High School

College Credit in High School

Syllabus

FRENCH 202 – Intermediate French Language II

3 undergraduate credit hours

2019-2020

Instructor Contact Information

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This class is a dual credit class in collaboration with the University of Wisconsin-Green Bay. Students at Pewaukee High School may choose to enroll for UWGB credits in addition to high school credit. This creates a college transcript; therefore, it creates a GPA for you which is **permanent**.

Course Overview/Description

This year-long course will be taught in conjunction with University of Wisconsin Green Bay for college credit. Students will explore art, literature, and film in order to gain an understanding of French language and culture while also learning more advanced grammatical concepts in an authentic way. Units will be based around essential questions to delve more into the French-speaking way of life, often comparing and contrasting different Francophone nations, on topics such as family structure, education, and more.

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.

How to be successful in this course

- All course information will be provided via the class Canvas page. This page will include a daily agenda with all links needed in case of absence, a calendar with all important dates, copies of rubrics, resources for extra practice, and more.
- All rules outlined in the student handbook are in effect during class.
- Students are required to bring a <u>binder</u>, <u>headphones</u> and a <u>writing utensil</u>, as well as their laptop and charger.
- Students must save any important papers in their binder.
- At the beginning of class, students must sit and begin working on bellwork.
- Collaboration is expected and encouraged unless otherwise indicated.
- <u>Students must communicate with their classmates and teacher in French, except in the case of an emergency.</u>
- The only resource that is acceptable to look up words is a paper dictionary or wordreference.com. Students will be taught how to use these resources. There are a limited number of dictionaries in the French room and sometimes students must share. If a student wishes to have his or her own, *Larousse* is available on amazon.com for $5 used.
- A disciplinary referral will be issued to any student who uses an internet translator. This is an ineffective way of producing language and is considered cheating.
- It is very important that every student feel comfortable in class and not afraid to make mistakes. Mistakes are key to learning a language. We will celebrate and never ridicule mistakes.

Grading Policies

- Each quarter, students will receive a Success Skills grade that reflects the Behavioral Expectations in the next section. This is separate from their academic grade. Their academic grade reflects only their learning, not their behavior.
- Students' academic grades will be based on summative assessments of the following ACTFL standards. Each one will count at 20% of the final grade:
  - Interpersonal Communication: Communicates through the use of spoken or written conversations to share information, reactions, feelings, and opinions
  - Presentational
    - Speaking: Presents information, concepts, and ideas to inform, explain, persuade, or narrate through speaking.
    - Writing: Presents information, concepts, and ideas to inform, explain, persuade, or narrate through writing.
  - Interpretive
    - Listening: Understands, interprets, and analyzes what is heard on a variety of topics
    - Reading: Understands, interprets, and analyzes what is read on a variety of topics
- Each unit will include at least 1 Interpersonal, 1 Presentational, and 1 Interpretive assessment. **All 5 substandards will be assessed at least once each quarter.**
- Students will receive a standards-based rubric with every assessment and will become familiar with these (see pages 4-8).
- Grades will be based 100% on summative assessments, however, students will not be eligible to take summative assessments if their formative work (homework) is not complete.

Letter-grade scale

UWGB Grading Scale			Pewaukee HS Grading Scale	
Letter Grade	Text	Grade Points per Credit	Letter Grade	Percent
A	Excellent	4.0		
AB	Very Good	3.5		
B	Good	3.0		
BC	Above Average	2.5		
C	Average	2.0		
CD	Below Average	1.5		
D	Poor	1.0		
F	Unacceptable	0.0		

WL PS 2. Presentational Speaking
Intermediate Mid

Presentational Speaking: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics selecting appropriate media and adapting to the audience of listeners, readers, or viewers. (ACTFL 1.3)

