

Manchester Regional High School

FRENCH CURRICULUM

French I

Created: 2017

MANCHESTER REGIONAL HIGH SCHOOL

FOREIGN LANGUAGE

French II

REVISED & ADOPTED
September 2017

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COURSE DESCRIPTION

FRENCH II

Course Description

French 2 is a continuation course designed to provide students to an introduction to the French language and to enhance the development of speaking, listening, reading and writing skills. This course is designed to continue to build on and expand on the control of basic grammatical structures by interweaving vocabulary and functions into meaningful and authentic activities that emphasize all four language skills. Cultural knowledge and understandings that will enhance a deeper understanding of the culture of French-speaking peoples continue to be integrated into the course content. Designed to continue to provide a solid foundation in both spoken and written French, this introduction permits comprehensive coverage of basic structures and vocabulary. Use of the French language in dialogues and drills encourages further development of linguistic awareness in a meaningful and dynamic context, while class discussions and reports broaden the student's view of French life and cultures. Attendance at the computer laboratories is an integral part of the course.

Grading structure: Benchmark for mastery of course content is 65%; content master for students with IEPs may be less than the Board of Education approved minimum.

The grading structure will be as follows:

Tests-----40%
Quizzes-----30%
Class work-----20%
Homework-----10%

COURSE DATA:

Length of Course:	One Year
Credits:	Five
Periods Per Week:	Five
Classification:	Elective
Prerequisite:	Students Must Pass French I

EVALUATION:

The purposes of evaluation are to assess student progress and to determine if students have learned and retained the subject matter that has been taught. The following methods of student evaluation are utilized: homework, class participation, quizzes, tests, examination, oral reports, writing assignments, reading comprehensions, sentence comprehensions, dictations, and library work. .

Manchester Regional High School

WORLD LANGUAGE MISSION STATEMENT

In a changing world of technology and multiculturalism, the world is getting smaller and the importance of multilingual abilities is becoming increasingly important. .

The development of national and state standards and performance assessments provides the World Language teacher with a direction and vision for the future of language instruction in the District. The Department of World Languages recognizes the substantial growth shown in the area of second-language acquisition and in “contextualizing” language instruction. Language that is introduced and taught in context presents real situations that encompass all aspects of a conversational setting. The fundamental mission of the Department of World Languages is to have its students competent and proficient, in the four language-acquisition skills, relative to the level of their study and knowledgeable in the culture of the second language. To facilitate this mission, the curriculum frameworks will reflect the latest methods and ideologies in second language instruction, acquisition, and assessment. The outcomes shall coincide with District and State levels of competency.

New Jersey Core Curriculum Content Standards

French

STANDARD 7.1 (COMMUNICATION) ALL STUDENTS WILL BE ABLE TO COMMUNICATE AT A BASIC LITERACY LEVEL IN AT LEAST ONE LANGUAGE OTHER THAN ENGLISH.

STANDARD 7.2 (CULTURE) ALL STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE INTERRELATIONSHIP BETWEEN LANGUAGE AND CULTURE FOR AT LEAST ONE LANGUAGE OTHER THAN ENGLISH.

CROSS-CONTENT WORKPLACE READINESS STANDARDS:

1. All students will develop career planning and workplace readiness skills
2. All students will use in information, technology, and other tools.
3. All students will use critical thinking, decision making and problem-solving.
4. All students will demonstrate self-management skills.

Curriculum Description

THEMATIC UNIT 1: DESCRIBING ONESELF TO OTHERS

Qui suis-je?

Objectives:

Students will be able to:

1. Identify oneself and provide personal data. (7.1,B)
2. Describe one's family and friends. (7.1,B.3-4)
3. Talk about professions. (7.1 B. 3-4 9.1.A.3)
4. Make introductions and phone calls. (7.1,B)
5. Read authentic realia. (7.2,A)
6. Construct questions requesting information. (7.1,B3-4)
7. Ask questions using voice intonation and *est-ce que*. (7.1,B.2)
8. Employ *tu* and *vous* as culturally appropriate. (7.1,B.2)
9. Review and extend the use of adjectives of nationality. (7,1,B)
10. Employ the irregular verbs *être*, *aller*, *avoir*, and *faire*. (7.1,B)
11. Review agreement in gender and number between subjects and verbs and articles, nouns, and adjectives. (7.1,B)
12. Utilize informal, standard, and polite formulas for making introductions. (7.1,B2)
13. Be aware of the multi-ethnic, multi-cultural nature of the French-speaking world. (7.2,A , RH9.-10.9; 9.1.A.2; 9.1.B.4)
14. Learn about French invitations and announcements. (7.2,C 8.1)
15. Connect to Math by using deductive reasoning to figure out a puzzle. (7.1,B4 9.3.1))
16. Form a connection to English by recognizing and deducing the meaning of cognates. (7.1.A 9.3.12)

