Title: French 2 Honors

Grades 9-12

Prerequisite: French I, French Grades 7 and 8

Credit Value: 5

ABSTRACT

Students in the French 2 Honors course advance their knowledge of the language and customs of the Francophone world through the development of vocabulary and grammar. Fluency is built by the application of the four language learning skills: listening, speaking, reading, and writing. The culture of the Francophone nations is explored through exposure to culturally authentic documents and media, as well as short reading passages, visual supports and research projects. Holocaust and genocide studies are included as students explore the roles of rescuers and resisters during the Holocaust in France.

Adopted by the Somerville Board of Education on August 16, 2016
# French 2 Honors
**Grades 9-12**

<table>
<thead>
<tr>
<th>Month(s)</th>
<th>September</th>
<th>October/November</th>
<th>December/January</th>
</tr>
</thead>
<tbody>
<tr>
<td>NJCCCS:</td>
<td>7.1.IL.A.2-8; 7.1.IL.B.1-5; 7.1.IL.C.2-5</td>
<td>7.1.IL.A.2-8; 7.1.IL.B.1-5; 7.1.IL.C.2-5</td>
<td>7.1.IL.A.2-8; 7.1.IL.B.1-5; 7.1.IL.C.2-5</td>
</tr>
</tbody>
</table>

**Essential Question:**
- What do young people do in the summer in other cultures?
- What stories does Paris tell about art and culture?
- How do the routines of people in other cultures differ from mine?

**Content:**
- Holidays and pastimes
- Art, Paris and transportation
- Daily routine and household responsibilities

**Skills and Topics:**
- Evaluate prior knowledge of basic skills in French
- Write a present a brief autobiography to introduce yourself to your class and teacher
- Identify the vocabulary necessary to discuss holidays, media and summer destinations
- Apply the verbs necessary to discuss vacation activities in oral and written forms
- Create and conduct a survey about your peer’s leisure time activities using technology
- Investigate the history and impact of French in Quebec
- Create and record a commercial for a summer cultural event in France or Quebec
- Identify the vocabulary associated with art and painting
- Research, create a multimedia presentation and present about French museums and artistic movements
- Evaluate vocabulary required to obtain and understand directions
- Distinguish among the different areas, neighborhoods and cultures of Paris and methods of transportation in the city
- Determine the use and form of the passé composé
- Develop an understanding of the city of Paris by researching the history and landmarks in the arrondissements
- Identify vocabulary needed to discuss daily routine activities and personal hygiene products
- Compare and contrast the form of reflexive verbs in various tenses with the form of regular verbs
- Write and record a dialogue with a peer to demonstrate ability to identify and resolve a complaint
- Conduct a small group research project to present the history of an African Francophone country to peers
- Write and illustrate a short story outlining your daily routine

**Integration of Technology:**
- Internet, wireless laptop computers, SMART boards, interactive applications, electronic text resources (as available)

**Writing:**
- Open-ended responses; conclusions and analysis of exploratory activities, dialogues, correspondence, journal entries, reports
French 2 Honors  
Grades 9-12

<table>
<thead>
<tr>
<th>Month(s)</th>
<th>September</th>
<th>October/November</th>
<th>December/January</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formative Assessments:</strong></td>
<td>Listening exercises, dictée, speaking exercises, journal entries, student self-assessments, web-based activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summative Assessments:</strong></td>
<td>Quizzes, tests, listening and speaking tests, presentations, final examination</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Performance Assessments:</strong></td>
<td>Oral presentations, group and paired activities, multimedia presentations, content-specific authentic assessments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Interdisciplinary Connections:** | ELA: RI9-10. 1-10; RI11-12. 1-10
Mathematics: Science: Arts: 1.1.12.D.1
Health/PE: Technology: 8.2.12.E.1
Social Studies: 6.2.8.B.4.f
6.2.12.B.1.b
21st Century Life/Careers: 9.2.8.B.3 | ELA: RI9-10. 1-10; RI11-12. 1-10
Mathematics: Science: Arts: 1.1.12.D.1
Health/PE: Technology: 8.2.12.E.1
Social Studies: 6.2.8.B.4.a
21st Century Life/Careers: 9.2.8.B.3 | ELA: RI9-10. 1-10; RI11-12. 1-10
Mathematics: Science: Arts: 1.1.12.D.1
Health/PE: Technology: 8.2.12.E.1
Social Studies: 6.2.12.A.3.e
21st Century Life/Careers: 9.2.4.A.2 |

21st Century Themes:
- ☒ Global Awareness
- ☒ Civic Literacy
- ☒ Financial, Economic, Business, and Entrepreneurial Literacy
- ☒ Health Literacy