Presentational Speaking	4 - Advanced	3 - Proficient	2 - Approaching	1 - Minimal	0 - Does Not Meet
Text Type *Is the discourse organized and expansive?*	Language expands towards organized narration and description that includes connectedness and cohesiveness.	The speaker uses strings of connected sentences.	The speaker uses simple sentences and some strings of sentences.	The speaker produces simple sentences, or chunks of language.	No appropriate language is produced in the target language.
Word Choice *How appropriate are the words for the topic? Is new vocabulary employed? How varied is the vocabulary?*	Vocabulary and sentences are descriptive and varied, appropriate to the topic and audience. Vocabulary outside of the list is used.	Vocabulary is varied and appropriate to the topic and audience.Vocabulary is primarily from list.	Vocabulary is basic and repetitive. Some word choice errors.	Vocabulary is limited or not appropriate. The speaker uses English words.	There are no appropriate words in the target language.
Comprehensibility *Who can understand this person's message? Does it need to be the teacher or could a native speaker understand the message?*	There are minimal insignificant errors in pronunciation Pauses are appropriate.	Errors in pronunciation are not significant do not affect meaning. There are occasionally inappropriate pauses.	Errors in pronunciation occasionally affect meaning. There are a number of inappropriate pauses.	Pronunciation errors are significant and affect meaning. Speech is choppy	Pronunciation makes content difficult to understand.
Language Control *How accurate is the speech? Does it use correct and appropriate form and grammar?*	There are no significant grammatical or structural errors.	There are few significant grammatical or structural errors.	There are many grammatical and/or structural errors.	A wide variety of grammatical and structural errors are consistent throughout.	Few grammatical structures are used.
Content *Is all of the required content included?*	All required content is included. Additional information enhances the presentation.	All required content is included.	Most, but not all required content is included.	Less than half of the content is included.	Very little of the content is included.
Presentation Skills *Does the speaker present in an effective manner, which enhances the presentation and does not distract the listeners?*	The speaker maintains eye contact while facing the audience, speaks with appropriate volume and uses natural gestures and movements.	Eye contact is present but inconsistent. Appropriate volume is used.	The speaker maintains limited eye contact and may be difficult to hear. A portion of the presentation is read from a script.	The speaker reads entirely from a script or screen. There is minimal eye contact with audience.	There is no evidence to assess.

WL PS 3. Presentational Writing
Intermediate Mid

Presentational Writing: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics selecting appropriate media and adapting to the audience of listeners, readers, or viewers. (ACTFL 1.3)

Presentational Writing	4 - Advanced	3 - Proficient	2 - Approaching	1 - Minimal	0 - Does Not Meet
Text Type *Is the writing organized and expansive?*	Language expands towards organized narration that includes connectedness and cohesiveness.	The student uses strings of connected sentences.	The student uses simple sentences and some strings of sentences.	The student produces simple sentences.	The student uses words, phrases, or chunks of language.
Word Choice *How appropriate are the words for the topic? Is new vocabulary employed? How varied is the vocabulary?*	Vocabulary and sentences are descriptive and varied, appropriate to the topic and audience. New words are incorporated in the presentations.	Vocabulary is varied and appropriate to the topic and audience. Vocabulary is primarily from list.	Vocabulary is basic and repetitive. Some errors in usage.	Vocabulary is limited or not appropriate. Many errors in usage. The student uses a language other than the target.	There are no appropriate words in the target language.
Comprehensibility *Who can understand this person's message? Does it need to be the teacher or could a native speaker understand the message?*	There are no significant spelling errors. The entire message is understood.	Errors in spelling, including accents, do not affect meaning. Most of the message is understood.	Errors in spelling affect meaning. There is some confusion about the message.	Errors in spelling are significant. The message is confusing to the reader.	Content is difficult to understand.
Language Control *How accurate is the speech? Does it use correct and appropriate form and grammar?*	There are no significant grammatical or structural errors.	There are few significant grammatical or structural errors.	There are many grammatical and/or structural errors.	A wide variety of grammatical and structural errors are consistent throughout.	Few grammatical structures are used.
Content *Is all of the required content included? How accurate is your information?*	All required content is included. Additional information enhances the presentation.	All required content is included.	Most, but not all required content is included.	Less than half of the content is included.	Very little of the content is included.

WL PS 4. Interpretive Listening
Intermediate Mid

Interpretive Listening: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (ACTFL 1.2)

Interpretive Listening	4 - Advanced	3 - Proficient	2 - Approaching	1 - Minimal	0 - Does Not Meet
Main Idea	The student identifies and thoroughly explains the main idea.	The student identifies the main idea.	The student partially identifies the main idea.	The student minimally identifies the main idea.	The student cannot identify main idea.
Supporting Detail	The student identifies all of the supporting details.	The student identifies most supporting details.	The student identifies some of the significant supporting details.	The student identifies few supporting details.	The student cannot identify any supporting details.
Purpose	The student identifies and thoroughly explains the purpose of the audio.	The student identifies the purpose of the audio.	The student partially identifies the purpose of the audio.	The student minimally identifies the purpose of the audio.	The student cannot identify purpose of the audio.
Inferences	The student infers meaning of unfamiliar words in new contexts.	The student infers the meaning of cognates.	The student infers meaning of some cognates.	The student cannot infer the meaning of cognates.	The student cannot infer the meaning of any words.

