

High Point Regional High School

FRENCH II Curriculum Guide

Area:	World Languages
Course Number:	512
Level:	College Prep A
Credits:	5 credits
Prerequisites:	Successfully complete French I
Grade:	9-12
Length:	Full Year
Textbook:	<u>Discovering French Blanc</u> and <u>Discovering French Bleu</u> by Jean-Paul and Rebecca Valette, McDougal Littell, 2001 (textbook) <u>Activity Book</u> to accompany textbook
Mid-Term Exam:	Revised 01-08
Final Exam:	Revised 05-08

I. COURSE DESCRIPTION

In French II, students build upon the foundation established in French I. They become more proficient in their listening and reading comprehension as well as their ability to write and communicate orally. Vocabulary is expanded as students continue to improve their ability to communicate effectively in the language. They begin to use past tenses and move between past, present and near future tenses in their communications.

Instruction is theme-based so that students apply newly-learned material in context-based situations. Authentic materials are heavily used including audiocassettes, CD's, videos and DVD's of native speakers, Francophone music, and French-language films; French-language magazines, newspapers, stories, books, Internet sites, catalogs, games, etc. A variety of teaching methods and learning activities are used in this course so that instruction is effective for students with different learning styles as well as to increase the enjoyment of the learning process. Various cultural topics related to the Francophone world also form an integral part of this course.

High Point Regional High School's curriculum and instruction are aligned with the state's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

II. CORE CURRICULUM CONTENT STANDARDS

Standard 7.1 (Communication)

All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

Novice-Mid Learner Range

Interpretive Mode: 7.1.A 1-6

Interpersonal Mode: 7.1.B 1-5

Presentational Mode: 7.1.C 1-4

Standard 7.2 (Culture)

All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

Novice-Mid Learner Range

Interpretive Mode: 7.2.A 1-4

Interpersonal Mode: 7.2.B 1-2

Presentational Mode: 7.2.C 1-3

III. COURSE PROFICIENCIES

Upon completing the French II course, students will be able to:

1. Listen to and comprehend the target language (spoken at a normal pace by a native speaker) on topics and themes to which students have been exposed.
2. Read and comprehend written material in French in a variety of formats (conversations, stories, poems, factual information, song lyrics, advertisements, etc.). As students progress in their second year of language study, they demonstrate reading proficiency with an increased amount of authentic materials in addition to materials specifically designed for non-native speakers of the language.
3. Speak in the target language to ask questions, respond to statements, describe pictures and their daily life, tell stories and maintain a conversation about familiar topics and themes.
4. Write in the target language demonstrating proficiency in using vocabulary, verb tenses, grammar and structure included in the second-year course curriculum. Students' written work will illustrate that they apply good writing techniques used in their native language to their writing in French (such as introductory and concluding sentences/paragraphs, transition words, etc.).

5. Demonstrate an understanding of Francophone cultures including knowledge of various Francophone countries and their customs, geography, climate, significant historical events, products, famous people and contributions to society in areas such as the arts, music, film, science, literature, etc. Students will be able to compare/contrast differences in lifestyles and underlying reasons for conflicts and alliances between countries and how these affect efforts toward world peace.
6. Describe the importance of French as an influential world language and give examples of how proficiency in the language increases employment opportunities and expands opportunities for personal growth and development.

IV. IMPLEMENTATION OF TECHNOLOGY

Technology is used extensively in this course by the instructor and students to support learning objectives. The use of technology adds interest to the course by varying teaching techniques and learning experiences; increases student exposure to up-to-date authentic material; and provides opportunities for students to become more proficient in the use of technology. Technology used in this course includes a SMART Board, DVD's, videocassettes, CD's, and a multitude of appropriate Internet sites and presentational software.

V. COURSE MATERIALS

In addition to the textbook and accompanying activity book, a variety of realia, authentic materials, Internet sites, and technology assisted presentational material is used in this course.

