

Southern Regional High School District Course of Study

Department -World Language

Course # 5120

Course Title:

**French 2
Beverly Skodi
August 2008**

Essential Questions of the Course:

- 1. How do we live our lives?**
- 2. How do our lives differ from and relate to those of Francophone Culture?**

Assessments:

- 1. Students will complete two standard departmental benchmarks, assessing students' reading, listening and writing abilities, as well as their understanding of uniqueness and diversity of Francophone cultures throughout the world, in comparison and contrast to our culture.**
- 2. Students will complete authentic performance assessments related to the thematic units. (Interpretive and Presentational) (Cultural perspectives, practices, and products)**
- 3. Students will complete spontaneous and/or rehearsed oral assessments. (Interpretive and Presentational)**
- 4. Students will complete tests and quizzes and collaborative tasks.**
- 5. Students will complete a cultural project component using a variety of resources including technology to explore on a more in-depth basis contributions of the French. (Interpretive and Presentational) (Cultural perspectives, practices, and products)**

Unit of Study 1

Unit Title: Review of Major Concepts of French I

Essential Questions of the Unit:

- 1. How do I effectively communicate in French?**
- 2. How do we get acquainted with others in a culturally appropriate way?**
- 3. How can learning a language enhance my career?**

Assessments:

- 1. Students will comprehend spoken French definitions of school terms and provide meaningful vocabulary equivalents. (Interpretive and Presentational)**
- 2. Students will create a rough map of his/her town and describe to others where buildings are located and where he/she usually goes in the context sharing information about oneself. (Interpretive, Interpersonal and Presentational) (Cultural practices and products)**
- 3. Students will role play dialogue making polite requests for services. (Interpretive, Interpersonal, and Presentational)**
- 4. Students will complete tests, quizzes and collaborative work.**

Content:

Vocabulary:

1. **24-Hour Clock**
2. **Weather**
3. **Date**
4. **Clothing**
5. **Objects**
6. **Places around town**
7. **Prepositions of location**
8. **Question words**
9. **ER, IR, RE verbs**
10. **Expressions of request**
11. **School subjects**

Grammar:

1. **Contractions with a` and de**
2. **Possessive adjectives: mon, ma, mes, tec.**
3. **Demonstrative adjectives: ce, cette, cet, ces**
4. **Interrogative adjectives: quel, quelle.**
5. **Negation (ne...pas)**
6. **Er verb, ir, re verb conjugation – present**
7. **Stress pronouns**
8. **Imperatives**

Culture:

1. **Comparison of typical French/American student's school schedules.**
2. **Comparison of homework practices and testing patterns in France and the United States.**
3. **How to ask for something in a polite, culturally correct manner.**

Skills:

1. **Expressing their preferences**
2. **Discussing relationships of location with objects and places**
3. **Asking questions**
4. **Responding to questions both affirmatively and negatively**
5. **Using appropriate stress pronoun in a variety of circumstances**
6. **Formulating commands and polite requests**
7. **Fine-tuning their pronunciation skills**

Purpose / Rationale of the unit:

This section reviews the basic communicative structures contained in the core material in French Level 1. In addition, there is some expansion of thematic vocabulary. Students will have the opportunity to implement enhanced pronunciation skills in various speaking situations.

New Jersey Core Curriculum Content Standards:

7.1 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.

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

Time Frame of Unit:

Four Weeks

Instructional Activities:

1. Answer questions relating to school subject matter.
2. Create student schedule.
3. Interpret pictures about weather, date, and time on the 24-hour clock system.
4. Students will do paired work discussing what they have in bedroom, in book bag, who is wearing what etc.
5. Look at pictures and ask and answer informational questions about activities and events.
6. Participate in pronunciation drills to attempt to eliminate traces of American Accent.
7. Write/illustrate concrete poetry using whole sentences.
8. Generate/discuss lists of careers where multi-lingual skills are useful.

