



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

French II

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Course Summary

French 2

The High School World Language Program is continually refined to provide interdisciplinary and cross-curricular units that are infused with special projects that are designed to maximize student second language acquisition. French 2 is a logical continuation to French 1A and 1B or French 1. The language laboratory and audio/visual programs and other ancillary materials are an integral part of the curriculum. Realia, such as music, newspapers, magazines, and videos are utilized in the target language for motivation, enjoyment, and enhancement of speaking, reading, and for listening proficiency. The students will be able to read, write, listen, and speak at an above-novice level in the present, past (passé composé and imperfect), and simple future tenses. They will continue to develop an appreciation and an awareness of the cultures in the French-speaking world through their class readings and discussion and furthered through their own research.

Suggested Course Sequence

Unit 1: Family and Community

Sub-unit 1: My Family and Friends - 6 weeks

Sub-unit 2: Cultural Celebrations – 6 weeks

Sub-unit 3: Food Shopping – 6 weeks

Unit 2: Contemporary Life

Sub-unit 1: In the High School – 6 weeks

Sub-unit 2: A Typical Day of a Teen – 6 weeks

Sub-unit 3: My Childhood – 4 weeks

Mini-unit: A Time Capsule (an inter-cultural project with a sister school in France) – 2 weeks

Course/Grade-level Goals

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.

Interpretive Mode:

Linguistic: □ The Intermediate-Low language learner understands and communicates at the **sentence** level and can *use simple sentences* independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

Cultural:

- Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)
- The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)
- Due to globalization and advances in technology, the products and

practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)

- Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)
- Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.)
- The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)
- Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)
- Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)
- Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)

Interpersonal Mode:

Linguistic: □ The Intermediate-Low language learner understands and communicates at the **sentence** level and can *use simple sentences* independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
 - Initiate, maintain, and end a conversation.
 - Ask for and give permission.
 - Express needs.
 - Give reasons.
 - Request, suggest, and make arrangements.
 - Extend, accept, and decline an invitation.
 - Express an opinion and preference.

Cultural: □ The Intermediate-Low Cultural Content Statements remain the same for all the strands.

Presentational Mode:

Linguistic: □ The Intermediate-Low language learner understands and communicates at the **sentence** level and can *use simple sentences* independently to:

- Handle simple transactions related to everyday life:
 - Express needs.
 - Give reasons.
 - Express an opinion and preference.
 - Request and suggest.

□ **Cultural:** □ The Intermediate-Low Cultural Content Statements remain the same for all the strands.

Unit Overview	
Content Area:	French 2
Unit Title:	Unit 1: Family and Community Life
Target Course/Grade Level:	Grade 9, Intermediate-Low
<p>Unit description Students use the target language in the three modes of communication to explore the roles of family, communities and cultural traditions and preferences in target cultures in their current sociopolitical landscape</p> <p><u>Interpretive:</u> They interpret authentic written and video/audio texts such as blogs, community bulletin boards, and advertisements that focus on community/cultural events and community service opportunities.</p> <p><u>Interpersonal:</u> 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.</p> <p><u>Presentational:</u> They use sentence level discourse to describe how they and others are involved in community and cultural activities, how they and others contribute positively to their community, and the effect that friends, family, acquaintances, and community context have on their choices related to the above. They compare and contrast cultural practices related to community and cultural events that occur in the home and target culture(s)</p> <p><u>21st century themes:</u> Creativity and Innovation; Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy; Media Literacy; Communication Literacy; Life and Career Skills X</p>	
Learning Targets	
Standards: World Languages, Intermediate-Low	
Cumulative Progress Indicator (CPI)	
7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.	
7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.	
7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.	
7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.	
7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, <u>culturally authentic materials</u>	
7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.	
7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.	
7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes	
7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.	
7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations	
7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics	
7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.	