Textbook, Student Workbook and Accompanying Materials

1. Discovering French Blanc and Discovering French Bleu by Jean-Paul and Rebecca Valette, McDougal Littell / D.C. Heath and Company, 2001
2. Activity Book to accompany textbook
3. Videocassette Program to accompany textbook
4. Audio CD's to accompany textbook

The following may also be used:

French Music and Songs

1. *Perfect*, MC Solaar
2. *Une Femme like you*, K-Maró
3. Music videos of Carole Fredericks with Jean-Jacques Goldman

Videotapes and DVD's (including feature films)

1. *L'Argent de poche*
2. *Babar et le Père Noël*
3. *Paris, je t'aime* (selected segments)

4. *Le Chandail*
5. *Ratatouille*
6. *Cirque du Soleil*
7. *Marcel Marceau*
8. French fashion show
9. French commercials
10. *Chocolat*

Authentic Literature

1. Poetry by Jacques Prévert
2. Le Chandail by Roch Carrier

Short Stories

1. *Charles et Christine*
2. *Filez! Filez!*
3. *Diplodocus*
4. *Le Monstre dans le métro*

VI. EVALUATION

The evaluation of skills is accomplished through oral assessments (individual, paired, group, and presentational) as well as written quizzes, tests, and projects. Mid-term and final exams are given, each counting as 10% of the student's year-end grade in the course. Half of the final exam grade is an oral (speaking) assessment. Quarterly grades are calculated as follows:

Tests, quizzes and projects (written and oral)	70%
Homework	15%
Class Participation	15%

VII. UNITS

The French II course organizes learning scenarios in thematic units that relate to students' everyday lives such as describing leisure-time and vacation activities, professions, household furnishings and chores, clothing, food, etc. While a textbook and workbook are used in this course, a variety of supplemental teaching materials, authentic French-language materials, realia, media and technology are also used to enrich the learning experiences.

A repertoire of teaching techniques, methodology and classroom activities are used so that students participate actively to learn. Students are involved in impromptu as well as planned conversations, skits, role-plays, TPR, story telling and oral presentations to practice and demonstrate speaking proficiency. They respond to personalized questions; describe pictures and situations; engage in paired, group and cooperative learning activities, listening comprehension activities, learning games and related reading and writing activities. These activities reinforce newly-learned vocabulary

and grammatical structures as students develop proficiency in communicating in various situations. Students are assessed regularly on their progress in all areas.

Homework assignments (reading, oral and/or written) are given nearly daily to provide students the opportunity to practice and apply skills learned in class. Completion of these assignments is critical to the students' ability to successfully participate in class and to achieve the level of proficiency expected in this course.

Unit Title: Reprise (10 days)

Goals: Students will review and use basic communication skills learned in French I.

Objectives: Students will engage in a variety of activities to review and use vocabulary, grammar, structure and communication skills learned in French I.

Vocabulary Topics Include:

1. Describe self and others.
2. Talk about daily activities, hobbies, interests, school life, sports and friends.
3. Numbers
4. Days, months, seasons, dates, birthdays
5. Ask/tell price of items
6. Tell time and at what time events occur
7. Classroom and household objects; rooms in a house
8. Weather
9. Question words
10. Places in town
11. Invitations; accept/decline
12. Use imperative to tell others to do something
13. Food, drinks and ordering in a restaurant

Grammar and Structure Topics Include:

1. Use of C'est / Il est
2. Prepositions of location
3. -ER, -IR, -RE verbs, present tense
4. Irregular verbs: être, avoir, faire, aller
5. Futur proche with aller
6. Structure of asking questions using question words, intonation, Est-ce que and inversion.
7. Il y a
8. Jouer à / de; faire de with sports and musical instruments
9. Possessive adjectives
10. Demonstrative and interrogative adjectives (ce, cette; quel, quelle)
11. Negation
12. Stress pronouns (moi, toi, etc.)
13. Imperative forms

Culture Topics Include:

1. French educational system
2. Martinique
3. France; geography, culture update
4. Tour de France
5. Current events

Sample Activities:

1. Read a story in French; answer questions and discuss in French to demonstrate reading comprehension and communicative proficiency.
2. Interview a classmate and introduce this person to the class in French by describing the person and their interests.
3. Engage in a variety of educational review games (some including technology applications) to practice vocabulary and grammar.

Unit Title: Unité 7 (Discovering French Bleu) Le Shopping (37 days)

Goals: Students will be able to name and describe the clothing they and others are wearing. They will be able to discuss style, size, fit, and price; make comparisons and express opinions. They will also compare/contrast the role of fashion and clothes buying habits in France and the U.S. including giving opinions on recent designs of French high fashion designers. Oral proficiency may be demonstrated in a skit in which students role play buying clothes. Reading comprehension, cultural knowledge, and written proficiency may be demonstrated by “shopping” for a complete outfit on line using Internet sites of French stores and designers and compiling the results in a project showing and describing the purchased outfit.

