

## **FRENCH II**

LENGTH OF TIME: 90 minutes daily per semester

GRADE LEVEL: 9-12

### **COURSE STANDARDS**

Students will:

1. When using any of the four language skills (listening, speaking, reading, and writing), in order to insure effective communication:
  - a. Utilize the system of sound-letter correspondences.
  - b. Demonstrate the ability to use/comprehend appropriate vocabulary.
  - c. Exhibit the ability to formulate/comprehend sentences, questions, commands, and paragraphs.
  - d. Use basic grammatical structures correctly.
  - e. Differentiate intonation patterns.(FL Standards 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 5.1)  
(PA Academic Standards 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8)
2. Demonstrate comprehension of and sensitivity for the similarities and differences in cultural patterns. (FL Standards 2.1, 2.2, 3.2, 4.2, 5.1, 5.2) (PA Academic Standards 1.1, 1.2, 1.6)
3. Develop the study skills necessary for effective language learning. (FL Standards 3.1, 4.1, 5.1, 5.2)
4. Recognize the importance of language learning to career opportunities. (FL Standards 5.1, 5.2)
5. Recognize the importance of technology as a resource too, reinforcement/enrichment tool, and for production of oral or written work. (FL Standards 3.1, 5.1, 5.2)

### **RELATED PA ACADEMIC STANDARDS FOR READING, WRITING, SPEAKING AND LISTENING**

- 1.1 Learning to Read Independently
- 1.2 Reading Critically in All Content Areas
- 1.4 Types of Writing
- 1.5 Quality of Writing
- 1.6 Speaking and Listening
- 1.7 Characteristics and Function of the English Language
- 1.8 Research

### **RELATED FOREIGN LANGUAGE STANDARDS: ACTFL**

Communication 1.1, 1.2, 1.3

Cultures 2.1, 2.2  
Connections 3.1, 3.2  
Comparisons 4.1, 4.2  
Communities 5.1, 5.2

**PERFORMANCE ASSESSMENTS (Integrated):**

At the conclusion of level II, students will demonstrate achievement defined in the ACTFL guidelines as Novice-Mid. The distinction between level I and level II achievements will be reflected in the students' command of high frequency vocabulary and structures, use of a wider variety of forms, a larger range of vocabulary needed for survival situations, and an increased comfort level with using learned materials. Students will be able to:

1. Identify in the target language, concrete categories of words by labeling the object or picture-flash cards in oral and written activities: (Course Standards 1,2,3,5)
  - food and beverages
  - pastime activities and places
  - family and pets
  - descriptions of people
  - household chores
  - meals of the day
  - clothing
  - descriptions of clothing
  - vacation places and activities
  - travel items
  - places in the town
  - modes of transportation
  - directions
  - countries
2. Provide basic autobiographical information in the target language by introducing yourself through a narration or monologue in oral and written form: (Course Standards 1,2,3,5)
  - food and beverages likes/dislikes
  - pastime activities and places
  - descriptions of self/friends/family
  - household chores
  - meals of the day
  - describing clothing
  - vacation plans
  - family and pets
  - modes of transportation taken around town
  - countries visited
3. Provide biographical information about others (immediate family, close friends) by presenting information learned during an interview with another student in oral and written form: (Course Standards 1,2,3,5)
  - food and beverage preferences
  - pastime activities and places
  - family and pets
  - descriptions of people
  - household chores
  - meals of the day
  - descriptions of clothing
  - vacation places and activities
  - travel items used
  - places in the town
  - modes of transportation
  - countries visited
4. Minimally sustain face-to-face conversations by participating in written and oral role-plays (Course Standards 1,2,3,5)
  - ask and answer questions about self and others regarding topics described in performance assessments 1, 2, and 3

5. Report on the applicability of foreign language proficiency to careers which interest them as identified on the interest inventory from the guidance department. (Course Standards 4)

**DESCRIPTION OF COURSE:**

Emphasis in modern foreign language is on effective oral and written communication. The student will further develop the four language skills of listening, speaking, reading, and writing. The student will further develop a cultural awareness and the study skills needed to promote optimal learning. A variety of activities and materials will foster growth in the areas of pronunciation, vocal, and grammatical structure. Students will be evaluated via tests, quizzes, projects, and performance assessments in the four language skills.