Duration of time: 5 weeks

Activities:

- Role-play making introductions and telephone calls in cooperative pairs.
- Read authentic realia announcing weddings and births and prepare own announcement to share with the class and for display..
- Prepare dialogues from the Communipak and present them to class.
- Repeat dialogues, and respond to related questions to demonstrate comprehension.
- Create acrostic using the letters of their names and appropriate adjectives and correct gender endings.
- Read *la lecture* selections in cooperative-pair settings and do required activities to demonstrate reading comprehension. (RH.9-10.2)
- Converse in face-to-face social interaction activities to maximize individual student use of French language and its practice.
- Write letters and short guided compositions. (WHST.9-10.4)
- Use and understand learned expressions when speaking and listening to native speakers.
- Employ questions when speaking and listening.

- Demonstrate culturally-appropriate behavior when understanding and expressing important ideas and some detail.

THEMATIC UNIT 2: TALKING ABOUT THE PAST

Le week-end, enfin!

Objectives:

Students will be able to:

1. Discuss weekend plans and weekend activities. (7.1,B)
2. Discuss going out with friends and helping at home. (7.1,B)
3. Be able to get around in Paris by subway. (7.2,C)
4. Talk about visiting the countryside. (7.1,1B.3-4)
5. Discuss farms and animals in the countryside. (7.1B)
6. Use *aller* + infinitive for future activities. (7.1,B.3-4)
7. Learn about *le métro*, the Paris subway system. (7.2,A)
8. Use expressions with *faire*. (7.1,B.1-4)
9. Talk about what happened and did not happen in the past using the *passé composé* with *avoir* and regular -er, -ir, and -re verbs. (7.1,B.1-4)
10. Ask questions in the past. (7.1,B.1-4)
11. Describe actions and times of actions. (7.1,B.1-4)
12. Read for pleasure and develop logical thinking. (7.2,A 9.3.7; RH9.-10.3)
13. Describe actions and times of actions. (7.1,B.1-4)
14. Use time expressions. (7.1,B. 1-3)
15. Employ intonation, *est-ce que/est-ce qu'*, and inversion to ask question in the past tense. (7.1,B. 1-4)
16. Use *déjà* and *jamais* in questions. (7.1,B.1-4)
17. Employ the irregular verbs *prendre*, *mettre*, *permettre*, and *promettre* in the present indicative and the *passé composé*. (7.1,B.1-4)
18. Learn more about daily activities of French young people. (7.2,A)
19. Talk about what one sees. (7.1,B.)
20. Identify people and things. (7.1,B)
21. Talk about where one went and when. (7.1,B.1-4)
22. Use the irregular verb *voir* in the present indicative and the *passé composé*. (7.1,B)
23. Use *être* with the *passé composé* of the verb *aller* and other verbs of motion. (7.1,B)
24. Use *quelqu'un*, *quelque chose*, *personne*, and *rien*. (7.1B)
25. Learn about the French *rendez-vous*. (7.1,B.3-4)
26. Use the irregular verbs *sortir*, *partir*, and *dormir* in the present indicative and the *passé composé*. (7.1,B.1-4)
27. Use *il y a* + elapsed time. (7.1,B.1-4)
28. Compare French and American parental attitudes. (7.2,A 8.1; WHST.9-10.1))
29. Learn about Normandy and to be aware of French camping options. (7.2,C; RH9. 10.2. 9.2.A.1; 8.1A)

Duration of time: 8 weeks

Activities:

- Read about weekend activities in aperçu culturel and make comparisons with American weekend activities.
- Read about le métro de Paris and describe how to get from one station to another to find famous monuments and other points of interest. (RH.9-10.1)
- Participate in paired activities .
- Read a French postcard and write a personal response. (WHST.9-10.4)
- Write a story of what happened during a recent holiday or other important occasion, share it with your partner, make some suggested corrections, and read it to the class. (WHST.9-10.4)
- Read about Giverny, Claude Monet, and Normandy and respond to related questions to demonstrate comprehension. (RH9.-10.1)
- Converse in paired setting.
- Understand and convey information about schedules, activities, preferences, animals, travel, and transportation in speaking and writing. (RH9.-10.2; WHST.9.-10.2)

THEMATIC UNIT 3: DEFINING QUANTITIES

Bon appétit!