Objectives:

1. Use vocabulary related to clothing, fabric and design to describe clothing articles and accessories.
2. Use vocabulary to discuss different types of clothing stores.
3. Recognize names of French fashion designers and major French department and discount stores.
4. Use adjectives (including irregular BAGS adjectives) and comparatives to describe and compare/contrast clothing and other items.
5. Use large numbers expressions in hundreds and thousands to talk about the price of clothing items.
6. Use accent mark stem changing verbs correctly (acheter, préférer, espérer) to discuss purchases and what they hope to do in the future.
7. Appropriately use the verbs apporter, emporter, amener and emmener to differentiate between “to bring” people or things and “to take” people or things.
8. Include use of the irregular verb mettre in unit activities to discuss clothing and electrical objects.
9. Demonstrate proficiency in using regular –IR and –RE verbs in unit activities.

10. Use newly learned vocabulary to discuss how they earn or get money – from a part-time job, from an allowance, etc. and how they spend their money.
11. Using French Internet sources, “shop” to create an outfit and describe the outfit in detail.
12. Give personal reactions to recent lines of clothing of various French fashion designers (after researching on French Internet sites).
13. Role play shopping in a clothing store including comparing items, giving opinions and purchasing an item.

Unit Title: *L'Argent de poche* (6 days)

Goals: Students will apply listening comprehension and language skills as they watch and discuss a French feature film. They will also identify key cultural issues present in the film and discuss the role of the director as a key figure in the history of French film making.

Objectives:

4. Apply learned vocabulary, grammatical structures, and listening comprehension skills to demonstrate understanding of a French language feature film.
5. Develop the ability to watch a film using subtitles – reading the subtitles while simultaneously tuning in to listen to the oral language. (All of the film will be viewed with subtitles while portions will be viewed ahead of time without subtitles.)
6. Discuss cultural issues present in the film; compare/contrast French and American cultures.
7. Describe the key role the film director plays in French film making history.

Unit Title: *Unité 1 – Les Professions et les descriptions des personnes* (40 days)

Goals: Students will be able to give more detailed descriptions of themselves and others including talking about professions, using appropriate courtesy phrases to introduce others, and to talk on the telephone. They will also begin describing past events using the passé composé of regular verbs.

Objectives:

Vocabulary:

1. Expand vocabulary to talk about people’s nationalities.
2. Expand vocabulary to talk about family members and friends.
3. Professions vocabulary
4. Politely and formally introduce someone.
5. Use appropriate expressions for talking on the telephone.
6. Expand vocabulary using adjectives.

Grammar and Structure:

1. Expressions with être, avoir, faire
2. Irregular adjectives
3. Use C'est / Il est properly
4. Use aller to describe where people are going.
5. Use futur proche to describe near future events.
6. Venir, revenir, devenir
7. Use venir de to describe recently completed actions.
8. Use depuis to describe how long someone has been doing something.
9. Begin to form and use the passé composé of regular verbs to describe past events.

Culture:

1. Read and demonstrate understanding of authentic invitations, birth and marriage announcements.
2. French regions
3. French holidays
4. Tour de France
5. European Francophone countries

Sample Activities:

1. Describe a famous person in detail using a variety of adjectives and related professions vocabulary. Classmates guess who the person is.
2. Students describe how long they have been doing various sports, studies, jobs and hobbies.
3. Students describe their weekend plans (future).
4. Role-plays and skits of telephone conversations using prop phones; role-plays of introducing others.
5. Create a mock French Carte d'identité.
6. Identify and describe various French regions; select one to research and do an oral presentation.
7. Compare/contrast French and American work life, unemployment, etc.
8. Research careers and jobs for which proficiency in French is an asset or requirement; use Internet sources for job searches.
9. Apply proficiency to read the story, *Diplodocus*; answer comprehension questions; and retell the story.
10. Describe what they did over the weekend using the passé composé.

Unit Title: Noël (2 days)

Goals: Compare/contrast French and American holiday customs.

Objectives:

1. Identify, make and sample culinary specialities of the holidays.

2. Use vocabulary specific to the holidays in a variety of activities which could include holiday BINGO, trivia activities, and making greeting cards.
3. Apply language skills to expand cultural understanding of a popular cartoon character by watching and discussing the French film, *Babar et Père Noël* (no subtitles).