**TITLES OF UNITS:**

- |  |         |
|--|---------|
| 1) General review of all concepts of French I        | 1 week  |
| 2) Chapitre 5 - <u>ON VA AU CAFÉ</u>                 | 2 weeks |
| a) Communication:                                    |         |
| i) Making suggestions and excuses                    |         |
| ii) Making recommendations                           |         |
| iii) Getting someone's attention                     |         |
| iv) Ordering food and drink                          |         |
| v) Inquiring about and expressing likes and dislikes |         |
| vi) Paying the check                                 |         |
| b) Culture   |         |
| i) Food served in a café                             |         |
| ii) Waitpersons as professionals                     |         |
| iii) La litote                                       |         |
| iv) Tipping  |         |
| c) Vocabulary  |         |
| i) Food and beverages                                |         |
| ii) Café conversation                                |         |
| iii) Suggestions and excuses                         |         |
| d) Structures  |         |
| i) Verb "prendre"                                    |         |
| ii) Imperative tense                                 |         |
| 3) Chapitre 6 - <u>AMUSONS-NOUS!</u>                 | 2 weeks |
| a) Communication                                     |         |
| i) Making Plans                                      |         |
| ii) Extending and responding to invitations          |         |
| iii) Arranging to meet someone                       |         |
| b) Culture   |         |
| i) Going out   |         |
| ii) Dating in France                                 |         |
| iii) Conversational time                             |         |
| c) Vocabulary  |         |

- i) Things to do
  - ii) Places to go
  - iii) Time/place expressions
  - iv) Extending/accepting/refusing invitations
- d) Structures
  - i) Using "le" with days of week
  - ii) Verb "aller"
  - iii) Verb "aller" + infinitive construction
  - iv) Verb "vouloir"
  - v) Information questions
- 4) Chapitre 7 - LA FAMILLE 2 weeks
  - a) Communication
    - i) Identifying people
    - ii) Introducing people
    - iii) Describing and characterizing people
    - iv) Asking for, giving, and refusing permission
  - b) Culture
    - i) Family life
    - ii) Pets in France
  - c) Vocabulary
    - i) Family vocabulary
    - ii) Descriptions/characterizations
    - iii) Chores
    - iv) Permission vocabulary
  - d) Structures
    - i) Possession with 'de'
    - ii) Possession adjectives
    - iii) Adjective agreement
    - iv) Verb "être"
- 5) Chapitre 8 - AU MARCHÉ 3 weeks
  - a) Communication
    - i) Expressing need
    - ii) Making, accepting and declining requests
    - iii) Telling someone what to do
    - iv) Offering, accepting, or refusing food
  - b) Culture
    - i) The Ivorian market
    - ii) Shopping for groceries in a francophone country
    - iii) The metric system
    - iv) Foods of the Ivory Coast
    - v) Mealtimes in francophone countries
  - c) Vocabulary
    - i) Food and meal vocabulary
    - ii) Vocabulary dealing with making and responding to requests
    - iii) Commands

- iv) Quantity vocabulary
- v) Vocabulary dealing with offering/accepting/declining food
- d) Structures
  - i) The partitive articles 'du, de la, de l', des'
  - ii) The phrase "avoir besoin de"
  - iii) Verb "pouvoir"
  - iv) "de" used with expressions of quantity
  - v) The pronoun 'en'
- 6) Chapitre 9 - AU TELEPHONE 3 weeks
  - a) Communication
    - i) Asking for and expressing opinions
    - ii) Inquiring about and relating past events
    - iii) Making and answering a telephone call
    - iv) Sharing confidences and consoling others
    - v) Asking for and giving advice
  - b) Culture
    - i) History of Arles
    - ii) The French telephone system
    - iii) Telephone habits of French-speaking teenagers
  - c) Vocabulary
    - i) Telephone vocabulary
    - ii) Advice vocabulary
    - iii) Opinions
    - iv) Vocabulary dealing with past events
  - d) Structures
    - i) The 'passé composé' tense (past) with avoir
    - ii) Placement of adverbs in the past tense
    - iii) the '-re' verbs (répondre)
    - iv) The object pronouns 'le, la, les, lui, leur'
- 7) Chapitre 10 - DANS UN MAGASIN DE VETEMENTS 2 weeks
  - a) Communication
    - i) Asking for and giving advice
    - ii) Expressing need/ inquiring
    - iii) Asking for an opinion; paying a compliment; criticizing
    - iv) Hesitating; making a decision
  - b) Culture
    - i) Clothing sizes
    - ii) Fashion in Francophone countries
    - iii) Responding to compliments
  - c) Vocabulary
    - i) Clothing vocabulary
    - ii) Vocabulary dealing with choosing/buying clothing
    - iii) Opinion vocabulary
    - iv) Compliments
  - d) Structures

