French 202 – Intermediate French Language II

Bay Port High School
College Credit in High School
3 undergraduate credit hours
2019-2020
semester 1 & 2
M, Th, F: 7:30-8:16     Tu: 9-9:13

Instructor: Rachelle Schuster
School phone: 662-7038 (direct to the classroom)
Email: rachschu@hssdschools.org

This class is a dual credit class in collaboration with the University of Wisconsin-Green Bay. Senior level students at Bay Port High School enrolled in French 5 or French IB year 2 may choose to enroll for UWGB credits in addition to high school credit. This creates a college transcript; therefore, it creates a GPA which is permanent.

course description
French 202 is an advanced-level course with emphasis on increasing your proficiency to understand, read, write, and speak French. This course is designed for students who have completed four years of French instruction. Students work mostly with current online articles/activities that focus on culture. Most of these are completely written in French and are authentic, written for native French speakers. Some are geared for learners of French. Core components include reading, writing, listening, and speaking basic French. Students are expected to make comparisons and connections to broaden their cultural awareness and understanding. Each year of the two year cycle we will watch and discuss 2-3 francophone films and read one piece of francophone literature. Students will be working towards reading and writing much more comprehensively, as well as expanding their conversational skills to a more in-depth level.

course learning outcomes
Based on the National Standards for World Language education:
The learning outcomes are grouped into five categories (5 C's): Communication, Culture, Comparisons, Connections and Community.

A. Communication:
   - Students demonstrate an intermediate oral and written proficiency
   - Students have knowledge of basic vocabulary from a range of familiar themes and everyday topics of interest (ie school routine, work, household chores, sports, shopping etc)
• Students show adequate control of grammatical structures (ie present, imperfect, preterit, passé composé, future, conditional and subjunctive and indicative moods)
• (Speaking) Students have developed comprehensible pronunciation.
• (Speaking) Students will speak at a consistent rate on familiar topics and concrete situations (ie discussing weather, requesting or giving directions, performing a transaction at a retail store or a bank, a doctor's visit etc).

B. Culture:
• Students demonstrate intercultural competence including basic knowledge of geography
• Students can make comparisons and describe differences in cultures
• Students can analyze the target language culture and describe daily interactions from more than one point of view.

C. Comparisons:
• Students demonstrate basic analytic, interpretative and critical thinking skills with respect to cultural and artistic production in the Francophone world.

D. Connections:
• Students will be able to draw connections and reinforce what they learn in the World language class with other disciplines such as sociology, history, art and literature.

E. Community:
• Students will begin to develop an ability to work productively with others (inside or outside the classroom) in a collaborative way, using the target language.

**keys to success**

- le respect et la politesse
- aider les autres
- écouter avec l’intention de comprendre
- soutenir la conversation
- parler français
- participer
- poser des questions
- rire et s’amuser
- regarder la télé et les films en français chez toi

**grading**

Bay Port grading scale

- A: 90-100
- B: 80-89
- C: 70-79
- D: 60-69

The lowest/highest score in the grade category is the +/-.

BP does not allow A+.

UWGB grading scale

- A: 93-100
- A/B: 88-92
- B: 83-87
- B/C: 78-82
- C: 73-77
- C/D: 68-72
- D: 60-69

- 20% listening assessment *(quizzes, one per week, and graded oral responses to class activities)*
- 20% reading assessment *(quizzes, one per week, and graded oral responses to class activities)*
- 20% writing assessment *(short, in class writings, one per week, as well as 3 formal compositions per semester)*
- 20% speaking assessment/TA IByr2* *(in class conversations, recordings, presentations)*
- 10% assignments
- 10% final exam
IByear2: TALKABROAD (TA) 5 conversations/year, 30 minutes each with a Francophone conversation partner) will be counted as 15% speaking assessment and 5% will be in class speaking. It is assumed that IB2 students speak and participate in French constantly, and IB2 students should be serving as models and leading the way for the IB1 students.

HOMEWORK. Homework is due at the BEGINNING of the class period, is usually corrected in class, and must be done acceptably to receive any credit at all. Worksheet, workbook, and book activity homework is usually worth 5 points. If homework is not completed or not done to the teacher’s specifications, students will earn less than 5 points. Most homework will be corrected in class, and students are expected to correct their mistakes during this time with another color of pen vastly different than that used for completing the assignment. If the homework has not been corrected, students will earn less than 5 points. If a student gets back an assignment with “à refaire” or “à finir” on their assignment, they must redo or finish it before any credit is given.

Major French compositions, reading assignments, skits, projects, performances, graded conversations will have separate grading rubrics which will be given to students when they begin these activities.

IB students are expected to watch 30 minutes of any TV program or movie in French outside of school per week. This is highly advised for French ⅘ students. Students may use subtitles, if they want. It is suggested that they watch a film that they know well, or watch the 30 minutes section in English first and then re-watch it again in French. Students should be concentrating on the language, taking notes including phrases and vocabulary that they learn as they watch. See the DVD watching evaluation for expectations and assessment.

TECHNOLOGY. Students are expected to have their computer charged and in class each day. Students are expected to check their Powerschool grades on a weekly basis, check their Schoology French class daily, check their school email account daily, and sign up for the French class “remind101” either for text or email reminders. Students will get this information via Schoology. Cell phones are to be turned off and put away in your backpack, not your pocket, during class.

Use of translators (internet, etc) for writing entire sentences, paragraphs, phrases, compositions, etc is unacceptable as this is copying, thus cheating. Students who rely on translators show considerably less progress in their language learning.