WL PS 5. Interpretive Reading
Intermediate Mid

Interpretive Reading: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (ACTFL 1.2)

Interpretive Reading	4 - Advanced	3 - Proficient	2 - Approaching	1 - Minimal	0 - Does Not Meet
Main Idea	The student identifies and thoroughly explains the main idea.	The student identifies the main idea.	The student partially identifies the main idea.	The student minimally identifies the main idea.	The student cannot identify main idea.
Supporting Detail	The student identifies all of the supporting details.	The student identifies most supporting details.	The student identifies some of the significant supporting details.	The student identifies few supporting details.	The student cannot identify any supporting details.
Purpose	The student identifies and thoroughly explains the purpose of the text.	The student identifies the purpose of the text.	The student partially identifies the purpose of the text.	The student minimally identifies the purpose of the text.	The student cannot identify purpose of the text.
Inferences	Infers meaning of unfamiliar words in new contexts.	The student infers the meaning of cognates.	The student infers meaning of some cognates.	The student cannot infer the meaning of cognates.	The student cannot infer the meaning of cognates.

WL PS 1. Interpersonal Communication
Intermediate Mid

Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.(ACTFL 1.1)

Interpersonal Communication	4 - Advanced	3 - Proficient	2 - Approaching	1 - Minimal	0 - Does Not Meet
Text Type *Is the discourse organized and expansive?*	The speaker uses simple sentences and some strings of sentences.	The speaker produces simple sentences.	The speaker uses phrases or chunks of language.	The speaker uses words and lists of words.	No appropriate language is produced in the target language.
Word Choice *How appropriate are the words for the topic? Is new vocabulary employed? How varied is the vocabulary?*	Vocabulary is descriptive and varied, appropriate to the topic and audience. New words are used.	Vocabulary is varied and appropriate to the topic and audience.	Vocabulary is basic and repetitive. There are some errors in usage.	Vocabulary is limited or not appropriate. There are many errors in usage	There are no words in the target language.
Comprehensibility *Who can understand this person's message? Does it need to be the teacher or could a native speaker understand the message?*	There are minimal insignificant errors in pronunciation Pauses are appropriate.	Errors in pronunciation are not significant and do not affect meaning. There are occasionally inappropriate pauses.	Errors in pronunciation occasionally affect meaning. There are a number of inappropriate pauses.	Pronunciation errors are significant and affect meaning. Speech is choppy	Pronunciation makes content difficult to understand.
Language Control *How accurate is the speech? Does it use correct and appropriate form and grammar?*	There are no significant grammatical or structural errors.	There are few significant grammatical or structural errors.	There are many grammatical and/or structural errors.	A wide variety of grammatical and structural errors are consistent throughout.	Few grammatical structures are used.
Communication Strategies *How does one participate in and advance the conversation?*	The student initiates and sustains a conversation by asking & answering appropriate questions.	The student sustains a conversation by asking & answering appropriate questions.	The student sustains a conversation by asking & answering few questions.	The student responds to and/or asks very few questions. English is used.	There is no evidence to assess.
Content *Is all of the required content included? How accurate is your information?*	All required content is included. Additional information enhances the presentation.	All required content is included.	Most, but not all required content is included.	Less than half of the content is included.	Very little of the content is included.

Learning Resources

Textbook (classroom set): *Allons au-delà!,* Pearson, 2012. This textbook is simply a collection of authentic French and Francophone readings, organized by theme.

Additional texts (copies provided by school):
- *Une si longue lettre,* Mariama Bâ, 2001
- *Le racisme expliqué à ma fille,* Tahar Ben Jelloun, 1998
- *La Grammaire est une chanson douce*, Erik Orsenna, 2001

Other:
- Many articles and videos will be used from Le Monde, La Libération, and other online French news websites. These articles can be found by teacher or student.
- We will study the films *Il a déjà tes yeux (*Lucien Jean-Baptiste, 2017) at the end of Unit 1 and *Être et avoir* (Nicolas Phillibert, 2002) at the end of Unit 4.

Course Organization

Students will be expected to reach the Intermediate-Mid proficiency level as defined by the standards from the American Council on the Teaching of Foreign Languages. Their proficiency will be assessed on each of the following essential questions:
- Unit 1: *How are Francophone families different and similar to those that I am used to?*
- Unit 2: *What are stereotypes and how can they impact our lives?*
- Unit 3: *How does technology negatively or positively impact our lives? What makes advertisements effective?*
- Unit 4: *How is education in Francophone countries similar and different to that which I have experienced?*
- Unit 5: *What do women's rights issues look like in Francophone countries? Why are these issues important?*

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/