



# Chandler Unified School District

FRE305A Honors French 3

SY 2023-24



## Course Overview

### Course Description

This course reviews and improves skills learned in French 2. Emphasis is on linguistic skills: speaking, listening, reading, and writing through studying grammar, literature, and culture.

### AP/IB/Dual Enrollment

May be offered for Dual Credit

### Prerequisite/Fee(s)

FRE200

### Course Materials

Composition Notebook or Three Pronged Notebook

### Adopted Resource(s)

D'accord 3

*\*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](#) support for students, parents/guardians, and community link ([cusd80.com/Page/45109](https://cusd80.com/Page/45109))

### Mental Health Support

- CUSD mental health support [cusd80.com/Domain/10528](https://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

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Students must follow the policies and procedures established in the Student Handbook. Copies of the handbook can be found at [cusd80.com/handbooks](http://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.

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.

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).

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- 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!

### 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

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Quarter grades will be calculated by using a combination of formative and summative assessments given throughout each quarter. Each quarter, 40% of the grade will be derived from formative assessments, and 60% 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

Formative (40%)

Homework 10

Participation 10

Quizzes (min. 4) 15

Cultural Event 5

Summative (60%)

Compositions (2) 15

Unit Tests (2) 15

Oral Exams (1) 15

Research Project (1) 15

Homework (10%)

There will be a variety of homework assignments made throughout the quarter. Homework should be completed and turned in at the beginning of the class period in order to receive credit. We will be using Google classroom throughout the year. Below are the codes for each class. Make sure to join the correct class period.  
Google classroom

Participation (10%)

Class participation will be graded weekly. Given the communicative nature of our course, regular class attendance is essential to student success. To earn maximum participation points, students must be actively engaged in class. This means coming to class prepared, being on task and working on appropriate assignments, participating in class discussions and conversation practice, making an effort to answer questions from the teacher, being respectful to classmates, turning in all collected class work, using technology (cell phones and computers) for appropriate activities, and speaking the target language. Points will be determined by self-evaluation and teacher feedback.

Quizzes (15%)

Quizzes will be given regularly throughout the quarter and will cover topics being covered in class focusing primarily on the grammar and vocabulary of the chapter/unit. Quizzes will generally be short in nature and may or may not be announced in advance. Quizzes may be given at the beginning of the hour, so don't be tardy!

Cultural Event (5%)

Students will participate in a cultural event each quarter and produce a 1 page summary to be turned in in class. Assignment details will be posted in Google Classroom.

Compositions (15%)

There will be a targeted writing assignment every quarter to help students develop their abilities with writing in French. These compositions will be completed in two stages. Students will be responsible to write a minimum of 1 page (300 words) typed to be turned in on the appropriate due date. The teacher will grade the first version and give corrective feedback to each student. Each student will then have the responsibility to revise their composition and turn in a second version to their teacher. Students will highlight any corrections that they have made on their second draft and turn it in stapled to the first version. Your final composition grade each quarter will include the

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percentages from each version. Version 1 is worth 60% and version 2 is worth 40%. If you decide to turn in only one version, the maximum that you will be awarded is 60%. All compositions will be written in class.

#### Unit Tests (15%)

At the end of each unit/chapter we will have a unit test covering the material that we have studied. These tests should take the bulk of the class period. All of the tests will be announced in advance. If you miss a test due to an excused absence, please contact the teacher to schedule make-up.

#### Oral Exams (15%)

A major assessment of your speaking abilities will be conducted once per quarter, providing you with an opportunity to demonstrate your abilities to communicate about everyday topics and situations in French. This assessment may be conducted as an interview between you and the instructor or as role-plays performed between you and a classmate.

#### Research project (15%)

Each quarter students will be responsible for preparing a "Research project" and presenting their work to their classmates. Research topics will be provided by the teacher and will be related to the information that we are studying in class. Research topics are intended to encourage students to proactively learn about Spanish,

### **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 FRE305A Honors French 3**

Unit 4: In Town; Errands, Directions

Unit 5: Future and Careers

Unit 6: Environment and Nature

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



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**Building Principal:** Jayson Phillips, phillips.jayson@cusd80.com

**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 4: In Town; Errands, Directions		
Unit 5: Future and Careers	<input type="checkbox"/>	<input type="checkbox"/>
Unit 6: Environment and Nature	<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)

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Student signature

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Parent/Guardian name (printed)

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Parent Signature

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Date

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***Please return this page to your student's teacher.***