Unit Title: French Music (5 days)

Goals: Explain the role MC Solaar and K-Marco have played in developing French language rap music; compare/contrast French and American rap after listening to several songs.

Objectives:

1. Apply language skills to read a French language biography of MC Solaar and complete accompanying comprehension activities.
2. Listen to music of MC Solaar and K-Marco (CD's and You-Tube), read lyrics.
3. Compare/contrast music of MC Solaar and K-Marco as well as French language and American English language rap music, giving personal reactions.

Unit Title: French Poetry (2 days with additional time to learn poem)

Goals: Students will read a poem by Jacques Prévert, *Le Cancre*; practice appropriate pronunciation and intonation; and recite the poem from memory.

Objectives:

1. Describe who Jacques Prévert was and his significance in the world of French poetry.
2. Apply language skills to read and comprehend the poem, *Le Cancre*.
3. Improve ability to use appropriate pronunciation and intonation by practicing recitation of the poem.
4. Demonstrate pronunciation proficiency by reciting poem with accurate pronunciation, intonation, and expression.

Unit Title: Unité 2 – Les Activités du weekend et des vacances (40 days)

Goals: Students will apply newly learned vocabulary and ability to use the passé composé with avoir and être to describe and talk about their weekend and vacation activities.

Objectives:

Vocabulary:

1. Use vocabulary related to household chores, leisure activities and places in town to describe weekend activities.

2. Use transportation vocabulary appropriately (en, à) to describe how they and others get from place to place.
3. Use vocabulary related to traveling by subway to ask for, give and follow directions on the Paris métro.
4. Learn and use vocabulary related to compaign and being in the country to describe animals, nature and related activities in detail.
5. Use sequencing words such as hier, pendant, enfin, etc. to describe events and tell stories.

Grammar and Structure:

1. Irregular verbs in present and past tense: prendre, apprendre, comprendre
2. Irregular verbs in present and past tense: mettre, promettre, permettre.
3. Irregular plural forms of adjectives and nouns ending in –al.
4. Use the passé composé with avoir and être to describe past events and activities.
5. Irregular verbs in present and past tense: voir and croire
6. Use negation appropriately in present and past tenses: ne...personne; ne...rien; quelqu'un; quelque chose; etc.
7. Irregular verbs in present and past tense: sortir, partir, dormir, sentir, servir, mentir
8. Use the expression il y a to express how long ago an event took place.

Culture:

1. Paris métro maps and RER
2. La Normandie
3. Compare/contrast city life and country life in France.
4. Monet, Giverny

Sample Activities:

1. Keep a chore chart (in French) on the refrigerator at home for a week. Bring it in to class and talk about what chores they did, when, and personal feelings about these chores.
2. Go on a nature walk and describe what they experienced by the five senses. (What animals did they see or hear? What did they smell? Did the wind blow their hair?)
3. Describe their past weekend or vacation activities using appropriate past tense forms and sequencing words.
4. Use a Paris métro map to ask/give subway directions.
5. Read *Le Monstre dans le métro*. Create an original artistic scene, with a caption in French, from the story. Be able to retell the story in their own words.

Unit Title: Unité 3 – La Nourriture et les boissons (35 days)

Goals: Students will be able to use vocabulary related to food and beverages to go shopping for food and to order food in a restaurant. They will identify French culinary specialities unique to various regions of France.

Objectives:

Vocabulary:

1. Use vocabulary related to stores where the French buy their food.
2. Use vocabulary related to setting a table.
3. Use vocabulary related to food and drinks.
4. Be able to order in a restaurant, ask for prices and the bill, leave a tip.
5. Talk about what people want, can and should do using *pouvoir*, *vouloir*, *devoir*.
6. Use vocabulary related to quantities to talk about food and drinks (*une douzaine*, *un paquet*, etc.).

Grammar and Structure:

1. Irregular verbs: *pouvoir*, *vouloir*, *devoir*
2. Use the partitive correctly when talking about food and drinks (*du*, *de la*, etc.).
3. Irregular verb: *boire*
4. Irregular verbs: *acheter*, *préférer*, *payer* (accent mark changes; -YER verbs)
5. Distinguish between when to use the definite article, indefinite article or partitive.
6. Use forms of *tout* appropriately.
7. Use the expression *Il faut* + infinitive to express what one must do.

