



UNIVERSITY of WISCONSIN
GREEN BAY

Wausau West High School

College Credit in High School

Syllabus

French 202 – Intermediate French Language II

3 undergraduate credit hours

2019/2020

Wausau West High School

Instructor Contact Information

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Credits: 3

Days of Instruction: M, T, W, F LAB:R

This class is a dual credit class in collaboration with the University of Wisconsin-Green Bay. Students at Wausau West 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

All activities in the AP French Language course are intended to prepare students to develop their listening, speaking, reading and writing skills in order not only to be able to take the AP exam, but also to communicate effectively, to understand cultures of the Francophone world, to make connections to other disciplines, to understand comparisons of languages and cultures, and to use French in domestic and world communities. The skills are taught within the framework of the culture with history presented to explain how people in those cultures today view the world and why. The curriculum is developed at the level of a third year university conversation and composition course in keeping with the requirements outlined in the most recent AP French Language Course Description.

Grammar includes review of and additions to possessive adjectives, *passé composé/l'imparfait*, irregular verbs and direct and indirect object pronouns. Additional practice as needed may include personal pronouns, past participle agreements, and adjective/noun or verb/subject agreement. Grammar reviewed will be dependent on the needs of AP students. For example, some may require a re-explanation of the uses of imperfect and *passé composé*, while others may not. Since the "Imaginez" textbook is also used in French 4, review of previously studied chapters is efficient. For all grammar/reading assignments from this book, students check their answers in class, are handed in and graded or problems are discussed in class. Testing includes quizzes and tests accompanying the book, with teacher-generated tests as needed. Vocabulary for the various units includes words which will

enable students to discuss the ideas presented in the authentic readings and films.

Readings come from a variety of authentic texts such as newspaper and magazine articles, literary texts, and technical material to enable students to handle different styles and complexities of the written word. Writing topics are varied, some from former AP exams to give students experience in writing about unseen, never discussed topics. Some are based on topics discussed to broaden student use of specific vocabulary, themes and grammatical concepts. Oral experience comes in the form of class discussion of readings or social concepts, small group discussion of topics related to readings and culture, small group reporting to large group, individual reports, and finally, practice with released AP tests (oral sections) and recording equipment. Authentic audio and video recordings help students to increase their oral/aural proficiency, developing their listening skills and their ability to understand oral French.

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

Major Assignments and/or Assessments

Journals

Reading comprehension Oral Presentations

Oral Discussions Practice AP Exams Semester Exam

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.]

Letter-grade scale

UWGB Grading Scale			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		

Learning Resources

Title: Imaginez

Publisher: Vista Higher Learning

Published Date: 2012

Author: Jose A. Blanco

Description: Text is a comprehensive review of all grammar concepts learned through French 4. Text offers many opportunities for flexibility in vocabulary, language, and daily-life culture. Included is also French and francophone literature and civilization. Text also includes integrated video program, authentic footage corresponding to the cultural interlude at the end of each unit in the text.

Title: AP French, Preparing for the Language and Culture Examination

Publisher: Pearson **Published Date:** 2012 **Author:** Richard Ladd

Description: Text is a compilation of 2 Sections to help prepare students to take the AP exam. Multiple Choice: Print texts, Print and Audio Texts and audio texts

Free Response: Interpersonal Writing: E-mail Reply, Persuasive Essay, Conversation, Cultural Comparison

Title: Tresors du temps **Publisher:** McGraw Hill/Glencoe **Published Date:** 2005

Author: Yvone Lenard

Description: History, literature and grammar review.

Title: Images Trois **Publisher:** McDougal Littell **Published Date:** 1999 **Author:** Marie-Claire Antoine

Second Author(s): Jean-Paul and Rebecca Valette

Description: Literature and readings based on history, modern life of francophone people. Included are traditional stories, letters, excerpts from famous French authors' books, and poetry.

Title: Triangle

Publisher: Wayside Publishing **Published Date:** 1998 **Author:** Carolyn Demaray **Second Author:** Josette Smith

Description: Grammar review in preparation for AP exam. Comprehension passages to read. Questions/oral passages.

