</i>, conjunctions, <i>en</i>, if-clauses, register, superlative, comparative Essential Questions:</p> <ul style="list-style-type: none"> • What are the environmental, political, and social problems that challenge different societies around the world? • What are the origins of these problems? • What are possible solutions to these challenges? • What are the elements of culture? • How do cultural perspectives influence the cultural products we consume? • How are our tastes and preferences seen in everyday life? • What role does technology play in cultural diffusion today and how does that compare to its role in the past? • What are the advantages and the challenges of living in a multicultural world? • Which aspects of our identity are expressed in various situations? • How do language and culture influence each other and personal identities? • How does our identity evolve over time?
<p>4th Nine Weeks March 20 - May 25</p>	<p>Late March to mid-May: AP Exam Practice Testing covering all six themes where students will use all four language skills in the three modes of communication. Late May: Analysis of French and Francophone cinema and final exams *****This schedule is subject to modifications as deemed appropriate by the teacher.</p>

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:** _____