Objectives:

Students will be able to:

1. Discuss meals and table settings. (7.1,B.3-4)
2. Talk about where to eat, order food in a café, and ask for the bill. (7.1,B.3 7.2,A)
3. Identify foods and beverages and discuss food preferences. (7,1,B.3-4)
4. Be able to shop for food at a market, interact with vendors, and ask for prices. (7.1,B.3-4, 7.2,C)
5. Read authentic documents and read for information. (7.2,B; 9.2.A.3; RH9.-10.1)
6. Use *je voudrais*. (7.1,B.3)
7. Use *à* and *de* to describe various foods. (7.1,B.3)
8. Use quantity expressions for foods using the partitive articles. (7.1,B.3-4)
9. Learn about where French people do their food shopping. (7.1,B.3 , 7.2,A)
10. Talk about what one wants, can do, or must do using the irregular verbs *vouloir*, *pouvoir*, and *devoir*. (7.1,B.3)
11. Compare French and American supermarkets. (7.2,A 9.3.5 8.1; WHST.9.-10.2)
12. Talk about what one is drinking using the irregular verb *boire*. (7.1,B.3 7.2,A)
13. Discuss purchases and preferences using *acheter*, *préférer*, and *payer*. (7.1,B.3-4)
14. Discuss items in a general or specific sense. (7.1,B.3)
15. Read for pleasure, development of critical thinking skills, and cultural awareness. (7.2,B 9.3.12)
16. Learn about typical French beverages. (7.1,B.3 8.1)
17. Discuss obligation or necessity *il faut* + infinitive. (7.1B.3 8.1)
18. Learn how to prepare a *croque-monsieur*. (7.2,C)
19. Be aware of the French numbering system for floors of buildings. (7.2,A)

Duration of time: 6 weeks

Activities:

- Read aperçu culturel to learn what foods are purchased at what shops and to compare with how foods are purchased in the United States. (RH9.-10.1)
- Read authentic documents for information about eating in Québec. (RH9.-10.4)
- Create a list of things that one can, may, should, and must do and compare lists with others in the class. (WHST.9.-10.2)
- Participate in role play..
- Participate in paired activities and present them to the class.
- Converse in paired setting.
- Understand and convey information about preferences, shopping, prices, size and quantity, foods, and customs.
- Plan a picnic, bring in all necessary props, write a dialogue, and present to the class.
- Read a recipe and prepare it for the class or family.(WHST.9-10.2)
- Read longer text for enjoyment, cultural awareness, and vocabulary expansion. (RH.9.-10.9)

THEMATIC UNIT 4: ENTERTAINMENT AND LEISURE ACTIVITIES

Loisirs et spectacles

Objectives:

Students will be able to:

1. Talk about entertainment and movies. (7.1,B3)
2. Discuss places to go and things to do with friends. (7.1,B.3)
3. Extend, accept, and turn down invitations. (7.1,B.3-4)
4. Read authentic realia for information. (7.2,B) (RH9.-10.2)
5. Use frequency expressions. (7.1,B.3)
6. Use *pour* + infinitive. (7.1,B.3)
7. *Mais* to connect an expression of regret with a reason for refusal. (7.1, B 9.1.A.1)
8. Learn where French young people like to go in their free time. (7.2,A 9.1.A.1)
9. Be aware of the kind of entertainment they prefer. (7.2,A)
10. Make and respond to requests. (7.1,B.3)
11. Be able to write a letter to a friend. (7.1.B.3)(WHST.9.-10.2)
12. Read for pleasure and to develop logical thinking. (7.2,B 9.3.1-4)(RH9.-10.2. RH9.-10.4)
13. Use object pronouns *me, te, nous, and vous*. (7.1,B.3-4)
14. Use verbs asking for a service. (7.1,B.3-4)
15. Use object pronouns with declarative, imperative, and infinitive constructions. (7.1B.3)
16. Learn about tourist attractions in Quebec City. (7.2,A 9.4.2 8.1.A; RH9.-10.4))
17. Talk about people and places one knows using the verb *connaître*. (7.1,B.3)
18. Talk about people and things in the present and past. (7.1,B.3)
19. Talk about losing and finding things. (7.1,B.3)
20. Use direct object pronouns *le, la, and les*. (7.1,B.3-4)

