

Curriculum Guide

French II

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French II Curriculum

Stage II of PA Proposed Academic Standards for World Language

12.1 Communication in a Target Language

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to...

CONTENT STANDARD	PERFORMANCE INDICATORS	SAMPLE ACTIVITIES	ASSESSMENT
A. Refine knowledge of the sound system and spelling patterns of the target language.	A. Speak and model phrases and sentences with accepted pronunciation, rhythm and intonation with survival level proficiency.	1. Repetition after teacher and/or CD 2. Paired practice using guided dialogs 3. Pronunciation exercises concentrating on specific sounds	1. Oral presentations 2. Presentations of guided dialogues
B. Know expanded vocabulary forms and structures used in basic speaking and writing.	B. Speak and write expanded vocabulary phrases and structures in dialogs of short essays. <ul style="list-style-type: none">• Nationalities• Occupations• Age groups• Food and beverages• Sports and leisure• School• Anatomy	1. Writing and presenting skits in small groups 2. Writing compositions on assigned topics 3. Preparing and making oral presentations	1. Oral presentations 2. Skit presentations 3. Written compositions

C. Recognize expanded vocabulary through listening and reading.	<p>C. Comprehend simple spoken and written sentences using an expanded vocabulary in dialogs and short essays.</p> <ul style="list-style-type: none"> • Question formation • Daily and school schedules • Personal information exchange • Directions and commands 	<ol style="list-style-type: none"> 1. Listening comprehension exercises on CD 2. Answering questions and following directions given by teacher in the target language 3. Answering comprehension questions on assigned readings 	<ol style="list-style-type: none"> 1. Responses to listening comprehension activities 2. Appropriateness of student responses to oral and written questions and directions
D. Know simple sentence and question structures in order to communicate about memorable and upcoming events.	<p>D. Use simple sentence and question structures to communicate about daily activities, social amenities and personal information.</p> <ul style="list-style-type: none"> • New sentences using previously learned material • Original questions • Spontaneous responses to questions • Face-to-face conversations 	<ol style="list-style-type: none"> 1. Student-to-student interviews 2. Small conversation groups 3. Paired practice using previously learned material 4. Guided writing assignments 	<ol style="list-style-type: none"> 1. Evaluation of student writing 2. Quality of participation in activities involving oral expression
E. Identify words in English That have origins in the target language.	<p>E. Use an English dictionary to find the meanings and origins of French words.</p> <ul style="list-style-type: none"> • Multi-syllable words • French sentences using origin words 	<ol style="list-style-type: none"> 1. Student project in which students find and illustrate French words commonly used in English 2. Student identification of English words that are similar to given French words 	<ol style="list-style-type: none"> 1. Evaluation of student projects 2. Degree of students' ability to correctly recognize and identify similar French and English words
F. Explain how the target Language has Influenced Other areas of the school. curriculum	<p>F. Model and represent the cross-curriculum connections in other subject areas for classmates and language teacher through French.</p>	<ol style="list-style-type: none"> 1. Student presentations/projects on role of France and other French-speaking countries in history, the sciences, and the arts. 2. In-class student sharing of any connections to French that they encounter in any of their other classes along with how their knowledge of French helped their understanding. 	<ol style="list-style-type: none"> 1. Evaluation of student presentations/projects 2. Frequency and quality of examples shared by students in class

12.3 The Role of CULTURE in World Language Acquisition

Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to...

CONTENT STANDARD

- A. Describe the products and customs of the target language.
- B. Explain cultural patterns of daily social interaction.
- C. Explain similarities and differences of daily activities between cultures.

PERFORMANCE INDICATORS

- A. Discuss the products and culture of French culture in simple sentences in French.
- Holidays
 - Famous people and their contributions
 - Menus and schedules
- B. Write and perform simple role-plays reflecting daily life in a culturally competent manner.
- Making purchases and placing orders
 - Table manners and eating
 - Customs
 - Telephone and letter etiquette
 - School classes and activities
- C. Write about and dramatize cultural similarities and differences in daily activities in French.
- Youth, school and leisure culture
 - Concept of personal space and distance
 - Relationships with adults and authority figures
 - Work ethic