Title: A la Decouverte de Petit Prince **Publisher:** National Textbook Company **Published Date:** 1996

Author: Anne Gassaway Brown

Description: Enrichment workbook for exploring Language and Themes:

Other Course Materials

Material Type: Primary Source

Description: Photocopied booklet of songs, poetry, vocabulary list and articles from "le Monde" (articles on LePen and torture during the Algerian War; the wearing of the scarf).

L'express (les Harkis, Islam in France, the scarf...)

Le Canard enchainé (satire of media hype over Coupe du monde team) Le Journal Francais
Transparencies: population movement, satirical cartoons. Begag, Azouz. Le Gone du Chaaba. Editions du Seuil, 1986

Benguigui, Yamin. Memoires d'immigres. Albin Michel, 1997 (selections from her book of interviews of immigrants of different generations).

La Crise (film by Coline Serreau) - 2 segments illustrating "selective" racism.

Le Gone du Chaaba by Christophe Ruggia (to be viewed after reading the novel).

Vivre au Pradis by Bourlem Guerdjou, 1997 (segment showing family arriving in Nanterre's bidonville).
"Aicha" (song by Khaled) words and CD
"Bidonville" Glade Nougaro, words and CD
"Tomber la Chemise", "je crois que cane vas pas etre possible", "Motives", Zebda (words and CD). "La Bete est revenue" Pierre Perret (satirical song) words and CD.
Une Fois pour Toutes: Subjunctive usage, relative pronouns.

Material Type: Primary Source

Description: Une Fois Pour Toutes, Longman, 1992, ISBN: 0-8013-0825-9

Material Type: Primary Source

Description: Booklet, photocopied articles on the court of Louis XIV Booklet with photocopied jokes, cartoons and stories.

Le Bourgeois Gentilhomme (Moliere) Petits Classiques Larousse (texte Integral)

Le bourgeois gentilhomme (film-video of 1958 presentation by the Comedie Francaise) Asterix et Obelix contre Cesar by Claude Zidi, 1999 (VHS)

Asterix et Cleopatre by Alain Chabat, 2002 (DVD) Le Placard by Francis Veber, 2003 (DVD)

Les Ripoux by Claude Zidi, 1985 (VHS)

Asterix books - Asterix et les Normands, and other titles.

Material Type: Primary Source

Description: Booklet of photocopied articles and short stories by Guy de Maupassant. Les Intouchables (DVD)

Les Choristes (DVD) Le Herisson (DVD) Kirikou (DVD)

Jean de Florette by Claude Berri (DVD) Manon des Sources by Claude Berri (DVD)

Les Diaboliques (Film by Henri-Georges Clouzot) Criterion Collection (DVD)

Course Organization

Requirement: Writing

How Course Meets Requirement: Students write in journals bi-weekly. All journals are based on specific topics that we are talking about in class, or from articles they read from internet sources. Journals are not corrected, but mistakes are coded. Corrections are made during off weeks. Other writing assignments; reactions to readings, questions and AP writing practices are peer edited and corrected.

Unit Information

Textbook: Imaginez Chapitre 6: En Famille

7 weeks

Content and or Skills taught:

6.1 Subjunctive: impersonal expressions: will, opinion, and emotion

6.2 Relative Pronouns

6.3 Irregular-re verbs

Supplementary Unit:

Immigration: 2 weeks

Content and/or Skills Taught:

Students will discuss why people leave their countries to live in another and connect the varied reasons

to their own family history.

Students will learn what problems immigrants face and why.

Students will understand and discuss what "threat" immigrants pose to the indigenous culture.

Students will learn what it means to be French and discuss what determines nationality: where one lives or family background.

Students will learn the role of the school in French society, why French schools are "laïque" and why the French have a law preventing Muslim girls from wearing the "hijab."

Students will learn how to communicate their ideas effectively in French.

Major Assignments and/or Assessments:

Essays: *Le Gone du Chaaba*

Write a letter as if you are Azouz. Decide to whom you are writing and why and be sure that all you say is realistic in the context of the novel. *OR* Write a poem to describe the Chaaba, the life there, or the contrast between the life in the Chaaba and the life after. Use your imagination, but make what you stay realistic according to what you learned of Azouz's life.

