



Chandler Unified School District

FRE100A French I
SY 2023-24



Course Overview

Course Description

This course is an introduction to the language and culture of France. The student learns vocabulary and grammar through listening, speaking, reading, and writing. Emphasis is on listening comprehension and simple conversational skills.

AP/IB/Dual Enrollment

No

Prerequisite/Fee(s)

None

Course Materials

Composition notebook or three prong folder

Adopted Resource(s)

D'accord 1 Vista Higher Learning

**An asterisk will indicate a resource containing sexually explicit materials per legislative definitions. CUSD has determined that all resources listed above are of exceptional educational value.*

Site and Faculty Information

School name and address:

Camille Casteel High School, 24901 S Power Rd, Queen Creek, AZ 85142

Building principal:

Jayson Phillips
phillips.jayson@cusd80.com

Teacher:

Bonnie Irvine McNamara BA in French, MAEd in TESOL
irvinemcnamara.bonnie@cusd80.com

Office hours: Wednesdays 2:30-3

Course Access

This course is taught in-person at Camille Casteel High School. Students will have access to the curriculum and instruction in the classroom. Google Classroom is the primary location for students to access material when absent from classes taught in person.

Help

Academic Support

- Contact the teacher to schedule an appointment during office hours
- [Ed Tech](https://cusd80.com/Page/45109) support for students, parents/guardians, and community link (cusd80.com/Page/45109)

Mental Health Support

- CUSD mental health support cusd80.com/Domain/10528 or 480-573-8808 (talk or text)
- Suicide & Crisis Lifeline: 9-8-8 hotline
- 24-hour Crisis Line Talk: 602-222-9444, Text: 741-741

Student Conduct, Success, and Responsibilities

Student Handbook

Students must follow the policies and procedures established in the Student Handbook. Copies of the handbook can be found at cusd80.com/handbooks. Printed copies will be provided upon request.

Student Responsibilities

Technology:

With the 1:1 technology initiative, it is the responsibility of the student to bring their fully charged laptop to school every day. Technology is a tool no different than a pencil. Like all school supplies, students are expected to have the supplies needed to learn.

Discipline Protocol:

It is the expectation that students hold themselves to high standards. The teacher will address students who are not meeting these expectations. Typical classroom behaviors consequences these are they standard progression for discipline

a warning

a warning with a phone call

a Parent-teacher conference

a referral.

Our goal is to work with families to ensure that all students have a safe and focused learning environment.

Tardy Protocol:

Students are expected to be in their seats when the bell rings and ready to learn. If a student is tardy to class teachers will follow this progress to rectify students being late to class.

a warning on their first and second offense.

the teacher will email / call home.

Notify Attendance Interventionist and email / call home.

On the fifth offense, the teacher will refer the student to our Attendance Interventionist, who can work with families and assign Saturday school if necessary.

The teacher has the option to provide their own lunch detention at their discretion instead of writing a conduct referral.

Absences:

Students who have excused absences have at least one day every day they are absent to make up the work they missed. Excessive absences can result in the loss of a credit for the course.

Learning Goals and Outcomes

As students study the target language, they will improve in their ability to communicate in the target language as well as in their cultural competencies. Our goal by the end of the first year is to have all students performing at the novice high proficiency level. In addition to the cultural competencies that we will focus on, students will build proficiency in the target language in three modes of communication: interpersonal (person-to-person speaking and writing), interpretive (understanding what they read and hear in the target language), and presentational ("one-way" speaking and writing in the target language).

At the end of the semester, students will be able to:

- Communicate and exchange information about familiar topics using phrases and simple sentences.
- Carry out short social interactions in everyday situations by asking and answering simple questions.
- Understand words, phrases, and simple sentences related to everyday life; sometimes understand the main topic of what is heard.
- Understand familiar words, phrases, sentences, and sometimes the main idea within short and simple texts related to everyday life.
- Present basic information on familiar topics using learned phrases and simple sentences. • Write short

messages and notes using phrases and simple sentences on topics related to everyday life.

