



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



CONTENT AREA(S): World Languages

**COURSE/GRADE LEVEL(S): French 2
Grades 9-12**

I. Course Overview

French 2 continues to stress the skills of language interpretation and production and aims to heighten cultural awareness through literature, media, and authentic experiences. Grammar study is more formalized than it is in level 1. Reading assignments increase comprehension and stimulate discussion. Compositions, oral participation, and presentations give students opportunities to express themselves in everyday situations and to discuss topics that interest them. In addition to the communicative tasks they perform in the language laboratory, students are expected to use the target language in all appropriate classroom situations.

II. Units of Study

Unit 1: *Qui suis-je?*

Unit 2: *Expressions*

Unit 3: *Les activités du weekend*

Unit 4: *Azur & Asmar*

Unit 5: *Les Contes de Fées*

Unit 6: *La Nourriture*

III. Learning Objectives

At the conclusion of this course, students should be able to:

A. Interpretive Mode:

- Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- Demonstrate an understanding of spoken and written language, as expressed by speakers of the target language in formal and informal settings through appropriate responses.
- Compare and contrast the use of verbal and non-verbal etiquette in the target culture with their own culture in the use of gestures, intonation, and other visual and auditory clues.
- Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- Discuss people, places, objects, and daily activities based on oral or written descriptions.
- Comprehend short conversations and brief written messages on familiar topics.
- Comprehend conversations and written information on a variety of topics.
- Connect the learning of the target language to information studied in other core content areas.
- Apply knowledge and skills gained in other core content areas to the learning of the target language.



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- Demonstrate comprehension of the main idea, and identify the principal characters in readings from age-appropriate, culturally authentic selections.
- Identify the main idea and theme, and describe the main characters and setting in readings from age-appropriate, culturally authentic selections.
- Compare and contrast unique linguistic elements in English and the target language.
- Compare daily practices of people in the target culture(s) with their own.
- Identify basic geographical features and some common landmarks in countries where the target language is spoken.
- Identify aspects of culture presented in photographs, plays, or films.
- Examine tangible products of the target culture(s) and begin to infer why people produce and use them.

B. Interpersonal Mode

- Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities.
- Give, respond, and ask for clarification on detailed oral and written directions, commands, and requests.
- Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations.
- Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences.
- Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
- Engage in short conversations about personal experiences or events, and/or topics studied in other core content areas.
- Imitate culturally appropriate etiquette in verbal and non-verbal communication during greetings, leave-takings, and common social situations.
- Interact in a wide range of social and professional contexts that reflect both peer-group and adult activities within the culture studied, using appropriate etiquette in verbal or non-verbal communication.
- Discuss the characteristics of the school community in the target culture and compare with those in the U.S.
- Describe past and present issues, events, and/or trends from the target culture perspective and the U.S. perspective.

C. Presentational Mode

- Present student-created and/or authentic short plays, skits, poems, songs, stories or reports.
- Use language creatively in writing for a variety of purposes.
- Describe orally, in writing, or through simulation, similarities and differences among products and practices found in the target culture with their own.
- Compare and contrast similarities and differences between tangible products of the target culture(s) and their own.



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IV. Essential Questions

Unit 1: Qui suis-je?

- Can I ask for information from others by using the appropriate question word?
- Can I respond appropriately to questions asked of me?
- Can I give basic information about myself and my family?
- Can I introduce myself or another person?
- Can I have a short telephone conversation to ask if my friend is home?
- Can I name and describe some basic professions?
- Can I use various expressions with être?
- Can I describe the personality traits of myself and others?

Unit 2: Expressions

- Can I communicate feelings, needs, desires, and intentions using the appropriate avoir expression?
- Can I discuss school subjects, sports/pastimes, and common activities using the appropriate faire expression?
- Can I talk about what I am going to do?
- Can I talk about what I just did/came from doing?
- Can I talk about how long I have been doing something?

Unit 3: Les activités du weekend

- Can I talk about what French teenagers do on the weekend?
- Can I describe my own weekend and leisure activities?
- Can I talk about what I see when I am in the countryside?
- Can I describe what I did yesterday, last weekend, or last summer?
- Can I talk generally about what happened in the past?
- Can I discuss events that happened using the negative expressions: jamais, personne, rien?

Unit 4: Azur & Asmar

- Can I describe the Berber people and their culture?
- Can I talk about the differences in the lives and cultures between the French European and French North African?
- Can I name and describe the main characters in the film?
- Can I give a basic narration of the film plot?
- Can I describe the people, lifestyle, and culture of a francophone country other than France?

Unit 5: Les Contes de Fées

- Can I recognize the imperfect tense? Can I say things in the past using the imperfect forms of avoir and être?
- Can I understand and retell the plot of the fairy tale The Three Little Pigs? Can I put the main events of the plot in the correct sequence?
- Can I understand and retell the plot of the fairy tale Rapunzel? Can I put the main events of the plot in the correct sequence?



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Can I create an original fairy tale set in a francophone country, based on what I have learned from studying other fairy tales?

Unit 6: La Nourriture

Can I talk about where French people do their food shopping?

Can I talk about what kinds of foods are typically served in French restaurants?

Can I talk about my favorite foods and beverages?

Can I shop for food in a market and order in a restaurant?

Can I express what I want to do, can do, and must do?

V. Key Performance and Benchmark Tasks

Unit 1: Unit Test, Authentic assessment essay describing a celebrity

Unit 2: Unit Test, Original dialogues, Quizzes

Unit 3: Unit Test, authentic assessment essay about a vacation

Unit 4: Unit Test, authentic assessment presentation about a French speaking country

Unit 5: Unit Test, authentic assessment original fairy tale

Unit 6: Unit Test, role-playing, skits

VI. Instructional Materials

Textbooks/Readers

Discovering French- Blanc2

Teacher-designed culture and vocabulary units