Materials and Resources:

1. Text – *Discovering French – Blanc*
2. Ancillary Videos
3. CDs
4. Cassettes
5. Ancillary Materials
6. Transparencies
7. Flashcards
8. Picture Prompts
9. Props

Unit of Study 2

Unit Title: Identity and Personality

Essential Questions of the Unit:

- 1. Who are we?**
- 2. What are we like?**

Assessments:

- 1. Students will create five portfolio entries describing family and friends. The entries will assess writing and speaking, and addressing the cultural values between Americans and French. (Interpretive and Presentational) (Cultural perspectives and practices)**
- 2. Students will simulate telephone conversations among friends and family. (Interpretive, Interpersonal, and Presentational)**
- 3. Students will demonstrate written proficiency with basic vocabulary and structures of unit. They will create paragraphs and dialogues in which they describe pictures. (Interpretive and Presentational)**
- 4. Students will complete a cloze activity based on TPR story. (Interpretive and Presentational)**
- 5. Students will re-write a story based on TPR vocabulary. (Interpretive and Presentational)**

Students will orally and in writing identify three most pressing attitudinal differences between the French and the Americans. (Interpretive and Presentational) (Cultural perspectives and practices)

Content:

Vocabulary:

1. **Nationalities**
2. **Professions**
3. **Family**
4. **Telephone**
5. **Adjectives**
6. **Expressions with être**
7. **Personality vocabulary**

Grammar:

1. **Verb être**
2. **Difference between il est/ c'est**
3. **Position of adjectives**
4. **Irregular adjectives**

Culture:

1. **Diversity of France and its people.**
2. **French-speaking countries**
3. **Major tourist attractions in France**

Skills:

1. Asking and answering questions about self and one's friend
2. Making phone calls in France
3. Describing self and friends
4. Inviting friends to special occasions

Purpose / Rationale of the unit:

This unit continues the review from the previous unit, but also adds major enhancements of vocabulary and structure. Students' description of themselves, family and friends provides the opportunity to develop writing and speaking skills. The cultural focus is centered on the diversity of the francophone world and its unique geographical technological and architectural wonders.

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Time Frame of Unit:

Six Weeks

Instructional Activities:

- 1. Students will create personal passport or ID document**
- 2. Students will engage in pair work with personal questions**
- 3. Students will write an invitation or announcement**
- 4. Describe feelings and traits in pictures**
- 5. Draw pictures given description**
- 6. Respond to various listening activities**
- 7. View video segments**
- 8. Retell TPR story of choice**
- 9. Communicate needs and tell about chores, where they are going, and what they are going to do**

Materials and Resources:

- 1. Text – *Discovering French – Blanc***
- 2. Ancillary Videos**
- 3. CDs**
- 4. Cassettes**
- 5. Ancillary Materials**
- 6. Transparencies**
- 7. Flashcards**
- 8. Picture Prompts**
- 9. Props**
- 10. Activity Book**
- 11. Communipak**

Unit of Study

3

Unit Title: Interacting with Others

Essential Questions of the Unit:

- 1. How do we positively interact with others?**
- 2. How do French celebrations compare to that of Americans?**

Assessments:

- 1. Students will complete an essay comparing and contrasting the three most prevalent similarities and differences between American and French seasonal celebrations?**
- 2. Students will create and orally perform two dialogues in which they simulate a conversation with a French person. They will obtain information and discuss recent past events.**
- 3. Students will complete orally and written tests, quizzes and collaborative work.**

Content:

Vocabulary:

1. **Avoir Expressions**
2. **Faire Expressions**
3. **Vehicles of Transportation**
4. **Depuis and Basic Time Expressions**

Grammar:

1. **Avoir Conjugation**
2. **Faire Conjugation**
3. **Questions with inversion**
4. **Aller Conjugation**
5. **Aller and Infinitive**
6. **Depuis**
7. **Venir, Venir de and infinitive**

Culture:

1. **French holidays**
2. **Tour de France**
3. **Christmas in France**
4. **Christmas Carols**

Skills:

1. **Comprehending more extensive reading material**
2. **Identifying cultural differences and similarities between American and French celebrations**
3. **Listening comprehension of native speakers**
4. **Speaking in real live situations**
5. **Reading for inference and basic comprehension**
6. **Formulating questions**
7. **Using time expressions**

Purpose / Rationale of the unit:

Student conversational skills are enhanced through planned and spontaneous conversation. This unit focuses on student abilities to discuss personal plans and activities. The cultural focus of celebrations and a major sporting event allows the students to appreciate values inherent in French life.