- i) Verb 'mettre'
  - ii) Adjectives used as nouns
  - iii) '-ir' verbs: choisir
  - iv) Direct object pronouns 'le, la, les'
  - v) 'c'est' vs 'il/elle est'
- 8) Chapitre 11 - VIVE LES VACANCES 2 weeks
- a) Communication
    - i) Inquiring about and sharing future plans
    - ii) Expressing indecision; expressing wishes
    - iii) Asking for advise; making, accepting, and refusing suggestions
    - iv) Reminding; reassuring
    - v) Seeing someone off
    - vi) Asking for and expressing opinions
    - vii) Inquiring about and relating past events
  - b) Culture
    - i) 'Colonies de vacances'
    - ii) Vacations
  - c) Vocabulary
    - i) Vacation vocabulary
    - ii) Travel vocabulary
    - iii) Vocabulary dealing with making and describing vacation plans
  - d) Structures
    - i) the prepositions 'à' and 'en'
    - ii) '-ir' verbs: partir
- 9) Chapitre 12 - EN VILLE 2 weeks
- a) Communication
    - i) Pointing out places and things
    - ii) Making and responding to requests
    - iii) Asking for advise
    - iv) Making suggestions
    - v) Asking for and giving directions
  - b) Culture
    - i) Store hours in France and Martinique
    - ii) Making small talk in Francophone countries
    - iii) Getting a driver's license in Francophone countries
    - iv) DOMs and TOMs
    - v) Public areas downtown
  - c) Vocabulary
    - i) Vocabulary dealing with public buildings
    - ii) Things to do in town vocabulary
    - iii) Means of transportation vocabulary
    - iv) Vocabulary dealing with directions and locations
  - d) Structures
    - i) Pronoun 'y'

#### SAMPLE INSTRUCTIONAL STRATEGIES:

1. Differentiated Instruction via Process, Content, Product, Environment
2. Cooperative learning groups
3. Listening/reading activities
4. Discussion/summary
5. Small group activities
6. Process writing
7. Oral presentations
8. Research
9. Models
10. Notebooks/journals/portfolios
11. Audio visual presentations
12. Simulations/role plays
13. Technology assisted learning
14. Posters/charts, etc.
15. Problem solving

#### MATERIALS:

1. Allez viens I, Demado, John and D'Uffeau, Emmanuel, Holt, Rinehart and Winston, 1996
2. Tapes to accompany texts
3. Slides, videos
4. Computer software
5. Miscellaneous realia
6. Magazines
7. Supplemental materials - texts, maps, etc.
8. Teacher made materials - flashcards

#### METHODS OF ASSISTANCE AND ENRICHMENT:

1. Differentiated Instruction via Process, Content, Product, Environment
2. Retesting as appropriate
3. Peer tutoring
4. Academic tutorial
5. IST, resource room
6. Guest speakers
7. Field trips
8. Interdisciplinary units
9. Teaching of study skills: test taking, study, note taking, organizational
10. Independent reading
11. Technology

#### PORTFOLIO DEVELOPMENT:

Examples of selected performances and products will be maintained in individual student portfolios throughout the year. Portfolios will serve as a vehicle for self-assessment and

teacher assessment. Portfolio contents will include samples of student writing, audio and/or videotapes of student performances, and traditional vocabulary and unit tests.

#### METHODS OF EVALUATION:

1. Quizzes
2. Tests
3. Oral proficiency
4. Notebooks
5. Classwork and participation
6. Homework
7. Performance assessments - projects, presentations, charts, maps, posters, etc.

#### INTEGRATED ACTIVITIES:

(Building, refining, expanding Level I skills in oral and written forms.)

1. Concepts
  - word order and sentence structure
  - verb conjugations/tenses
  - vocabulary
  - pronunciation and intonation
  - culture of the target language
  - study skills
2. Communication (spoken or written form)
  - correct pronunciation and intonation
  - use of thematic vocabulary
  - dialogues or monologues
  - questions and answers (who, what, when, where, why)
3. Thinking/Problem Solving
  - formation of questions and use of appropriate responses (who, what, when, where, why)
  - use of appropriate sentence structure according to the situation (questions/statements/negatives)
4. Application of Knowledge
  - use of information to create dialogues, monologues
  - use of information to understand realia
  - subject/verb/tense agreement
  - completion of assigned oral proficiency activities/assessments
5. Interpersonal Skills
  - sensitivity to cultural differences
  - cooperative learning groups (paired/group activities)