- Recognize basic practices, products, and perspectives of cultures where the target language is spoken (e.g., greetings, holiday celebrations, body language, gestures, and traditions).
- Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances; recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
- Identify and use familiar vocabulary and phrases in the target language supported by resources (e.g., maps, graphs, visuals, audio, digital media) to reinforce prior knowledge and make connections to new knowledge of familiar topics in other content areas (e.g., geography, history, arts, math, science).
- Recognize and compare words, true and false cognates, sound patterns, and basic grammatical structures of the target language with his/her own language (as applicable).
- Identify and compare products and practices (e.g., celebrations, dances, oral stories, food) typical of the target culture with his/her own culture (as applicable).
- Communicate using key words and phrases in the target language within the school setting (and beyond, as applicable).
- Participate in simple activities and cultural events within the school setting (and beyond, as applicable)

Student Responsibilities: Each quarter students will be required to:

- Regularly attend class.
- Complete assigned homework and come to class prepared to learn! • Actively participate in class discussions and group/partner conversation activities. • Be on-task during class time. This means working on the appropriate assignments and class work during the class period.
- Complete assigned writing assignments (Compositions).
- Adequately prepare for quizzes and tests.
- Complete project and
- Be prepared for in class presentations.
- Check your Infinite Campus grade and Google classroom feedback regularly.
- Be your own advocate! TAKE RESPONSIBILITY FOR YOUR LEARNING!

Food and Drink:

There is no food or drink allowed in the classroom except water.

Tutoring:

My set tutoring time is Wednesdays after school 2:30-3 but I am available other times before or after school as needed. Please let me know.

Finals:

Finals are not given early. Absent students will receive a zero until they can take the final.

Late work

Classroom Policies

Absences are limited to 10 class periods per semester (CCHS policy) Credit may be lost at the discretion of the instructor if absences exceed this number. Quizzes or tests will be made up either during conference period or at my discretion. You are expected to make up the test or quiz upon your return. Students are expected to attend class every day. In the event of an EXCUSED absence, it is the responsibility of the STUDENT to seek make-up work, INCLUDING a test. If a student is absent on the day an assignment is due, that assignment is due the next day the student is in attendance. Any homework assigned in a student's absence will be due following the number of days missed. Without proper notification, any assignment not turned in on time is considered a late assignment and will not be given full credit.

Assessments and Assignments

Students will complete assessments during each unit of study to assess their understanding. Students will complete the CUSD Common Final at the end of the first and second semesters. The Common Final

will count for 20% of the student's final semester grade in grades 9-12 and 10% in grades 7-8 (some exceptions may apply at the Junior High level). Common finals will be in ELA, Math, Science, Social Science, and World Language.

Final exams will be given during the CUSD Jr High/High School Early Dismissal days in December and May, as identified on the [District Calendar](#).

If students are requested to participate in a survey, the survey questions will be provided to parents/guardians seven days before student contact.

Grading

Grade Percentage

| | | | | |
|------------|-----------|-----------|-----------|------|
| A | B | C | D | F |
| 90% - 100% | 80% - 89% | 70% - 79% | 60% - 69% | <60% |

Quarter grades

Grading Categories:

Student grades are available to view online in Infinite Campus and will be kept up to date. Please monitor your grade throughout the semester so that you always know exactly where you stand. The district has adopted a 40% / 40% / 20% grading policy. This means that Quarter 1 is worth 40% of your semester grade, Quarter 2 is worth 40% of your semester grade, and your final exam is worth 20% of your semester grade. Likewise, Quarter 3 is worth 40%, Quarter 4 is worth 40% and the final exam is worth 20%.

Final/Semester grade distribution is as follows:

- A 100–90
- B 89–80
- C 79- 70
- D 69-60
- F Below 60

Quarter grades are broken down as follows:

Quarter grades will be calculated by using a combination of formative and summative assessments given throughout each quarter. Each quarter, 60% of the grade will be derived from formative assessments, and 40% of the grade will be based on summative assessments. These grade categories and the activities that correspond to them are designed to allow us to practice and assess student progress in each of the language modalities: reading, writing, speaking, listening as well as knowledge of the culture(s) associated with the language.