SAMPLE ACTIVITIES

1. Viewing of videos and DVD's pertaining to French holidays and important historical people in francophone countries
 2. Class discussions
 3. Project in which students produce a menu for a typical French restaurant
 4. In-class celebration of pertinent holidays
1. Evaluation of student projects based on pre-established rubric
 2. Teacher evaluation of student understanding as evidenced by class discussion content and in-class celebrations.
1. Paired telephone conversations prepared and practiced before presentation to the class
 2. Student written and performed skits taking place in a restaurant or store
 3. Student letter writing to real or imaginary pen-pal describing their classes and school activities
1. Evaluation of student presentations of skits and dialogs
 2. Content and form of student written letters
1. Student completion of internet research on the similarities and differences of daily activities in the American and francophone cultures
 2. Student preparation and presentation of skits involving the same situation as it would occur in the American and francophone cultures
1. Teacher evaluation of information gathered by students during internet research
 2. Quality and correctness of student skits

D. Know information with details in other subject areas influenced by the target culture.

D. Read and comprehend simple sentences from French language/culture in other school content areas.

- Consumer science (e/g/, recipe instructions and cooking terms)
- Geography (e.g., map reading)
- Mathematics (e.g., monetary systems and conversions)
- Technology/Computer (e.g., instructions and frequently used terms)

1. Student preparation of simple French recipes written in French
2. Student use of French search engines on the internet to access French sites
3. Student use of maps labeled in French to answer specific content questions
4. Student use of current exchange rates to convert euro prices to other currencies

1. Level of student success in the preparation of French recipes and in the use of French sites and search engines
2. Evaluation of the answers provided for questions pertaining to maps in French and of the accuracy of the monetary conversions

12.5 World Languages in the COMMUNITY

Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to...

CONTENT STANDARD

A. Identify local resources for gathering information for practical purposes and for personal enjoyment.

PERFORMANCE INDICATORS

A. Use French skills to communicate interactively for practical purposes and for personal enjoyment of the resources in the local community.

- Career exploration
- Local celebrations.
- Entertainment (e.g., movies, plays, concerts, museums.)

SAMPLE ACTIVITIES

1. Student participation in local cultural fairs and events
2. Student attendance of local French movies, plays, museum exhibits, concerts, etc. as available locally with written summary as a follow-up
3. Student exploration and use of the resources available to them at Dickinson College and other local colleges

1. Teacher evaluation of the quantity and quality of student participation
2. Credit for attendance and evaluation of the written summary

<p>B. Identify national resources for gathering information for practical purposes and for personal enjoyment.</p>	<p>B. Use French skills to communicate interactively for practical purposes and for personal enjoyment of the resources in the national community.</p> <ul style="list-style-type: none"> • Career exploration • Ethnic celebrations. • Entertainment (e.g., movies, plays, concerts, museums.) 	<ol style="list-style-type: none"> 1. Student use of the internet to explore and research careers requiring or using French language skills 2. Student use of the internet and other relevant sources to find and research various francophone celebrations and cultural events held in the United States. 	<ol style="list-style-type: none"> 1. Evaluation of student internet research
<p>C. Identify global resources for gathering information for practical purposes and personal enjoyment.</p>	<p>C. Use French skills to communicate interactively for practical purposes and for personal enjoyment of the resources in the global community.</p> <ul style="list-style-type: none"> • Career exploration • Travel/ study/ work abroad • International cultural events and Activities 	<ol style="list-style-type: none"> 1. Student use of the internet to explore international career opportunities and job openings using/requiring the French language 2. Student research of selected areas in francophone countries and development of a travel brochure and/or travel tour itinerary for that region 3. Student research of francophone cultural events and activities around the world followed up with the planning and organization of a classroom celebration of these events. 	<ol style="list-style-type: none"> 1. Evaluation of student research 2. Teacher evaluation of the quality of the product resulting from the student research (travel brochure, travel itinerary, classroom presentations,etc.)
<p>D. Identify comparisons and connections about resources in the local, national, and global communities where the target language is used and resources where English is spoken or written in those same communities.</p>	<p>D. Use speaking, writing, and reading to compare and connect local, national, and global resources in English-speaking communities with French language resources in those communities.</p> <ul style="list-style-type: none"> • Bookstores • Libraries • Newspapers and magazines • Radio and cable television • Internet and website searches 	<ol style="list-style-type: none"> 1. Student exploration of the availability of French-language books, newspapers, and magazines in community bookstores and libraries. 2.. Student search for francophone programs on radio and cable television stations which are then listened to or viewed by the students 3. Student use of French-language newspaper and magazine websites to locate and read articles pertaining to topics of interest 	<ol style="list-style-type: none"> 1. Student summaries of French-language newspaper and magazine articles or radio and cable television programs which they have found