Verona High School
College Credit in High School

UWGB Course No. / Course Name

3 undergraduate credit hours
with the ability to earn UW-Green Bay retroactive credits

Fall 2019

Verona High School

Text in blue is for informational purposes and should be deleted once complete.

Note: Additional categories may be added as required by the school district or teacher.

Bienvenue au français 4 !

Instructor Contact Information
Mr. Hair
Room C185
Contact: bhair87@gmail.com
If students need to see me, I am available during: 2nd hour (prep) or 5th hour (supervision)
If you would like to work with me during A+ or before or after school, please set up an appointment.

This class is a dual credit class in collaboration with the University of Wisconsin-Green Bay. Students at Verona 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
[Inspiring message and/or instructor’s description of course; course catalog description is listed.]

Further development of the ability to understand, read and speak French.

Course Learning Outcomes
[all outcomes should be the same across sections, per HLC. Learning Outcomes listed below are provided from UW-Green Bay]

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.

Learning environment (optional)
[This section provides students with the instructor’s vision of what takes place in the class. It includes information about the methods of instruction, what will take place in class, out of class, the tools for learning, etc.]

Our Classroom Commitments: All students can achieve academically and are expected to contribute positively to our classroom. Students are expected to…
- TRY to speak French first using words that they know and asking permission to speak English only when necessary
- RESPECT each other by listening to one another and by being encouraging, supportive and patient
- RESPECT the classroom environment and classroom community
How to be successful in this course
[This section can span topics from general guidelines (e.g., estimated amount of time to spend on preparation, assignments, participation in class discussion, use of supplemental teaching materials, etc.) to more sophisticated rubrics related to student performance on various evaluation measures (e.g., exams, assignments, projects). It can also describe instructor roles and student roles, the role of the student, the role of the instructor. This section provides an opportunity to present the notion of shared responsibility for learning.]

Grading Policies
[This section encompasses evaluation methods and grading system, i.e., points, percentages, rubrics, tests, quizzes, weighting, curve, or UWGB grading distribution information, grade appeals to instructor, etc.; it may also include the policy for incompletes and withdrawals.]

HOW WILL MY LEARNING BE ASSESSED?

- 50%: Productive Language: Speaking/Writing
- 30%: Receptive Language: Listening/Reading
- 20%: Integrated Toolbox: Engagement/Daily Work

Quiz/Test Retakes
- Within a week, students who receive a 74% or lower on a quiz or test may retake a version of the quiz/test for the highest possible retake grade of a 75%.

Semester Grade
Each quarter grade is worth 42.5%; semester exam is worth 15%
<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Text</th>
<th>Grade Points per Credit</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>AB</td>
<td>Very Good</td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>BC</td>
<td>Above Average</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>CD</td>
<td>Below Average</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Unacceptable</td>
<td>0.0</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>
Learning Resources

[Required text, recommended text, art supplies, lab equipment, computer requirements, etc. Include information on how students will access/procure materials.]

Textbook:
Discovering French – Rouge

Materials:
Please bring to class EVERYDAY.
- Binder/Folder: Students must have a binder or folder devoted solely to French.
- Pen/Pencil: If you arrive to class without a writing utensil, borrow one from a friend or from the bin on the table BEFORE class begins.
- Daily Assignment: This should be in your binder or folder and must be completed BEFORE class begins.

Course Organization

Units or components of course (optional)
[This section indicates how the instructor breaks down the course, weekly units or thematic modules, for example.]

Schedule including assignments
[This section typically includes a table or list with the tentative calendar, topics, and assignments, dates for exams and due dates, special events, etc.] This is highly recommended but this section may also refer students to a dynamic document, a calendar or other page on your school’s course website, or be posted as a graphic. Major dates for assignments should not be changed or students should be given reasonable advanced notice.]