- 7.1.IL.C.1** Use knowledge about cultural products and cultural practices to create a multi-media rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.IL.C.2** Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1.IL.C.3** Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.C.4** Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
- 7.1.IL.C.5** Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.
- 7.1.IL.C.6** Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

<p>Unit Essential Questions</p> <p>What do I do to help me understand the details of what I read and hear in the context of Family and Community?</p> <p>How does what I know about the target culture help me understand what I hear and read from native speakers and writers about their community life??</p> <p>How do I avoid miscommunication?</p> <p>How can I use culturally appropriate vocabulary and idiomatic expressions to sound more authentic comparing my community to that of a target culture?</p> <p>How do I decide what needs further editing and revision in written communication with peers in the target culture?</p> <p>How does the use of self-correction enhance my presentation and help to clarify my message in communicating with peers in the target culture?</p>	<p>Unit Enduring Understandings:</p> <p>Looking for cognates and looking at visuals can often help me to better understand.</p> <p>The cultural background of the author influences the message that is delivered in both speech and writing.</p> <p>When I stretch my use of vocabulary and idiomatic expressions, my exchanges with native speakers become richer.</p> <p>When I reflect upon what I want to say in speech and writing and change it based on my teacher's comments, the work product is improved and enhanced.</p> <p>I will have to make decisions about when to correct errors and when to gloss over them based on the audience and the effectiveness of the message being delivered.</p>
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Unit Learning Objectives
 Students will be able to use the following language functions and structures in interpretive, interpersonal and presentational modes of communication in the context of

A. Introductions and Salutations

1. Describe yourself, your family, and your friends
 - a. using present tense with auxiliary verbs avoir, etre
 - b. using regular -er, -ir, -re verbs, dormir, adjective of agreement
 - c. family nicknames and lifestyles in French and Francophone families

B. Physical and Character Traits

1. Describe self and others
 - a. use Tu vs. Vous, talk about your family members –mere, pere, etc.
 - b. singular and plural forms of definite and indefinite articles, adjective agreement, etre/avoir with present, negative expressions

C. Origins

1. Describe heritage by talking about your family and friends
2. Describe family relationships by talking about your immediate family members

D. Celebrations

1. Describe personal celebrations and holidays in Francophone culture
 - a. wish someone a good time, using passé composé, with avoir/etre, offrir
 - b. ask for and give advice using direct and indirect object pronouns
 - c. know about Noel, l'Épiphanie, le 14 Juillet, le Carnaval
2. Describe your likes and dislikes
 - a. express your needs with irregular adjectives, beau, nouveau, and vieux
 - b. know days and months, birthdays, and holidays
 - c. ask for help using tu peux m'aider á, ça t'ennuie de, d'accord

E. Preferences

1. Ask preferences by using interrogative pronouns (lequel, laquelle)
 - a. recommend and advise against something by using demonstrative pronouns (celui, celle, ceux, celles)
 - b. tell what you will do by using the future of regular and irregular verbs – le verb courir
2. Describe food and eating
 - a. talk about food preparations
 - b. talk about shopping for groceries
 - c. describe planning a party
 - d. talk about likes and dislikes

Evidence of Learning

Summative Assessment

Summative Assesement (PBA)

- Letters
- Oral Reports
- Original Stories
- Oral Interview
- Skit
- Poetry Recitations
- Art Work/ Designs/Drawings
- Portfolios

Equipment Needed: Interwrite Board, projector, laptops

Teacher Resources: PC, Language Lab,

Bien Dit 2 textbook

Bien Dit 2 cahier de vocabulaire et grammaire

Transparencies (from a variety of sources)

DVD: télévocab

Grammavision

Téléroman

On rappe

Skype

Teacher created materials to correspond with Bien Dit 2

gohrw.com

Formative Assessments

- Recorded students' exchanges
- Journal writing
- Vocabulary and grammar quizzes
- Mini-skits
- Cultural trivia
- listening comprehension activities (a news cast, a you-tube video, recorded mini-dialogues)
- reading comprehension of culturally authentic sources (a penpal letter, a magazine article)
- Information gap interpersonal exchanges
- Exit slip (short written response)