First consider the themes and symbols developed in the novel: success, racism, culture shock, double nationality, departure, shame, the bridge... Then choose 3 of the aspects mentioned above and discuss them in relation to the development of Azouz's character in the course of the novel. Give specific examples to clarify your logic for the reader.

Oral Activities: Why did your family come to America (list the reasons)? Discuss difficulties immigrants would have in adapting.

What is the role, the purpose, of school in the U.S.? Compare it to its role in France (it is there that the French learn to be French). Where do we learn to be American? Individual vs. the group.

Discussion of *Le Gone du Chaaba*: large group with students and teacher posing questions/small group direction of discussion.

Small groups responsible for leading discussion of articles assigned to group.

After discussing *SOS Racisme* (History and changing goals) and "le testing" - hand out photos of "testing" subjects and have students work in small groups to identify each person's problem and the legal solution and explain to the class.

General Discussion Questions: What is a civilized society? Give characteristics of it.

Can a society which harbors racism call itself civilized?

What is a racist? How can an extreme anti-racist be a racist? What is a nation (what do we share?)?

-traditions, values, way of life

-common history

-language

-same memories; for immigrants to assimilate they need to forget all that doesn't belong to their new

nation. Why do people leave their country for another? What problems do they face?

Vocabulary: quizzes, general vocabulary for immigration and from *Le Gone du Chaaba*.

Grammar: quizzes on subjunctive usage and relative pronouns (qui, que ce qui, ce que) re-introduce and addition of dont, ce dont, le quel, ou and introduction of quoi.

Textbook: Imaginez Chapitre 6: Les Sciences et Technologie

7 weeks

Content and/or Skills Taught:

7.1 The comparative and superlatives of adjectives and adverbs

7.2 The futur simple

7.3 The subjunctive with expressions of doubt and conjunctions: the past subjunctive

Supplementary Unit:

Humor-2 weeks

Content and/or Skills Taught:

Students will learn about some different types of humor.

Students will analyze what the teller of the story and the audience need to share. Students will discuss why some types of humor just don't seem funny to some people. Students will analyze and discuss universal and enduring aspects of humor.

Students will learn to recognize and appreciate the difference between French and American humor.

Students will learn how to communicate their ideas effectively in French.

...Options will be added or deleted depending on student absences from class due to the AP exams scheduled during the latter part of the unit.

Major Assignments and/or Assessments:

Essays: *Le Bourgeois Gentilhomme* - The character of M. Jourdain lends himself to diverse interpretations. One can see him as a fool, a snob, a mad-man, but also as a man who is happy, honorable, likable in certain ways, full of life, drunk with the power of money, and who is filled with the desire to learn. Explain which is your personal vision of the character and give examples.

Jokes: In a paragraph, explain the understanding that the teller of a joke and the listener or reader have to share in order for the joke to be comprehensible and thus potentially funny (option prior to class discussion). In a paragraph: What is funny to you? Why (option prior to class discussion)?

Asterix: Mention 3 humorous techniques used in our Asterix book that you find funny and give examples from the book.

Give a physical and personality description of the Asterix character you like best and explain why you like him. Would he be a good friend to add to your list of friends? How would he get along with your other friends and your parents? Why?

Humor based on anachronisms, satire, misunderstanding, the expected, the unexpected, physical comedy... While reading, note some examples that can be documented in your essay (Asterix is an option depending on time available).

Oral Activities: Discussion - small group and large group

Le Placard - film: What does the film say about how we judge each other? About perceptions vs. reality? What can bring about personal change?

2017 AP Exam: the exam will be completed during the second or first week before the AP exam. The reading and fill in parts are done for homework, audio, oral and essay sections are done in class.

Grammar: review *bf* possessive pronouns, present participle (celui, etc), interrogatories. Review grammar necessary before the AP exam using Une Fois pour toutes, past AP exams (where necessary), teacher prepared exercise. After AP exam, review through readings and correction of student writings.