Quarter 1

<table>
<thead>
<tr>
<th>Week</th>
<th>Unit</th>
<th>Lesson Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>week 1</td>
<td>Review</td>
<td>Greetings ; introductions; goal setting Projet: Loto de Révision</td>
</tr>
<tr>
<td>week 2</td>
<td>Review Project</td>
<td>Present &amp; complete review worksheets Projet: Loto de Révision</td>
</tr>
</tbody>
</table>
| week 3,4| Unit 8; Lesson 1    | **Vocabulaire:** Endroits de la Ville  
**Grammaire:** Avoir/Être : aux 6 temps différents 
**Culture:** Les villes françaises-Géographie/Histoire ; Etes-vous citadin ou villageois ? |
| week 5,6| Unit 8; Lesson 2    | **Vocabulaire:** Rendez-vous en ville  
**Grammaire:** Le plus-que-parfait : formation 
**Culture:** Les Régions de la France |
| week 7 | Unit 8; Lesson 3     | **Grammaire:** Le plus-que-parfait : usage 
**Culture:** Les villes nouvelles ; les SDF |
<p>| week 8 | Film                 | <strong>Film/Discussion:</strong> les Intouchables                  |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Unit</th>
<th>Lesson Elements</th>
</tr>
</thead>
</table>
| week 9 | Research Project: l'impressionisme | Reading/Introduction  
History and characteristics of the movement |

**Quarter 2**

<table>
<thead>
<tr>
<th>Week</th>
<th>Unit</th>
<th>Lesson Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>week 1</td>
<td>Research Project: l'impressionisme</td>
<td>Research artists</td>
</tr>
<tr>
<td>week 2</td>
<td>Res Research Project: l'impressionisme</td>
<td>Creating an impressionistic-style painting</td>
</tr>
</tbody>
</table>
| week 3,4 | Res Research Project: l'impressionisme | Work on presentations  
Presentations |
| week 5 | Res Research Project: l'impressionisme | Review/exam  
Field Trip to Art Institute of Chicago  
(date TBA) |
| week 6 | Film | Film/Discussion: Joyeux Noël |
| week 7,8 | Unit 8, Lesson 3 | Grammaire: Le Futur Antérieur  
Les phrases avec si/quand |
| week 9 | Review for Final | Final Exam |

**Quarter 3**

<table>
<thead>
<tr>
<th>Week</th>
<th>Unit</th>
<th>Lesson Elements</th>
</tr>
</thead>
</table>
| week 1 | Unit 9; Lesson 1 | Vocabulaire: Les relations personnelles : l’Amitié  
Grammaire: Les pronoms relatifs: qui et que  
Culture: Les relations en France |
| week 2 | Unit 9; Lesson 1/2 | Vocabulaire: Les relations personnelles : l’Amour  
Grammaire: Les prépositions + les pronoms relatifs |
| week 3,4 | Unit 9; Lesson 2 | Vocabulaire: Les phases de la vie  
Grammaire: Le pronom relatif: don’t  
Résumé: les pronoms relatifs  
Culture: Le mariage en France |
### Quarter 4

Each lesson includes: learning pertinent vocabulary, answering pre- and post-reading questions, aural comprehension and oral/written discussion of main ideas.

<table>
<thead>
<tr>
<th>Week</th>
<th>Unit</th>
<th>Lesson Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>week 1</td>
<td>“Reading and Understanding Le Petit Prince”</td>
<td>Introduction&lt;br&gt;La vie d’Antoine de St Exupéry&lt;br&gt;Dédicace</td>
</tr>
<tr>
<td>week 2</td>
<td>“Reading and Understanding Le Petit Prince”</td>
<td>Chapters 1-3</td>
</tr>
<tr>
<td>week 3</td>
<td>“Reading and Understanding Le Petit Prince”</td>
<td>Chapters 5-8&lt;br&gt;Work on Student Presentations</td>
</tr>
<tr>
<td>week 4</td>
<td>“Reading and Understanding Le Petit Prince”</td>
<td>Review/Quiz: Chapters 1-8</td>
</tr>
<tr>
<td>week 5</td>
<td>“Reading and Understanding Le Petit Prince”</td>
<td>Student Presentations&lt;br&gt;Chapters 10-14</td>
</tr>
<tr>
<td>week 6</td>
<td>“Reading and Understanding Le Petit Prince”</td>
<td>Student Presentations&lt;br&gt;Chapters 15-20</td>
</tr>
<tr>
<td>Week</td>
<td>Unit</td>
<td>Lesson Elements</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>week 7</td>
<td>“Reading and Understanding Le Petit Prince”</td>
<td>Chapters 21-24</td>
</tr>
<tr>
<td>week 8</td>
<td>“Reading and Understanding Le Petit Prince”</td>
<td>Chapters 25-27, épilogue</td>
</tr>
<tr>
<td>week 9</td>
<td>Review for Final</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