Lesson Plans

Week #	Concept	Time frame: week (5 days)
1	La rentree – review of classroom expressions, course expectations Geoculture: Paris	1
2	Sub-unit 1: Ma Famille et mes copains: Vocabulary- describing family and friends Grammar- review <i>avoir</i> and <i>être</i> , adjective agreement, irregular adjectives	1
3	Culture- La cursive, La Famille au Maroc Application 1	1
4	Vocabulary- After-school activities Grammar- review <i>-er, -ir, and -re</i> verbs	1
5	Application 2 Developing listening and reading skills (Téléroman, "Connections") Developing reading and writing skills ("le Vieux Piano" "L'enfant à l'harmonica")	1
6	Cumulative review Summative assessment (interpretive, interpersonal, presentational skills)	1
7	Sub-unit 2: On fait la fête Vocabulary- celebrations Grammar- direct and indirect object pronouns, <i>offrir, souffrir, ouvrir</i>	1
8	Application 1 Culture: Le Carnaval; Invitations	1
9	Vocabulary- party preparations Grammar- review the passé composé, negative expressions	1

10	Application 2 Developing listening and reading skills (Téléroman, Developing reading and writing skills “Le reveillon en fete”	1
11-12	Cumulative review Summative assessment (interpretive, interpersonal, presentational skills) Geoculture: Quebec	2
13	Sub-unit 3 Faisons les Courses Vocabulary- fruits, vegetables, and cooking Grammar- review the partitive, question formation, pronoun y	1
14	Application 1 Culture: Le sirop d’érable	1
15	Vocabulary- food shopping Grammar- <i>en</i> , placement of pronouns, review contractions with <i>de</i> and <i>à</i>	1
16	Application 2 Developing listening and reading skills (Téléroman, Developing reading and writing skills (“Le Petit Nicolas”)	2
17-18	Cumulative review Summative assessment (interpretive, interpersonal, presentational skills)	2

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

<http://www.state.nj.us/education/aps/cccs/wl/>

<http://my.hrw.com>

<http://www.flevideo.com>

<http://apprendre.tv5monde.com>

<http://epals.com>

<http://maryglasgow.com>

Unit Overview	
Content Area:	French 2
Unit Title:	Unit 2: Contemporary Life
Target Course/Grade Level:	Grade 9, Intermediate-Low
Unit Description	
Students use the target language in the three modes of communication to explore how the roles of family, community, school, and current trends and issues influence popular teen culture. Students will compare personal preferences that influence the choice of post-secondary studies	
Interpretive:	
They interpret authentic written and video/audio texts such as blogs, community bulletin boards, and advertisements that focus on popular teen culture.	
Interpersonal:	
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.	
Presentational:	
They use sentence level discourse to describe how their life is similar and /or different from that of a typical French-speaking teen, how they and others contribute positively to their community, and the effect that friends, family, school, technology, and community have on their choices. They compare and contrast cultural practices related to teen culture the home and target culture(s)	
21st century themes: Creativity and Innovation; Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy; Media Literacy; Communication Literacy; Life and Career Skills	
Learning Targets	
Standards: World Languages, Intermediate-Low	
Cumulative Progress Indicator (CPI)	
7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.	
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7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, <u>culturally authentic materials</u>	
7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.	
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- 7.1.II.C.6** Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

Unit Essential Questions

What do I do to help me understand the details of what I read about teens in the target cultures?

How does what I know about the target culture help me understand what I hear and read from teen native speakers and writers?

How do teens in the target culture use technology for effective communication?

How can I use culturally appropriate vocabulary and idiomatic expressions to sound more authentic when speaking to my peers in a target culture?

How does the use of self-correction enhance my presentation and help to clarify my message in live communication with teens in a target culture?

Unit Enduring Understandings:

Looking loanwords and looking at visuals can often help me to better understand.