Culture:

1. Compare/contrast eating habits and meal times in France and the U.S.
2. French cuisine and typical menus

Sample Activities:

1. Using a French recipe, create a shopping list and tell what stores one should go to for the ingredients and how much of each item one should buy.
2. Follow the directions in a French recipe to make *croque-monsieurs* in class.
3. Create and act out a skit in a restaurant: order food and drinks, express preferences, ask about prices, leave a tip.
4. Imagine that you are a 3-star chef. Create a French menu for a new restaurant that you are opening.
5. Create a food pyramid in French and appropriately categorize various foods.
6. Watch the French language version of the film, *Ratatouille*; discuss; make and sample *ratatouille*. Discuss the importance of the chef and a restaurant's rating in French culture.

Unit Title: Unité 4 – Les Loisirs et les spectacles (30 days)

Goals: Students will be able to discuss various forms of entertainment and leisure activities such as movies, theater, concerts, music, museums, sports events and literature.

Objectives:

Vocabulary:

1. Use vocabulary related to movies and actors, going to the theater, concerts, art museums and sporting events.
2. Be able to describe different genres of movies and express preferences.
3. Politely extend an invitation to someone, accept, and turn down (using expanded vocabulary).
4. Be able to use appropriate vocabulary to lend/borrow money to/from a friend.
5. Use appropriate vocabulary and format to write a letter in French.

Grammar and Structure:

1. Object pronouns: me, te, nous, vous
2. Common verbs that require an indirect object pronoun: présenter à, donner à, etc.
3. Use object pronouns with correct placement when using verb + infinitive constructions.
4. Irregular verbs: connaître, savoir
5. Direct object pronouns: le, la, les
6. Direct object pronoun placement with affirmative and negative commands
7. Placement of direct object pronouns in the passé composé
8. Irregular verbs: dire, lire, écrire
9. Indirect object pronouns: lui, leur

Culture:

1. French theater and cinema; famous actors and actresses and playwrights including Molière
2. French music: various artists
3. French literature: genres including comics; famous writers and poets (including Rousseau, Voltaire)

Sample Activities:

1. Describe the last movie you saw including when you went, with whom, the movie you saw, how long the line to get in was, how much you paid for tickets, what genre of movie it was, the main actor/actress, and your personal reaction to the movie.
2. Write an ad for a movie; or write a short movie review.

3. Show a French film in class. Arrange the classroom like a movie theater and have students play roles to buy and sell tickets using euro play money. Have someone play the role of selling ice cream to the moviegoers.

VIII. Opportunities for Expansion

Besides the outlined curriculum, special events occur each year and vary by year. In the past, such events have included the following:

1. Guest speakers in the classroom: a college student from Mauritius; a French Rotary student studying at HPRHS; a HPRHS student who spent a year studying in France.
2. Dr. Daniel Mengara who grew up in Gabon, Africa spoke to all the French students in the library; an event which included a French breakfast with pains au chocolat and French mineral water.
3. Interdisciplinary Project with the Foods classes: In small groups, students researched various aspects of culture in the Alsace-Lorraine regions and made a presentation to other students in both classes. Students prepared and sampled quiche Lorraine in the Foods room while listening to French music.
4. HPRHS hosted a French singer in concert, Éric Vincent. Students prepared for the concert by learning about him and studying lyrics from some of his songs. They also enjoyed a reception with the singer after the concert.
5. French Film Festival: All French students gathered in the auditorium to watch a French film, *Cyrano de Bergerac*. They ate a French breakfast of croissants and chocolat chaud during the intermission.
6. Students completed a mini-unit on Martinique in which they learned about the history and customs of Martinique and created beautiful artistic renditions of what they learned to share with HP students on school hallway bulletin boards.
7. Celebrations of various French holidays are rotated from year to year. For example, in the spring of 2008, students celebrated Poisson d'avril by learning about the holiday and making paper fish with French phrases on them.
8. In other years, students have learned to play boules. After learning about the game, they participate in a tournament outdoors.

In addition to these opportunities, the instructor has numerous expansion activities available for individual students who excel in the language and are interested in doing more than what the basic curriculum offers. These include reading short stories appropriate to their ability and borrowing music CD's and DVD's of feature films from the instructor's library. The instructor also guides students who may be good candidates for Rotary exchange study abroad programs as well as other study abroad programs.

All students are invited to participate in the International Club which meets once a month at HPRHS. Students who excel in the language may also be eligible (after 5 semesters of studying a language) for admission to the Foreign Language National Honor Society.