

**French II Curriculum**

**Revised June 2011**

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## French II

### I. Course Description

French 2 is designed for students who have completed French 1. In French 2, students will learn to use the past tense, continue to build vocabulary, and become more proficient in speaking, reading, writing and comprehension skills.

A great deal of emphasis will be placed on the oral use of French in the classroom. Students will be expected to ask and answer questions in French on a regular basis, using learned vocabulary and correct grammatical structure.

Additional emphasis will be placed on cultural topics in French-speaking countries, including current events, the arts and the French influence in the United States. Students will identify historical landmarks, major cities, holidays and other cultural aspects of the French-speaking world.

### II. Course Objectives/Outline

Students will be able to:

**NJSLS 7.1: World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

#### Strand A: Interpretive Mode:

- Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to target themes. (7.1.NM.A.1)
- Demonstrate comprehension of simple oral and written directions, commands and requests through appropriate physical response. (7.1.NM.A.2)
- Identify familiar people, places and objects based on simple oral and/or written descriptions. (7.1.NM.A.4)

#### Strand B: Interpersonal Mode:

- Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes. (7.1.NM.B.1)
- Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. (7.1.NM.B.2)
- Ask and respond to simple questions, make requests and express preferences using memorized words and phrases. (7.1.NM.B.4)

#### Strand C: Presentational Mode:

- Use basic information at the word and memorized-phrase level to create a multi-media rich presentation on targeted themes to be shared with a target language audience. (7.1.NM.C.1)
- Imitate, recite and/or dramatize simple poetry, rhymes, songs and skits. (7.1.NM.C.2)
- Present information from age- and level-appropriate, culturally authentic materials orally and in writing. (7.1.NM.C.4)
- Name and label tangible cultural products and imitate cultural practices from the target cultures. (7.1.NM.C.5)

### **III. Methods of Student Evaluation**

Students will be evaluated using the following assessments:

1. Written Quizzes and Tests
2. Oral Quizzes and Tests
3. Projects—PowerPoint, Posters, Presentations, and Essays
4. Group Projects
5. Writing Samples
6. Homework Evaluation and Completion
7. Worksheet Evaluation and Completion

### **IV. List of Textbooks, Instructional Materials and Software**

Textbook: Allez Viens 1 ISBN # is 0-03-036942-8 Copyright 2006

Workbooks: Allez Viens 1 Travaux Pratiques and Cahier d'Activités

Software: Allez Viens 1 CDs and DVDs

### **V. Instructional Strategies**

- Create and maintain a world language atmosphere where the use of English is considered a breach of etiquette.
- Conduct class 90% in French.
- Reinforce grammar patterns studied in French 1.
- Utilize more complex grammar patterns through readings.
- Improve reading comprehension via group and independent reading.
- Use readings as catalysts for conversations growing in complexity and range.
- Refine writing skills through frequent compositions.
- Make use of peer editing to correct common errors.
- Use a variety of teaching modalities and teaching aids in order to elicit multi-level responses.
- Use current events and personal anecdotes as a point of departure for a wide range of discussions.
- Use various methods of differentiated instruction.

### **VI. Scope and Sequence**

#### **SKILL TO BE LEARNED:**

#### **SKILL LEVEL:**

To be able to use present tense in speaking proper French.	Reinforced & Developed In Depth
To be able to use future tense in speaking proper French.	Reinforced & Developed In Depth
To be able to use past tense in speaking proper French.	Introduced
Strengthening listening skills using CDs and DVDs.	Developed In Depth
Learning to write short paragraphs.	Developed In Depth
Understanding the difference between formal and informal speaking.	Developed In Depth
Understanding how to research a topic.	Developed In Depth
Co-operative learning.	Reinforced & Developed In Depth
Learning French through technology.	Developed In Depth
Asking and answering questions.	Reinforced & Developed in Depth
Developing presentation skills.	Reinforced & Developed in Depth
Translating from French to English and English to French	Reinforced & Developed in Depth

## **VII. Pacing Chart**

### **First Marking Period: Chapter 7 and first part of Chapter 8:**

- Family, friends, neighbors and pet vocabulary.
- Possessive adjectives—my, your, his, ours, etc.
- Introducing people.
- Adjectives that describe people and how they change to agree with the nouns they modify.
- The verb être—to be.
- Chore vocabulary.
- Fruits and vegetables.
- Partitive and indefinite articles.