Reading: Oral reading of segments of the play. Reading check quizzes for Bourgeois Gentilhomme

Textbook: Imaginez chapter 8 S'evader et s'amuser

6 weeks

Content and/or Skills Taught:

- 8.1 Infinitives
- 8.2 Prepositions with geographical names
- 8.3 The conditionnel

Supplementary Unit:

Mysteries- 2 weeks

Content and/or Skills Taught

Students will analyze and discuss what makes a good mystery story. Students will analyze what techniques create suspense.

Students will learn how filmmakers adapt mystery stories to their art. Students will learn how to communicate their ideas effectively in French.

Major Assignments and/or Assessments:

Essays: Le Diaboliques: of the 3 main characters, which one(s) could commit murder? Explain. Where is the body? Did Mme la Directrice die? Explain your opinion.

Jean de Florette/Manon des sources

Explain the role of Nature and the elements (earth, water, wind fire) in the films. Where in our life do you separate loyalty to friends and loyalty to your conscience?

If the actions of a friend could have bad consequences for him or someone else, would you act or betray a confidence?

What is the attitude of the villagers towards strangers? Why? What is a "stranger" for them?

Who is responsible for Jean's death? Why?

Ugolin says: "C'est la faute de la fatalite." Do you believe that he died due to "la fatalite"?

Written and oral activities: both from topics above. General discussion questions: How does the fact that the French consider the cinema an art influence their attitude toward film making? Toward the idea of colorizing?

Discuss: plot, flashbacks, character, visual cues, black and white vs. color. How does Jean de Florette suit color and Le Diaboliques suit black and white?

(what would the director have had to change had he been forced to use the other medium?) Reading: "La

Main," "La confession" by Maupassant.

Textbook Imaginez: Chapitre 9: Perspectives de travail

6 weeks

Content and/or Skills Taught:

9.1 Demonstrative pronouns

9.2 The present participle

9.3 Irregular -oir verbs

Major Assignments and/or Assessments:

Journals, Oral presentations, Listening practice, Oral picture sequence practice, Reading comprehension. Written quizzes and Exams

Textbook Imaginez: Chapter 10: Les Richesses naturelles

5 weeks

Content and/or Skills Taught: 10.1: The past conditional 10.2: The future perfect

10.3: Si clauses

Course Policies

Class Attendance/Participation

Participation: Speaking in class is a major part of learning a language. The more you speak French the more you will be able to overcome your fears of speaking it. There will be several opportunities to earn participation points, make sure your hand is up and ready to go! Participation points are graded on a curve.

EVERY DAY YOU SHOULD MAKE AN EFFORT TO ONLY SPEAK FRENCH!

Extra Credit: Extra credit can be several things. Going to a presentation, creating a project, or your own idea. If you would like to do this, you must see me for directions and sign up for a due date before the end of the semester.

LAB: Every week you will have a lab assignment. You will log into the **itslearning** site to see the assignment

posted. If you are sick or there is no school, you are still required to make up the lab by **3:00 on Friday** unless special arrangements have been made.

Homework: Each chapter is divided into lessons and each lesson has workbook as well as listening

activities. Sometimes extra time during class may be given to do the written work, but most of the time it will be assigned to be done outside of class. You should have "homework" EVERY DAY! This means you are memorizing vocabulary and reviewing what you have learned on a daily basis whether it was "assigned" or not. The more you keep up with the memorizing part of it, the better off you'll be.

LOQ Boole This is a major part of your participation grade. Every day there will be a grammar activity at the beginning of class. These are for practice. Make every effort to attempt to do the activity and correct mistakes when necessary. LOQ books are handed in at the end of the semester.

Workbook: In the workbook we will sometimes self correct in class (effort grades), and sometimes they will be turned to be graded. You will not know ahead of time. Effort grades can **NOT** be turned in late and will be recorded as a zero in the grade book. They must be done when you come to class. If the assignment is handed in and graded, it will be a zero until it is handed in.

Absences and Conflicts: Students are required to find out any missing work from a friend, myself, or from the iLearn site. Make-up tests and quizzes will be placed in the Foreign Language Resource Room (FLANG) Try and make up the work as soon as possible.

I will make an effort to remind you of your missing work, but in the end the responsibility is yours!

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/ccihhs/>