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

Time Frame of Unit:

Six Weeks

Instructional Activities:

- 1. Read story “Le Concert des Diplodocus”**
- 2. Paired activities inquiring about each other’s plans and feelings**
- 3. Give oral explanations of French holidays in French**
- 4. View video segment from “Discovering French”**
- 5. Singing Christmas Carols**
- 6. Describe frequency of suggested activities and past times. (faire expressions)**
- 7. Ask/Formulate questions in writing with inversion**
- 8. Create a verb organizational chart**
- 9. Make “time line” sequences of sentences/activities saying what you normally do, what you just did, and what you are going to do**

Materials and Resources:

- 13. Text – *Discovering French – Blanc***
- 14. Ancillary Videos**
- 15. CDs**
- 16. Cassettes**
- 17. Ancillary Materials**
- 18. Transparencies**
- 19. Flashcards**
- 20. Picture Prompts**
- 21. Props**
- 22. Activity Book**
- 23. Communipak**
- 24. Songs**

Unit of Study 4

Unit Title: Activities

Essential Questions of the Unit:

- 1. How do we plan and talk about our social lives?**
- 2. How do we efficiently use transportation?**

Assessments:

- 1. Students will create five portfolio entries describing family and friends. The entries will assess writing and speaking, and addressing the cultural values between Americans and French. (Interpretive and Presentational) (Cultural perspectives and practices)**
- 2. Students will simulate telephone conversations among friends and family. (Interpretive, Interpersonal, and Presentational) (Cultural practices)**
- 3. Students will demonstrate written proficiency with basic vocabulary and structures of unit. They will create paragraphs and dialogues in which they describe pictures. (Interpretive and Presentational)**
- 4. Students will complete cloze activity based on TPR story. (Interpretive and Presentational)**
- 5. Students will write a story based on/familiar to their TPR story. (Interpretive and Presentational)**
- 6. Students will complete quizzes, tests, and collaborative activities.**
- 7. Describe pictures in past tense orally or in writing. (Presentational)**
- 8. Construct illustrated time line of major events in their lives. (Presentational)**

Content:

Content:

Vocabulary:

1. **Weekend activities**
2. **Helping at home**
3. **Nature terms**
4. **Animals**
5. **Déjà, jamais (ever, never)**
6. **Expressions of past time**

Grammar:

1. **Past tense with avoir and être**
2. **Present tense of mettre, permettre, promettre, voir, sortir, partir, dormir, Prendre**
3. **Impersonal expressions: quelqu'un, quelque chose, personne, rien**
4. **Il ya and elapsed time**

Culture:

1. **What French young people do on the weekend?**
2. **How the French subway system works and why is it so convenient**

Skills:

- 1. Narrating past events orally and in writing**
- 2. Reading a wider variety of texts and stories**
- 3. Describing daily activities in more detail**
- 4. Engaging in longer communicative exchanges**
- 5. Asking and answering questions about self and one's friend**

Purpose / Rationale of the unit:

This unit focuses on the more challenging communicative skills to be developed in level 2 French. The more challenging verbal structures provide the student with the opportunity to narrate in more complex time modalities. Familiarity with the lifestyle of French speaking young people will lead to an understanding of cultural differences.

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Time Frame of Unit:

Six Weeks

Instructional Activities:

1. **Defining/identifying nature terms**
2. **Reading – students arrange passages in chronological order. (In Discovering French)**
3. **Portfolio entry describing what they did in the past month**
4. **TPR story of choice using past tense**
5. **Close activities using the TPR story**
6. **Verb relay races**
7. **Continue with verb organizational chart**
8. **Figure out the suspect from reading in Discovering French Book**
9. **View video segment**
10. **Listening activities with past tense discrimination**

Materials and Resources:

1. **Text – *Discovering French – Blanc***
2. **Ancillary Videos**
3. **CDs**
4. **Cassettes**
5. **Ancillary Materials**
6. **Transparencies**
7. **Flashcards**
8. **Picture Prompts**
9. **Props**
10. **Activity Book**
11. **Communipak**

Unit of Study 5

Unit Title: Food and Shopping

Essential Questions of the Unit:

- 1. How do we plan for meals?**
- 2. What are the food preferences of the French people?**
- 3. How do they compare to those of the American people?**
- 4. How do we shop?**

Assessments:

- 1. Students will complete simulated role-plays of shopping scenarios. (Interpersonal and Presentational) (Cultural perspectives, practices, and products)**
- 2. Students will design and present a food circular with expressions of quantity and authentic prices (Presentational) (Cultural perspectives, practices, and products)**
- 3. Identify products purchased in specific stores through matching, _____ and definition assessments (Interpretive and Presentational)**
- 4. Write short essay on basic differences between shopping in France and U.S. and food preferences of both cultures. (Interpretive and Presentational) (Cultural perspectives, practices, and products)**
- 5. Students will complete quizzes, tests, and collaborative activities.**

Content:

Vocabulary:

1. **Table setting**
2. **Foods and Meals**
3. **Stores**
4. **Expressions of quantity**
5. **Beverages**

Grammar:

1. **Vouloir, Pouvoir, Devoir – Present and Past Conjugations**
2. **Boire Conjugations**
3. **Acheter, Payer, Preferer: Present and Past**
4. **Expressions of quantity with de**
5. **Adjective - tout**
6. **Expressions of il faut**
7. **Partitif du, de la, etc. and de in negative sentences**

Culture:

1. **How to set a table**
2. **How shopping for food differs in France**
3. **Restaurant etiquette**
4. **Preparation of authentic French foods (recipe for *croque monsieur*)**

Skills:

1. **Ordering in a restaurant**
2. **Purchasing foods in specific quantities at the supermarket and in specialty stores**
3. **Understanding the differences between French and American eating habits and table setting**
4. **Discussing food preferences and what one would like**
5. **Interacting with vendors and inquiring about prices**

Purpose / Rationale of the unit:

The unit focuses on the fine-tuning of communication skills with store vendors and restaurant personnel. The development of culturally appropriate mannerisms and an awareness appreciation of French etiquette, styles eating and buying enhance.

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Time Frame of Unit:

Four Weeks

Instructional Activities:

- 1. Ask questions of where we buy what in France**
- 2. Simulations**
- 3. Paired work with role playing (store, restaurant)**
- 4. Listening activities to discern quantities of native speakers**
- 5. Draw a market as part of vocabulary organizer**
- 6. Accepting and declining invitations**
- 7. Creation of sentence strips with job description**
- 8. View video segments**
- 9. Authentic presentations involving culturally appropriate foods and practices of the francophone culture.**

Materials and Resources:

- 1. Text – *Discovering French – Blanc***
- 2. Ancillary Videos**
- 3. Video – *Alley-Viens* (shopping & table setting)**
- 4. CDs**
- 5. Cassettes**
- 6. Ancillary Materials**
- 7. Transparencies**
- 8. Flashcards**
- 9. Picture Prompts**
- 10. Props**
- 11. Activity Book**
- 12. Communipak**

Unit of Study 6

Unit Title: Free Time and Entertainment

Essential Questions of the Unit:

- 1. How do we spend our free time?**
- 2. What contributions have French people made to society?**

Assessments:

- 1. Create and present a dialogue inviting someone to an event with a response of acceptance or refusal. Information details will be included. (Interpretive, Interpersonal, and Presentational) (Cultural perspectives, practices, and products)**
- 2. Do reading/writing project on extended story showing topic sentences, supporting details, mini-summaries. (Interpretive and Presentational)**
- 3. Identify important contributions of famous people from Francophone ____ (Interpretive, Interpersonal, and Presentational) (Cultural perspectives, practices, and products)**
- 4. Students will complete quizzes, tests, and collaborative activities.**

Content:

Vocabulary:

1. **Entertainment vocabulary:**
 - a. **Theater**
 - b. **Movie theater**
 - c. **Concert**
 - d. **Museum**
 - e. **Stadium**
2. **Expressions to accept, refuse, decline**
3. **Verb vocabulary with à**

Grammar:

1. **Direct and indirect objects**
2. **Connaitre vs. savoir**
3. **Verbs lire, dire, e`crire**

Culture:

1. **An American in Paris – French customs to be aware of when in France**
2. **Where French young people like to go in their free time**
3. **Famous French people who have contributed to society**

Skills:

1. **Describing and discussing various forms of entertainment**
2. **Discussing the types of movies you like**
3. **Talking about your favorite movie and rock stars**
4. **Extending, accepting and turning down invitations**
5. **Writing a letter in French**
6. **Describing your relationship with people you know**

Purpose / Rationale of the unit:

This unit focuses on development of more formal and sophisticated communications skills. Discourse will be extended to inquiries and discussing relations in terms of service and assistance. Inferred meaning will be drawn from the readings. Cultural highlights deal with practical knowledge with the way the French society operates which would be helpful in travel.

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Time Frame of Unit:

Six Weeks

Instructional Activities:

- 1. Pair work with assorted oral and written activities**
- 2. Mini-scenarios with inviting, accepting, and refusing**
- 3. Cultural readings**
- 4. View videos**
- 5. Object pronoun replacement activities**
- 6. Listen to cassette and respond orally and in written**
- 7. Write a letter to a French friend**

Materials and Resources:

- 1. Text – *Discovering French – Blanc***
- 2. Ancillary Videos**
- 3. CDs**
- 4. Cassettes**
- 5. Ancillary Materials *Discovering French***
- 6. Transparencies**
- 7. Flashcards**
- 8. Picture Prompts**
- 9. Props**
- 10. Activity Book**
- 11. Communipak**