**Course Policies**

**Class Attendance/Participation (optional)**

[Many districts have attendance policies or mandate how absences are to be handled (i.e. effect grade or not effect grade). For examples of how you may wish to articulate, you can review other CCIHS instructor syllabi at https://www.uwgb.edu/ccihs/courses-and-high-school-listings/courses-offered/ ]

**Absences**

- You are responsible for finding out what you missed by consulting the Absence Binder or Canvas (online learning management system).
- There will be a cutoff date for make-up work at the end of each quarter.
- Missing work goes in PowerSchool immediately as a zero. This will be changed when work is made up.
- Participation in a field trip, athletic events, extra-curricular activities, or any other anticipated appointment during class does not excuse you from assignments or assessments that are due that day! It is your responsibility to schedule assessments and get class work turned in by the beginning of the next class.

**Tardies**

- Please be on time to class. In the unfortunate event that you arrive to class after the bell rings, please sign in at the door and leave your pass in the basket.
- Parents will be contacted after the 3rd unexcused tardy and students will serve a lunch detention.

**Late Work**

- Late homework is accepted until the end of that unit and is given a grade of 70%.
- Projects/presentations must be turned in on time—regardless of absence. Students will lose 10% for every day the project or presentation is late.

**Electronics in the Classroom**

- Students will put phones, turned off, in the CellHotel at the beginning of class. They may retrieve them at the end of class or with the teacher’s permission.
- Students are expected to bring their charged iPads to class every day. Students who do not have their iPads will complete online assignments on paper.

**Academic Honesty and Internet Translators**

- All work must represent your own original thought and expression.
- You may use wordreference.com to look up individual words; however, using the internet to translate entire sentences and paragraphs is considered cheating.
- Students who use a translator excessively will be assessed a zero for that assignment and may not be given the opportunity to re-do the work.
Dear Parents/Guardians and Students,

We hope that we have given you and your student a clear idea of our expectations for the school year. Our goal is for you student to develop an appreciation of other cultures and a joy for communicating with people from the over 40 French-speaking countries of the world.

Our grading structure allows all students to find success by ensuring that they are making progress in all language skill categories. We believe this helps to define and structure our activities and assessments in class, and more effectively shows the strengths as well as areas for concern for our students. In PowerSchool, you will notice that Speaking and Writing are together weighted at 50% of the total grade, Reading and Listening are together weighted at 30%, and the Integrated Toolbox category is weighted at 20%. Integrated activities are those tasks that support communication, such as language structure and vocabulary assessments, classroom engagement and homework.

We would like to hear from you this year! We firmly believe that communication between parent, teacher and student is essential to your student’s success in school. If you have any concerns please contact us by e-mail: Ms. Pérez: perezc@verona.k12.wi.us Mr. Hair: bhair87@gmail.com

We look forward to a successful year of language-learning with you and your student! We invite you to attend Back-to-School Night on Monday, August 26 from 6-9 pm.

Merci!
Cindy Pérez

Benjamin Hair

Please return the attached red half sheet by Wednesday/Thursday, August 28/29, 2019 to show that you have read and discussed the guidelines for French class with your child. This counts as a homework assignment.
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/