

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



World Language

French 2 and French 2 Honors

Course Description

This is a continuation of French 1 for students who have successfully mastered the vocabulary and structures presented in French 1 at the high school or two years of middle school French. Students are introduced to additional language structures. Students listen to authentic listening exercises of native speakers; develop writing skills through daily homework assignments and written/creative paragraphs; foster reading skills through short readings; increase speaking skills through classroom discussions, group and pair work. Students will read a book, *Alejandro*, which increases the students' cultural knowledge and literacy in French. There is a specific emphasis on improving pronunciation and proficiency in French. This course is taught primarily in French for exposure to the language, and at times in English to clarify some of the more difficult concepts. Students in Honors French 2 will demonstrate greater mastery of performance and receptive language skills with increased independent production of language both spoken and written. With successful completion of the course, students will be at the Intermediate Low level of the ACTFL Performance Standards and prepared to advance to French 3.

Content Standards

Speakers at the Intermediate Low sublevel are able to handle a limited number of uncomplicated communicative tasks in straightforward social situations. Conversation is limited to concrete exchanges and predictable topics related to basic personal information, e.g., self and family/friends, daily activities and personal preferences, and to some immediate needs, e.g. ordering food and making purchases. Speakers are also able to ask appropriate questions to obtain information. Speakers can combine and recombine what they know and what they hear into short statements and discrete sentences. Responses sometimes show hesitancy and inaccuracies; speech is characterized by frequent pauses and self-corrections. In spite of some misunderstandings that may require repetition or rephrasing, intermediate low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-native speakers.

Writers can formulate questions and write and combine short sentences with basic word order, written principally in present and past tenses. Writing at first tends to consist of simple sentences, often with repetitive structure. Topics are tied to predictable content areas and personal information. Vocabulary is adequate to express elementary needs in a variety of topics. There may be basic errors in grammar, word choice, punctuation, and spelling. Writing can be understood by native speakers used to the writing of non-natives.

Listeners are able to understand information from sentence-length speech and conversation in basic personal and social contexts, although comprehension is often uneven.

Readers are able to understand simple texts and stories although there may be misunderstandings.

Student Skills

- The student can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken or written.
- The student can communicate in spontaneous spoken or written conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- The student can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken and written language.
- In one's own and other cultures, the student can identify products and practices to help one understand perspectives.
- The student can interact at a survival level in some familiar everyday contexts.



Concepts	Essential Questions	Key Activities May Include:
Qui suis-je? (Who am I?)	<ul style="list-style-type: none"> · Who am I? · How do I introduce myself and others ? · How do I talk about identity (likes/dislikes, nationality, profession, personal information, describing myself and others · Can I communicate my needs (e.g. to be tired, hungry, etc.) 	<p>Analyze <i>Le Concert des Diplodocus</i></p> <p>Create a presentation regarding French speaking countries</p>
Le week-end et des vacances (Free Time)	<ul style="list-style-type: none"> · How do I talk and write about what I did, where I went, and what I have seen. · What do young people do in their leisure time in other cultures? · What are the benefits of encountering other cultures? 	<p>Create a short play about a vacation experience</p> <p>Retell (The Lion King) <i>Le Roi Lion</i></p>
Bon appetit! (Food and Cuisines)	<ul style="list-style-type: none"> · What foods do we like? What makes food distasteful to us? · How do I order in a restaurant and buy food in a store? · How and why do the foods of other countries differ from mine? 	<p>Develop a video recipe to demonstrate following directions in the target language</p> <p>Analyze <i>Quatre Surprises</i> (Four Surprises)</p>
A la maison et en ville (At Home and in Town)	<ul style="list-style-type: none"> · How does one handle an invitation politely? What if you can't go? · What does our home and community tell us about our larger culture? · How does housing in France differ from mine? 	<p>Write an essay on the experience of living as an American in Paris.</p>
Vive le sport! (Sports and activities)	<ul style="list-style-type: none"> · How do I talk about activities to keep fit and healthy · How do I talk about my daily routine · What do I do when I don't feel well; how to describe symptoms · How do the routines of people in other countries differ from mine? 	<p>Develop a video that shares healthy, daily routines.</p> <p>Craft an emergency plan to follow while on vacation</p>
Bonnes vacances! (Vacations)	<ul style="list-style-type: none"> · How do I talk about future plans—places I'd like to visit and what I'd like to do. · What do you need to know to travel successfully? · How do other cultures enrich our lives? 	<p>Create an itinerary presentation for future vacation plans</p>
Soyez a la mode (Style and Clothing)	<ul style="list-style-type: none"> · How are we influenced, identified or defined by the clothes we wear? · How does what we know about others affect how we view ourselves. 	<p>Create and present an online brochure of seasonal high fashion designers</p>

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



Curriculum Guide Overview

Curriculum Guide	Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Each area of the curriculum is divided into general strands (broad categories) under which the standards fall. When we discuss “standards-based education” we mean that students are measured against their proficiency and growth towards meeting these standards. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.
Curriculum Map	Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include; standards and expectations for the grade/content, essential skills/ concepts, methods of assessment, and major content resources. Maps are never “done” as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.
Standards	The standards used as the foundation of our curriculum come directly from the Massachusetts Department of Education Curriculum Frameworks. State standards may be viewed here: http://www.doe.mass.edu/frameworks/
Priority Areas	Priority areas are defined by the state of Massachusetts as the most critical areas in each grade level on which instructional time should focus.
Content Standards	The Content Standards describe what students should know and be able to do once within the area of mathematics.
Essential Questions	Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into the learning and act as an umbrella to anchor the unit/lesson.
Resources	Resources identified in Curriculum Guides are not intended to be exhaustive, nor are they intended to be prescriptive. The resources identified may function as a menu of curriculum resources from which educators identify the most appropriate tools to utilized in their classrooms. More specifics about identified resources are identified within the curriculum map documents.