



## World Language Department Curriculum Guide

## French 2 – H

Course Description
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<p>This course is designed to refine the four skills of listening, speaking, reading, and writing by being exposed to an enriched and accelerated curriculum that emphasizes developing a higher level of proficiency and a more comprehensive knowledge of vocabulary and grammar. Students will have the opportunity to review structures and vocabulary previously studied and will build upon familiar themes to expand their skills in the four domains of proficiency: listening, speaking, reading and writing. Students continue to study the culture, the people, and their customs. Cultural aspects of French and Francophone civilization will be addressed within each unit theme and through individual or group projects to be completed each semester. Students will be using a number of authentic French resources, such as newspaper articles, podcasts, magazines, videos, short stories, poems, movies, etc in addition to the main textbook. The expectations of this course require that students are highly motivated to communicate in the target language. This course is largely taught in French to progressively increase proficiency. The target proficiency level for students in this course is Intermediate Low.</p>
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Communication Standards (Intermediate Low)
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| <ol style="list-style-type: none"> <li>1. <b>Interpretive Communication</b> - In texts and conversations on topics that relate to students and their immediate environment, relying on understanding of simple sentences, supported by repetition and plain language, students:               <ol style="list-style-type: none"> <li>a. Understand traits of multiple cultures and communities. (IL.1.a)</li> <li>b. Understand the main idea and related information. (IL.1.b)</li> </ol> </li> <li>2. <b>Interpersonal Communication</b> - In conversations on topics that relate to students and their immediate environment in a variety of settings, creating unconnected simple sentences, sometimes relying upon repetition, clarification, and circumlocution, in such a way that speakers/signers of the language who are accustomed to engaging with language learners understand, students:               <ol style="list-style-type: none"> <li>a. Respond to culturally diverse interlocutors, products, practices, and ideas by building connections and showing consideration for different ideas or opinions. (IL.2.a)</li> <li>b. Understand, answer, and ask a variety of questions. (IL.2.b)</li> <li>c. Initiate, maintain, and end conversations by understanding and creating language that conveys authentic, personal meaning. (IL.2.c)</li> </ol> </li> <li>3. <b>Presentational Communication</b> - In presentations on topics that relate to students and their immediate environment in a variety of settings, creating unconnected simple sentences, sometimes relying upon clarification and circumlocution, in such a way that speakers/signers of the language who are accustomed to engaging with language learners understand, students:               <ol style="list-style-type: none"> <li>a. Demonstrate awareness and understanding of relevant topics, sources, themselves, and their audience. (IL.3.a)</li> <li>b. Present information, raise awareness, and express personal preferences in culturally appropriate ways. (IL.3.b)</li> <li>c. Explain their own authentic thoughts in culturally appropriate ways. (IL.3.c)</li> </ol> </li> <li>4. <b>Intercultural Communication</b> - In interactions in a variety of settings, creating unconnected simple sentences, sometimes relying upon repetition, clarification, and circumlocution, in such a way that speakers/signers of the language who are accustomed to engaging with language learners understand, students:               <ol style="list-style-type: none"> <li>a. Refer to and ask questions about common products, practices, and/or perspectives familiar to an audience's or interlocutor's culture to demonstrate understanding and curiosity of a target-language culture and respect towards diversity. (IL.4.a)</li> <li>b. Use appropriate learned gestures and behaviors. (IL.4.b)</li> <li>c. Avoid major social blunders. (IL.4.c)</li> </ol> </li> </ol> |
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### Linguistic Cultures Standards (Intermediate Low)

5. **Cultures** - In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students minimally but consistently:
  - a. Analyze products and practices to help understand perspectives within the diverse cultures of the target-language communities. (IL.5.a)
  - b. Investigate, explain, and reflect on how culture affects identity. (IL.5.b)
  - c. Investigate, explain, and reflect on the similarities and differences of cultures over time. (IL.5.c)
6. **Comparisons** - In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students minimally but consistently:
  - a. Investigate, explain, and reflect on the nature of culture through comparisons of the diverse target-language cultures studied and their own by:
    1. Making comparisons between products, practices, and perspectives. (IL.6.a.1)
    2. Explaining how stereotypes and past and present treatment of groups and people shape their group identity and culture. (IL.6.a.2)
  - b. Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by:
    1. Interpreting, expressing, and comparing the meaning of idioms. (IL.6.b.1)
    2. Making comparisons of basic language forms. (IL.6.b.2)

### Lifelong Learning Standards (Intermediate Low)

7. **Connections** - In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students minimally but consistently:
  - a. Incorporate age-appropriate, interdisciplinary vocabulary to understand, exchange, and present information from across content areas. (IL.7.a)
  - b. Understand, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials. (IL.7.b)
8. **Communities** - In a variety of settings, using the target language to the greatest appropriate extent for the community-based situation, with appropriate linguistic scaffolding, students minimally but consistently:
  - a. Apply cultural and linguistic skills to participate in the school, local, and global community by:
    1. Engaging with resources and assets in the community such as individuals and organizations or technological tools to further investigate and enjoy target-language cultures. (IL.8.a.1)
    2. Identifying needs and/or injustices and designing and taking collective action to contribute to strong communities. (IL.8.a.2)
  - b. Become lifelong learners by:
    1. Using languages for enjoyment and enrichment and accessing and evaluating further opportunities for doing so. (IL.8.b.1)
    2. Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. (IL.8.b.2)
    3. Explaining language education requirements for careers of interest. (IL.8.b.3)
    4. Setting goals for growth in these areas and reflecting upon progress. (IL.8.b.4)