21. Use direct object pronouns with the *passé composé*. (7.1,B.3-4)
22. Become familiar with French record stores. (7.2,A 8.1)
23. Discuss what you like to read. (7.2,A)
24. Talk about what people say, read, and write using *dire*, *lire*, and *écrire*. (7.1,B.3)
25. Use the indirect object pronouns *lui* and *leur*. (7.1,B.3-4)
26. Use verbs followed by indirect objects. (7.1B.3-4)
27. Use double object pronoun. (7.1,B.3-4)
28. Use the verb *savoir* and to distinguish between *savoir* and *connaître*. (7.1.B.3-4)
29. Develop cross-cultural awareness by comparing French and Creole expressions. (7.2,C 8.1 9.4.10 9.3.5)(8.1.A; 9.2.A.1)
30. Compare French and American music, schedules, tipping practices, gift-giving and building floor names. (7.2,C 8.1 9.4.1-3)(WHST.9.-10.1)
31. Learn about the history and cultures of Canada, Louisiana, Haiti, Martinique, Guadeloupe, Tahiti, and French Guiana. (7.2,A. 7.2.C 8.1.A; 8.1.B.3 9.4.1-3)(RH9.-10.1; RH9.-10.2, RH9.-10.4)

Duration of time: 6 weeks

Activities:

- Create skits about going out to the movies with friends..
- Read aperçu culturel to learn about French in America and France's overseas territories (RH9.10.1; RH9.-10.2)
- Read authentic documents for information about going to the movies and other leisure activities. (RH9.-10.1; RH9.-10.2)
- Participate in role-play.
- Listen to native speakers in the CD program and imitate their pronunciation in social interactions.
- Participate in paired activities and present them to the class.
- Converse in paired, group, and whole class settings.
- Understand and convey information about schedules, leisure activities, prices, buildings and monuments, cultural and historical figures, places and events, transportation, and travel.
- Plan a trip to a French-speaking city and include activities. (WHST9.-10.2; WHST9.-10.5)
- Read longer text for information, cross-cultural awareness, and vocabulary expansions. (RH9.-10.1; RH9.-10.2; RH9.-10.4)

THEMATIC UNIT 5: SPORTS, HEALTH, AND DAILY LIFE

Vive le sport!

Objectives:

Students will be able to:

1. Discuss individual sports and find out what sports your friends like. (7.1,B.3-4 7.2,A)

2. Identify parts of the body, describe exercise routines, use the verbs *courir* and the expression *faire de + sport*. (7.1,B.3)
3. Talk about one's health, describe common pains and illnesses and use the expression *avoir mal à + part of the body*. (7.1,B.3-4)
4. Read authentic realia for information. (7.2,A 8.1.A.1; 8.1.B.3; RH9.-10.1; RH9.-10.2))
5. Learn about what sports French people enjoy and how they keep in shape. (7.2,A)
6. Talk about location and time. (7.1,B.3)
7. Talk about how often, using adverbs of frequency. (7.1.B.3)
8. Talk about quantities. (7.1,B.3)
9. Read for pleasure and to develop logical thinking skills. (7.2,A, 7.2.B)(RH.9-10.2)
10. Use the pronouns *y* and *en*. (7.1,B.3-4)
11. Use the verb *croire*. (7.1,B.3-4)
12. Describe appearance and caring for one's appearance and use reflexive verbs. (7.1,B.3-4)
13. Describe one's daily routine and use definite articles with parts of the body in the present and in the past tenses. (7.1,B.3-4)
14. Describe daily occupations, hygiene, and personal care. (7.1,B.3-4)
15. Compare French and American daily routines and schedules. (7.1,B.3 , 7.2,A 8.1)
16. Give orders and give others advice. (7.1,B.3)
17. Talk and ask about future plans. (7.1,B.3)
18. Use the imperative and infinitive of reflexive verbs. (7.1,B.3-4)

Duration of time: 6 weeks

Activities:

- Participate in total physical response activities to point to the correct part of the body and to indicate how one feels.
- Sing the song *Tête, épaules, genoux et pieds*.
- Work in paired activities and complete required exercises for reading of authentic realia.(WHST.9.-10.2; WHST.9.-10.4)
- Mime different learned expressions regarding health, personal hygiene, likes, dislikes.
- Use learned expressions when speaking.
- Do paired activities and present them to the class. (WHST,9.-10.4)
- Read authentic material for information and pleasure and demonstrate comprehension..(RH.9.-10.1; RH.9.-10.2; RH.9.-10.4)
- Play the game *Dans la salle de bains*.

Texts, Resources, and/or Literature

Discovering French Nouveau Blanc 2, Valette & Valette, publisher McDougal Littell, Copyright, 2007

CDs

Films. Youtube songs