Level I Grading Policy 2023-2024

I. Formative Assessment 60%

The purpose of Formative Assessment is to provide opportunities for students to build the skills necessary to perform the 3 modes of communication in authentic situations. These skills are measured using the Arizona State Standards for World Languages as defined in the "Can Do" Statements. Students in Level I are charged with reaching the Novice-Mid range for proficiency.

(1) Homework 10%

Homework will be scored for completion contingent upon quality work. The teacher can request a re-do as deemed necessary.

(2) Classwork 30%

(a) Weekly participation 10%

Participation will be scored on an analytical rubric worth 24 points. The student will receive a rubric on Fridays which is due on Mondays. At the end of each quarter, students will calculate their weekly average which will account for 50% of the overall participation grade. It is understood that students will be transparent and honest as they complete each rubric.

The teacher will complete the same rubric for each student at the end of each quarter that will account for 50% of the overall participation score.

(b) Daily activities 20%

Students will engage in on-going activities in listening, reading, writing, speaking, and developing cultural

competence. These activities are often integrative, and the point values for each will reflect the effort required for successful completion.

(3) Quizzes 20%

Quizzes will assess students' knowledge of vocabulary and grammatical structures, including the essential skill of conjugation. Quizzes are often integrative, and the point values for each will reflect the effort required for successful completion.

II. Summative Assessment 40%

The purpose of Summative Assessment is to measure the 3 modes of communication in authentic situations. These are measured using the Arizona State Standards for World Languages as defined in the Level I "Can Do" Statements. Students in Level I are charged with reaching the Novice-Mid range for proficiency. The CUSD curriculum for Level I affords the completion of 2 to 2 1/2 units per quarter.

(1) Unit Tests 20%

These assessments measure students' progress in the 3 modes of communication. Analytical rubrics are used to measure progress. (a)

Interpersonal tasks (Speaking and Writing)

(b) Interpretive tasks (Reading and Listening)

(c) Presentational tasks (Writing and Speaking)

(2) Research Projects 20%

Projects are research-based and allow students to demonstrate their knowledge of the peoples and cultures of the French -speaking world. Students are encouraged to utilize multiple sources to create projects including articles, journals, stories, recordings, etc. Analytical rubrics are used to measure progress.

Semester grades

Semester grades are calculated using 40/40/20: Each quarter accounts for 40% of the semester grade and the final exam accounts for the remaining 20%.

Units of study

Units for FRE100A French 1

Unit 1: Greetings, Goodbyes and Introductions, Classroom Phrases

Unit 2: Academic Life, Telling time

Unit 3: Friends, family and Pets

**An asterisk will indicate a unit of study containing sexually explicit materials per legislative definitions.*



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Teacher: Bonnie Irvine McNamara , irvinemcnamara.bonnie@cusd80.com

Parent/Guardian

Acknowledgment

Parents/Guardians should indicate if they "Acknowledge" or have a "Potential Conflict" with their student's participation in the following units by checking the appropriate box for each unit of study listed. Students cannot opt out of a standards-based unit. Marking "Potential Conflict" will prompt the teacher to make contact regarding assignment alternatives.

| Unit of study | Acknowledge | Potential Conflict |
|--|--------------------------|--------------------------|
| Unit 1: Greetings, Goodbyes and Introductions, Classroom Phrases | | |
| Unit 2: Academic Life, Telling time | <input type="checkbox"/> | <input type="checkbox"/> |
| Unit 3: Friends, family and Pets | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |

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By signing and returning this form, the parent/guardian acknowledges they have reviewed the resources and units of the study included in the syllabus.

- As the parent/guardian, I understand that I may contact the teacher if I have questions about the resources, content, or units of study.
- As the parent/guardian, I understand I can check my student's grades in Infinite Campus anytime during the school year.

Student name (printed)

Student signature

Parent/Guardian name (printed)

Parent Signature

Date

Please return this page to your student's teacher.