Subject: French 2 – H

Units	Concepts and Skills	Key Activities May Include
<p>Unit 1: <b><i>Let's introduce me, my school, my family, my house and my friends</i></b></p> <p>September-November</p>	<p>Using simple sentences most of the time:</p> <ul style="list-style-type: none"> <li>▪ I can describe myself, my family, people in culturally appropriate ways</li> <li>▪ I can give and ask information about my family, my school and people in general</li> <li>▪ I can identify products and practices in the target language</li> <li>▪ I can identify similarities and differences between my own culture and the target culture.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Formative assessments such as: listening and reading activities, interpersonal and individual or group presentational activities</li> <li>▪ Summative assessments such as : autobiography projects, family tree presentation, personality interview, etc., vocabulary and grammar quizzes, IPA assessment</li> </ul>
<p>Unit 2: <b><i>Leisure time activities and invitations</i></b></p> <p>November-December</p>	<p>Using simple sentences most of the time:</p> <ul style="list-style-type: none"> <li>▪ I can ask and answer simple questions about leisure activities</li> <li>▪ I can express and react to preferences, opinions, or feelings about leisure activities, asking simple questions to keep the conversation on topic.</li> <li>▪ I can present personal information about my leisure activities</li> <li>▪ I can identify the topic and some isolated elements in short fictional texts about a character's leisure activities.</li> <li>▪ I can identify the topic and some isolated facts from simple sentences in informational texts about leisure activities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Formative assessments such as: listening and reading activities, interpersonal and individual or group presentational activities</li> <li>▪ Summative assessments such as : vocabulary and grammar quizzes, IPA assessment</li> </ul>



Units	Concepts and Skills	Key Activities May Include
<p>Unit 3: <b><i>Daily routine and healthy habits</i></b></p> <p>January-February</p>	<p>Using simple sentences most of the time:</p> <ul style="list-style-type: none"> <li>I can ask and answer questions about daily activities</li> <li>I can express, ask about, and react to preferences, opinions, or feelings about daily activities, asking questions to keep the conversation on topic.</li> <li>I can present personal information about my daily activities.</li> <li>I can identify the topic and some isolated elements in short fictional texts about a character's daily activities.</li> <li>I can identify the topic and some isolated facts from simple sentences in informational texts about daily activities.</li> </ul>	<ul style="list-style-type: none"> <li>Formative assessments such as: listening and reading activities, interpersonal and individual or group presentational activities</li> <li>Summative assessments such as : vocabulary and grammar quizzes, IPA assessment</li> </ul>
<p>Unit 4: <b><i>Summer and winter vacations</i></b></p> <p>February-March</p>	<p>Using simple sentences most of the time:</p> <ul style="list-style-type: none"> <li>I can participate in conversations about vacations using simple sentences.</li> <li>I can present information on a vacation using a series of simple sentences.</li> <li>I can write briefly about a vacation using a series of simple sentences.</li> <li>I can understand the main idea in short, simple messages and presentations about vacations.</li> <li>I can understand the main idea of short and simple texts about vacations.</li> </ul>	<ul style="list-style-type: none"> <li>Formative assessments such as: listening and reading activities, interpersonal and individual or group presentational activities</li> <li>Summative assessments such as : vocabulary and grammar quizzes, IPA assessment</li> </ul>
<p>Unit 5: <b><i>Do you know France?</i></b></p> <p>April</p>	<p>Using simple sentences most of the time:</p> <ul style="list-style-type: none"> <li>I can read and listen about the geography of France and identify its main features</li> <li>I can describe and present a region of France and its interesting cities.</li> <li>I can compare French and US national symbols.</li> <li>I can identify and discuss national stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>Formative assessments such as: listening and reading activities, interpersonal and individual or group presentational activities</li> <li>Summative assessments such as : vocabulary and grammar quizzes, IPA assessment</li> </ul>



Units	Concepts and Skills	Key Activities May Include
<p>Unit 6: <b><i>My childhood</i></b></p> <p>May-June</p>	<ul style="list-style-type: none"> <li>▪ I can read / listen about childhood experiences in French speaking countries.</li> <li>▪ I can describe my activities, appearance and personality as a child and how I've changed over time (presentational speaking)</li> <li>▪ I can understand the main idea and details of a text (interpretive reading)</li> <li>▪ I can have a conversation with a peer about growing up. I can ask questions and make comments to keep the conversation going</li> <li>▪ I can compare childhood experiences through time and culture, interview a person from another generation and compare her childhood to yours.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Formative assessments such as: listening and reading activities, interpersonal and individual or group presentational activities</li> <li>▪ Summative assessments such as : vocabulary and grammar quizzes, IPA assessment</li> </ul>

Textbook
<ul style="list-style-type: none"> <li>▪ <b><i>Bon Voyage! Level 2</i></b>, by Conrad J. Schmitt and McGraw-Hill authors; published by Glencoe/McGraw-Hill</li> </ul>