

FRENCH CINEMA



MME CASPARI'S SCHEDULE

PERIOD 1 ADVANCED FRENCH

PERIOD 2 COMMON PLANNING TIME

PERIOD 3 FRENCH IV

PERIOD 4 ADVANCED FRENCH

PERIOD 6 FRENCH CINEMA & CONVERSATION

REGULAR PLANNING & DEPT. CHAIR
TIME: PERIODS 5, 7, 8

Course Description

French Cinema & Conversation is designed to meet the needs of both students coming from Advanced French and those who completed the AP French course. French Cinema & Conversation explores units on social, political and historical themes through extensive use of French film and literature. The activities in this class promote authentic

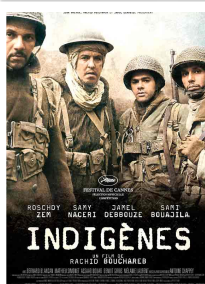
comprehension of text, native dialogue, oral proficiency and cultural awareness of the practices, perspectives and products of the French-speaking world. The primary focus is on understanding the historical roots of issues and cultural practices in contemporary France. Students will read a wide range of sources such as short

stories, poetry, and news articles. Students will write short stories, movie critiques, and a screenplay, as well as preparing presentations and projects in French. The class is conducted entirely in French.

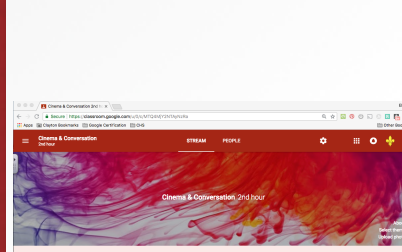
This course is helpful for students who are trying for the Seal of Biliteracy in French.



SUPPLEMENTAL TEXT



FILMS



GOOGLE CLASSROOM

“To have another language is to possess a second soul.” Charlemagne

Essential Skills

Among other things, students in this class will learn to:

- talk on complex topics either without notes or with only vocabulary cards
- debate current events
- accurately interpret a film short shown without English subtitles
- research and present on cultural topics using only authentic French sources
- support an opinion with information from both film and print sources

“VOULOIR C’EST POUVOIR”
— FRENCH PROVERB

Topics

- education
- current events & French press
- French celebrities
- art & literature movements
- colonization/decolonization
- social problems and housing
- cinema of the “banlieue”
- French in the Americas

CULTURE



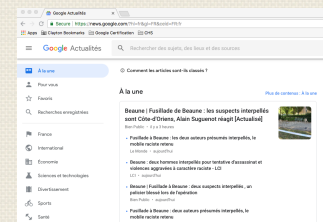
CULTURE



FILMS



NEWS



INTERNET



Expectations

10 STEPS TO SUCCESS

1. COME TO CLASS ON TIME
2. PUT AWAY YOUR PHONE & DON'T ACCESS IT
3. BRING YOUR BOOK, COMPUTER, & CHARGER
4. PARTICIPATE IN CLASS
5. SPEAK FRENCH
6. SEE MISTAKES AS NATURAL
7. CHECK CLASSROOM DAILY
8. DO YOUR HOMEWORK
9. LIMIT USE OF OUTSIDE RESOURCES
10. SCHEDULE HELP SESSIONS

As in every class, you are expected to arrive in class daily, on time and prepared. I expect you to:

- bring your charged Chromebook and your binder to class daily
- study and thoroughly complete assignments,
- request help sessions on a timely basis as needed,
- and come to class with a positive attitude!

I suggest you devote either a binder or a section of a binder that is specifically for French. I do not require a particular sort of notebook, but if you need help organizing yours, just ask.

Once in class, your participation will help you become successful. Class participation includes:

- speaking French as often as possible in class,
- volunteering answers and questions when appropriate,
- working cooperatively with partners and small groups,
- following (and, if needed, asking for clarification of) French directions,
- and doing your part to help you and the rest of the students get the most from this class.

Finally, all work should be your own or properly cited. We will discuss this issue further in class.