### **Second Marking Period: Second part of Chapter 8 and all of Chapter 9:**

- Expressing need.
- The irregular verb pouvoir—to can/be able to.
- Making/accepting/declining requests.
- Ordering food by the kilo, slice, bottle, dozen, or can.
- Breakfast, lunch, dinner and snack vocabulary.
- What French people typically have for the 3 meals and snacks.
- Offering, accepting or refusing food.
- The pronoun “en” with du, de la, de l’, les or de.
- Food Groups.

### **Third Marking Period: Chapter 10 and first part of Chapter 11:**

- Asking and expression opinions.
- Passé composé with avoir---past tense.
- 12 new regular –er verbs.
- Making and answering a telephone call.
- Conjugating regular –re verbs.
- Sharing confidences, consoling others, asking for and giving advice.
- Clothing vocabulary and prices in Euros.
- The irregular verb mettre—to put on/wear.
- Dialogue between a customer and a salesperson.
- Clothing description vocabulary.
- French clothing sizes vs. American clothing sizes.
- Asking for an opinion, paying a compliment and criticizing.
- Direct object pronouns—le, la and les.
- Hesitating and making a decision vocabulary.
- Vacation destinations vocabulary.
- Sharing future plans, expressing indecision, expressing wishes.
- Countries vocabulary.

**Fourth Marking Period: Second part of Chapter 11 and all of Chapter 12:**

- Essential items for travelling vocabulary.
- The irregular verb partir—to leave.
- Asking for and expression opinions.
- Stores and shops vocabulary.
- Pointing out places and things.
- Making and responding to requests.
- The pronoun “y”.
- Transportation methods vocabulary.
- Adverbs of location.
- Asking for and giving directions.

## **VIII. Student Handout**

### **Passaic County Technical Institute Student Proficiencies French 2 Course Description**

French 2 is a full-year elective that continues the study of the French language and culture begun in French 1. Emphasis remains on building proficiency in the four skills of listening, speaking, reading and writing, through the study of French grammar and syntax. In addition, students will build their French vocabulary through guided communicative activities and exposure to authentic spoken French in the classroom and through the use of technology.

Students will also broaden their knowledge of French and Francophone culture, customs and contributions through reading selections in the target language, classroom discussion and individual projects.

French 2 is offered to students who have successfully completed French 1. The class meets every day for 40 minutes and offers five high school credits.

#### **PROFICIENCIES:**

##### **Strand A: Interpretive Mode:**

- Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to target themes. (7.1.NM.A.1)
- Demonstrate comprehension of simple oral and written directions, commands and requests through appropriate physical response. (7.1.NM.A.2)
- Identify familiar people, places and objects based on simple oral and/or written descriptions. (7.1.NM.A.4)

##### **Strand B: Interpersonal Mode:**

- Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes. (7.1.NM.B.1)
- Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. (7.1.NM.B.2)
- Ask and respond to simple questions, make requests and express preferences using memorized words and phrases. (7.1.NM.B.4)

##### **Strand C: Presentational Mode:**

- Use basic information at the word and memorized-phrase level to create a multi-media rich presentation on targeted themes to be shared with a target language audience. (7.1.NM.C.1)
- Imitate, recite and/or dramatize simple poetry, rhymes, songs and skits. (7.1.NM.C.2)
- Present information from age- and level-appropriate, culturally authentic materials orally and in writing. (7.1.NM.C.4)
- Name and label tangible cultural products and imitate cultural practices from the target cultures. (7.1.NM.C.5)