The educational background of the author influences the message that is delivered in both speech and writing.

When I take a risk in use of vocabulary and idiomatic expressions, my exchanges with native speakers become richer.

When I reflect upon what I want to say in speech and writing and change it based on my reflections, the work product is improved and enhanced.

I will have to make decisions about when to correct errors and based on effectiveness of the message being delivered.

Unit Learning Objectives:

Students will be able to use the following language functions:

1. ask how something turned out
2. wonder what happened
3. ask for information
4. express frustration
5. talk about your routine
6. express impatience
8. make recommendations

Students will be able to use the following structures:

1. object pronouns with passé compose
2. quelq'un, quelquechose, ne...personne, ne...rien, and ne...que
3. the verb recevoir
4. depuis, il y a, and ça fait
5. The verb ouvrir
6. Reflexive verbs
7. Tout, tous, toute, toutes

- 8. The verbs *s'appeller* and *se lever*
- 9. The imperative with reflexive verbs
- 10. Reflexive verbs with infinitives

Evidence of Learning

Summative Assessment (PBA)

- Letters
- Oral Reports
- Original Story (a day in Paris)
- Oral Interview
- Skit
- Poetry Recitations (When I was young)
- Art Work/ Designs/Drawings
- Portfolios
-

Equipment Needed: Interwrite Board, projector, laptops

Teacher Resources: PC, Language Lab,

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Bien Dit 1 cahier de vocabulaire et grammaire

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On rappe

Skype

Teacher created materials to correspond with Bien Dit 2

gohrw.com

Formative Assessments

- Recorded students' exchanges
- Journal writing
- Vocabulary and grammar quizzes
- Mini-skits
- Cultural trivia
- listening comprehension activities (a news cast, a you-tube video, recorded mini-dialogues)
- reading comprehension of culturally authentic sources (a penpal letter, a magazine article)
- Information gap interpersonal exchanges
- Exit slip (short written response)

Lesson Plans

Week #	Concept	Time frame: week (5 days)
1	Sub-unit 1: Au lycée Vocabulary- school places and events	1

	Grammar- object pronouns with the passé compose, <i>quelqu'un, quelque chose, ne...personne, ne...rien, ne...que, recevoir</i>	
2	Culture – Québec: la runguette; a cafeteria in Nice; how to become an English teacher in France Application 1	1
3	Vocabulary- computer Grammar- <i>suivre, depuis, il y a, ça fait, ouvrir</i>	1
4	Application2 Developing listening and reading skills (Téléroman, Developing reading and writing skills (“Intermezzo” “L’enfant á l’harmonica)	1
5-6	Cumulative review Summative assessment (interpretive, interpersonal, presentational skills) Geoculture: Rennes	2
7	Sub-unit 2: Une journée typique Vocabulary- morning routine Grammar- reflexive verbs, <i>tout, s’apeler</i> and <i>se lever</i>	1
8	Application 1 Culture - Rennes: La faïence de Quimper; project: Art Bretonne	1
9	Vocabulary- daily routine Grammar- reflexive verbs in the passé compose, imperative with reflexive verbs, reflexive verbs with infinitives	1
10	Application 2 Developing listening and reading skills (Télé-roman) Developing reading and writing skills (Comme un roman)	1
11-12	Cumulative review Summative assessment (interpretive, interpersonal, presentational skills)	2
13	Sub-unit 3: Le bon vieux temps Vocabulary- childhood activities Grammar- imparfait formation and usage, review adverb placement	1
14	Application 1 Culture- Les Comptines, à la ferme	1
15-16	Time Capsule – an International project with a sister school in France	2
17-18	Cumulative review Summative assessment (interpretive, interpersonal, presentational skills)	2

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

<http://www.state.nj.us/education/aps/cccs/wl/>

<http://my.hrw.com>

<http://www.flevideo.com>

<http://apprendre.tv5monde.com>

<http://epals.com>

<http://maryglasgow.com>