MME CASPARI

ROOM 137

314-854-6683

ELIZABETHCASPARI@CLAYTONSCHOOLS.NET

Building-wide policies

Attendance

Clayton High School values students being in class every day and recognizes the importance of regular student attendance to a successful learning experience. CHS recognizes that frequent absences of students from regular classroom learning experiences disrupt the continuity of the instructional process and that the benefits of classroom instruction, once lost, cannot be entirely regained. Partnering with the families of Clayton High School to increase student attendance has been mission critical. With these partnerships in mind and valuing the learning experience, below is our expectation of student attendance for all classes:

A student will not be allowed more than EIGHT (8) absences per semester, excused or unexcused. On the ninth absence, "No Credit - Absences" (NCA) will be issued for the class. Students will need to serve a Greyhound Time detention to mitigate a class absence (One detention served will count for one class absence removed). If the student is failing the course at the end of the semester, an "F" will override the "NCA." If the student is passing the class, an "NCA" will appear on the grade report to indicate that a passing grade was earned but credit was not awarded for that course due to lack of attendance in the class. For more information, please reference this document.

*Please note, Religious Observances, while excused, do not factor into the count of 8+ absences.

Personal electronic devices

Our goal at Clayton High School is always to maintain a distraction free, academic environment. With this in mind, the use of electronic devices such as (but not limited to) cell phones and earbuds is prohibited during instructional time. Smart watches and similar wearable devices should be placed in airplane or school mode. The expectation is that all students will have these devices put away during instructional time unless the teacher has given permission for use in a specific instructional activity. Students who violate the personal electronic device expectations will be subject to progressive disciplinary consequences including, but not limited to, loss of privileges. Exceptions to this rule may apply based on accommodations included in a student's 504, IEP or health plan. As a reminder, students should only access the internet through district-provided networks during the school day. [For more information, please reference this document.](#)

Greyhound time

Clayton High School provides a common time each day to support the academic and personal growth of students. This time may be used in a variety of ways such as academic support (tutoring, reassessment, conferences), club meetings, LINK Crew meetings, exercise and mental wellness activities. While students are encouraged to be proactive in meeting their academic needs, teachers may require students to come to office hours for additional assistance. The expectation is that students will prioritize their academic needs during this time. Failure to comply with teacher requests may result in a loss of privileges until their academic obligations are met and/or appropriate disciplinary action.

Grading

Your grade will be calculated based on total points using the CHS grading scale. PowerGrade will be used to log both graded and ungraded assignments. Read the notes and codes carefully. I will use the M code for missing assignments that can be made up and FM when an assignment is missing but can no longer be made up. INS will be used for non-negotiable assignments and assessments and count for a zero unless made up within the established time period.

PowerSchools will be updated regularly. Most progress checks or small quizzes will be posted within a day. Long term assignments, projects, or exams may take longer to be graded and post. Neither technology nor teachers are foolproof, so it is always a good idea to hang onto assignments until you verify that the grade has posted accurately

NOT IN FINAL GRADE

I take notes on a number of things that can provide a useful picture of how you are doing your work, but are not in your final grade. For example, I mark absences and some observations regarding participation. I may discuss this data at retake appointments and parent/teacher conferences.

Some homework and pretests may be graded for accuracy and logged in PowerTeacher, but will not be part of the grade. In those cases, I will make a special note in the grading program.

ASSIGNMENTS & ASSESSMENTS

- intermittent progress checks
- frequent listening, oral, reading and/or written quizzes
- periodic listening, oral, reading and/or cumulative written exams
- projects & performance assessments

Formative assessments are low stakes and will not always be announced in advance. For summative projects and performance assessments, I will usually provide a rubric or outline of expectations well in advance. For exams, I will either hand out a review packet or provide an opportunity to take notes. As part of that, I will explain how to study.

Retake policy

I do not offer extra credit opportunities, but I do offer retakes on most formative assessments. Typically I require students to meet with me twice in order to earn the extra points: once to study what they did not understand and once to retake the assessment. I then replace the original grade with the retake. If a student has missed any homework assignments, they will be expected to complete the missing assignments prior to the retake meeting.

Retakes must be initiated within a week of the assessment or project being returned. Email Mme Caspari to propose a time to meet after you check your schedule.

Late work policy

Late work can often be submitted for full credit up to the end of the unit, but there are some exceptions. Late work will generally not be accepted after the summative assessment for the unit. If submitting late assignments on Edpuzzle or Flipgrid, please send an email to notify Mme Caspari.