ABSENCE. Students must turn in their assignments upon return to class, or the assignments will be late. Quizzes/tests that were announced before the student was absent will also be taken on the day of return or at a time arranged with the teacher. It is the student’s responsibility to make arrangements to receive and/or make up work missed, and to be prepared.

MATERIALS. These must be brought to class everyday: School issued computer that is charged, EARBUDS/HEADPHONES, workbook, loose-leaf paper, notebook, binder, pocket folder, and pencils/pens of various colors for note taking, correcting, and writing.

Textbooks: Le monde en français & Bien Dit3 (These are available in class. If a student wants to have a copy for home, they should see me.)

course outline

The French 4/5/IB students are combined courses. Completing one cycle equates to French4 or IB year1. To complete French5 or IB year2 students must have completed both cycles. The following cycles follow a two-year rotating curriculum.
### 1er cycle

<table>
<thead>
<tr>
<th>Thème &amp; ? (compétences réceptives)</th>
<th>Monde en français: Chapitre 1.1</th>
<th>Monde en français: Chapitre 2.2</th>
<th>Monde en français: Chapitre 5.1</th>
<th>Monde en français: Chapitre 3.4</th>
<th>Monde en français: Chapitre 4.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>identité: De quelle façon exprimons-nous notre identité?</td>
<td>expériences: Comment le passé construit-il notre avenir?</td>
<td>partage de la planète: A quels enjeux environnementaux faisons-nous face?</td>
<td>Ingéniosité humaine: Comment les médias influencent-ils nos rapports avec les autres?</td>
<td>organisation sociale: Quels sont nos liens avec les gens que nous côtoyons?</td>
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<tr>
<td><strong>grammaire</strong></td>
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<td>adj/pronom possessifs &amp; démonstratifs <strong>future tenses</strong></td>
<td>Temps du passé(PC,imp, PQP, PS**) Discours indirect</td>
<td>Participé passé (accord) subjonctif</td>
<td>La forme passive</td>
<td>Conditionnel présent &amp; passé Phrases hypothétique (SI)</td>
<td></td>
</tr>
<tr>
<td><strong>Écrire</strong></td>
<td>Lettre officielle <strong>lettre/courriel amicale</strong></td>
<td>Article <em>discours</em></td>
<td><em>Lettre: protestation</em> <em>Brochure</em></td>
<td>Journal intime <em>critique</em></td>
<td></td>
</tr>
<tr>
<td><em>graded formal composition</em></td>
<td><em>Article</em></td>
<td><em>Lettre: courrier aux lecteurs</em></td>
<td><em>lettre/courriel amicale</em></td>
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**Littérature:** Petit Prince-dec/jan

**Films:** La Classe, Joyeux Noel, Sac de Billes, Cyrano *(films subject to change)*

### 2nd cycle

<table>
<thead>
<tr>
<th>Thème &amp; ? (compétence réceptives)</th>
<th>Monde en français: Chapitre 1.2</th>
<th>Monde en français: Chapitre 2.1</th>
<th>Monde en français: Chapitre 5.4</th>
<th>Monde en français: Chapitre 3.1</th>
<th>Monde en français: Chapitre 4.2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>grammaire</strong></td>
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<tr>
<td>Verbes ER present indicatif Gérontif <strong>past tenses</strong> <strong>future tenses</strong></td>
<td>Pronom relatifs simple (qui,que,dont,où) COD &amp; COI <strong>conditional tenses</strong></td>
<td>Ce qui, ce que, ce dont</td>
<td>subjonctif</td>
<td>Comparatifs Superlatifs Negations</td>
<td></td>
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<tr>
<td><strong>Écrire</strong></td>
<td>Journal intime</td>
<td><em>Journal intime dissertation</em></td>
<td><em>Lettre de candidature</em> <em>Brochure</em> <em>Blog Rapport tract</em></td>
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<tr>
<td><em>graded formal composition</em></td>
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<td><em>guide</em> <strong>dialogue/interview</strong></td>
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**Littérature:** book club *(Les Mis,Le comte,Notre Dame,3 mousquetaires,phantom d’opéra) & Petit Nicolas-dec/jan

**Films:** Famille Belier, M Lazar, Choristes, Pet Nicolas *(films subject to change)*
UWGB Academic Integrity
As stated from the UWS 14.01 Statement of principles, “The Board of Regents, administrators, faculty, academic staff and students of the University of Wisconsin System believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin System. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.” The entirety of the Student Academic Disciplinary Procedures can be located at https://docs.legis.wisconsin.gov/code/admin_code/uws/14

These procedures state that if there is any academic dishonesty of your academic work, there are consequences that can become part of your permanent college record.

UWGB Drop, Withdrawal, and Extended Absences Policies
This course follows the UW-Green Bay policies for drops and withdrawals. Information can be found at https://www.uwgb.edu/bursar/refunds/refund-and-drop-schedule/ and https://www.uwgb.edu/bursar/term-deadline-calendar/

For information on drops and withdrawals, please refer to the UW-Green Bay folder provided to you.

By registering, you accept responsibility for compliance with UW-Green Bay rules, regulations, and policies (www.uwgb.edu/policies). CCIHS courses longer than 14 weeks or longer follow the 14 week course policies. Once 14 calendar days have passed from the course start date, courses cannot be dropped without academic/fee penalties; for courses shorter than 14 weeks in duration, students have 7 calendar days from the course start date to drop a course without academic/fee penalties.

Course grade(s) are final and will become part of my permanent college record. Enrollment in a CCIHS course does not guarantee admission to any college, including UW-Green Bay. By registering for this course you will be responsible for paying the high school for all tuition/fees owed for this course enrollment.

For additional information and resources, visit the UW-Green Bay College Credit in High School website at https://www.uwgb.edu/ccihs/