21st Century Skills:
- ☒ Creativity and Innovation
- ☒ Media Literacy
- ☒ Critical Thinking and Problem Solving
- ☒ ICT Literacy
- ☒ Communication and Collaboration
- ☒ Information Literacy
- ☒ Life and Career Skills

Resources:
Textbook, Contes et Légendes du Monde Francophone, periodicals, newspapers, maps, audio CDs, DVDs, videos, teacher created resources, culturally authentic documents

Careers:
Applicable career options are discussed as they arise throughout the science program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Hospitality and Tourism Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster
# French 2 Honors
## Grades 9-12

<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>February/March</th>
<th>April</th>
<th>May/June</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NJCCCS:</strong></td>
<td>7.1.IL.A.2-8; 7.1.IL.B.1-5; 7.1.IL.C.2-5</td>
<td>7.1.IL.A.2-8; 7.1.IL.B.1-5; 7.1.IL.C.2-5</td>
<td>7.1.IM.A.2-8; 7.1.IM.B.1-5; 7.1.IM.C.2-5</td>
</tr>
</tbody>
</table>

**Essential Question:**
- How does the past shape us?
- How does France’s complex participation in WWII continue to impact the country today?
- What does one need to know to travel successfully?

**Content:**
- Rural and university life
- Resistance and rescue in France
- Transportation and lodging

**Skills and Topics:**
- Acquire and apply vocabulary to discuss farm life and traditional professions
- Investigate the impact of agriculture on the economy of France
- Recall the uses of the passé composé
- Demonstrate recall of the formation of the passé composé
- Examine and apply the imparfait in conjunction with the passé composé to reminisce and describe past events
- Research the May ’68 demonstrations and their impact on university life in France
- Learn about traditional Francophone cultures by reading short stories and conducting a group research project
- Research the history of Jews in France
- Investigate life in the Occupied Zone and the Free Zone and the role of the Vichy government during the war
- Identify specific rescue and resistance efforts that were carried out in France – including but not limited to Varian Fry, and the village of Le Chambon-sur-Lignon
- Develop awareness regarding memorials, commemoration and education about the Holocaust in modern France and the challenges facing the modern French Jewish population
- Learn about the Holocaust in France through personal testimony videos on the USC Shoa Foundation iWitness website
- Extend vocabulary to include words and verbs necessary to discuss airports, driving in France and lodging options
- Describe health problems and seek solutions
- Give instructions and follow directions
- Reserve accommodations and seek resolutions to problems
- Employ direct and indirect object pronouns to refer to previously mentioned people and things
- Plan a trip to France reflecting personal interests
- Write and record an ad for a hotel chain or a car rental company

**Integration of Technology:**
- Internet, web quests, wireless laptop computers, SMART boards, multimedia presentations

**Writing:**
- Open-ended responses; conclusions and analysis of exploratory activities, dialogues, correspondence, journal entries, reports
### French 2 Honors
Grades 9-12

<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>February/March</th>
<th>April</th>
<th>May/June</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formative Assessments:</strong></td>
<td>Listening exercises, dictée, speaking exercises, journal entries, student self-assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summative Assessments:</strong></td>
<td>Quizzes, tests, listening and speaking tests, final examination</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Performance Assessments:</strong></td>
<td>Oral presentations, group and paired activities, multimedia presentations, content-specific authentic assessments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Interdisciplinary Connections:** | ELA: RI9-10. 1-10; RI11-12. 1-10  
Mathematics:  
Science:  
Arts: 1.1.12.D.1  
Health/PE:  
Technology: 8.2.12.E.1  
Social Studies:  
6.2.12.B.6.a  
Mathematics:  
Science:  
Arts: 1.1.12.D.1  
Health/PE:  
Technology: 8.2.12.E.1  
Social Studies:  
6.2.12.A.4.c,  
6.2.12.A.4.d  
6.2.12.C.6.b  
6.2.12.D.4.i  
21st Century Life/Careers: | ELA: RI9-10. 1-10; RI11-12. 1-10  
Mathematics:  
Science:  
Arts:  
Health/PE:  
Technology: 8.2.12.E.1  
Social Studies:  
21st Century Life/Careers: | |

| **21st Century Themes:** | ☒ Global Awareness  
☒ Civic Literacy  
☐ Financial, Economic, Business, and Entrepreneurial Literacy  
☒ Health Literacy | | |
| **21st Century Skills:** | ☒ Creativity and Innovation  
☒ Media Literacy  
☒ Critical Thinking and Problem Solving  
☒ ICT Literacy  
☒ Communication and Collaboration  
☒ Information Literacy  
☒ Life and Career Skills | | |
| **Resources:** | Textbook, magazines, periodicals, newspapers, maps, audio CDs, videos, teacher created resources, culturally authentic documents | | |
| **Careers:** | Applicable career options are discussed as they arise throughout the science program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Hospitality and Tourism Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster | | |