French II

Grade 9, 10, 11, or 12

Prerequisite: French Grade 7 and 8 or French I

Credit Value: 5

ABSTRACT

The French II course advances students’ knowledge of the language and customs of the Francophone world through the development of vocabulary and grammar. Fluency is expanded by applying language learning skills in listening, speaking, reading, and writing. The culture of Francophone nations is explored through exposure to culturally-authentic documents and media, as well as short reading passages and visual supports. 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 July 25, 2017
# French II
**Grade 9, 10, 11, or 12**

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<td>NJSLS:</td>
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**Essential Question:**
- How does one describe oneself and others in the French language?
- In what ways do leisure activities differ between France and the United States?
- Why is French cuisine world renowned?
- How do French eating habits reflect their values?
- In what ways do the arts affect the French youth culture?

**Content:**
- **Personal Information**
- **Le Weekend**
- **The Culture of Food**
- **Food and Family**

**Skills and Topics:**
- **assess the vocabulary needed to provide personal data**
- **apply vocabulary in written and oral forms**
- **expand the use of regular and irregular adjectives in descriptions**
- **incorporate idiomatic expressions (e.g., avoir, faire, depuis) in communicative activities**
- **identify the vocabulary necessary to discuss weekend activities in France and the United States**
- **apply the verbs necessary to discuss weekend activities in written and oral forms**
- **produce topic-related interview questions using appropriate vocabulary and verbs**
- **conduct interviews about leisure time using technology (e.g., survey, podcast, email)**
- **identify the vocabulary associated with food, drink, marketing, and eating out**
- **research the history of French cuisine, chefs, regional dishes, meal structure, and course selections**
- **apply verbs of need/desire (e.g., vouloir, pouvoir, devoir) in written and oral forms**
- **determine the use of the partitive**
- **illustrate healthy food choices in a multimedia presentation**
- **evaluate personal preferences and family traditions regarding cuisine in France and the United States**
- **compare and contrast eating and marketing habits of the citizens of France and the United States**
- **summarize the importance of food and drink to the people of France**
- **distinguish among definite, indefinite, and partitive articles**
- **dramatize marketing, eating in a restaurant, and a family meal using appropriate lexicon**
- **assess the accessibility of entertainment for French teens in rural and urban settings**
- **research available cultural activities in French locales**
- **employ appropriate vocabulary and verbs in written and oral forms to discuss entertainment options**
- **define the functions of direct and indirect objects and corresponding pronouns**
- **apply vocabulary and object pronouns in written and oral forms**

**Integration of Technology:**
- Internet, Web Quests, wireless laptop computers, classroom computers, computer laboratory, portable language laboratory, SMART Boards, LCD projector, multimedia presentations, video streaming, podcasting

**Writing:**
- Open-ended responses, conclusions and analysis of exploratory activities, dialogues, correspondence, journal entries, reports
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<td>Quizzes, tests, listening and speaking tests, midterm examination</td>
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<td><strong>Performance Assessments:</strong></td>
<td>Oral presentations, group and paired activities, content-specific authentic assessments, multimedia presentations</td>
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**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
- Life and Career Skills
- Information and Communication Technologies Literacy
- Communication and Collaboration
- Information Literacy

**Resources:**
- Textbook, magazines, periodicals, newspapers, maps, videos, CDs, culturally-authentic documents, teacher-created resources

**Careers:** Applicable career options are discussed as they arise throughout the world languages 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.
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### Essential Question:
- What activities contribute to good health?
- How do living arrangements in France compare to those in the United States?
- What language helps to create descriptions of the past?
- What role does fashion play in France?
- How do the French vacation?

### Content:
- Sports and Fitness
- Home Life
- The Holocaust in France
- Imperfect versus *Passé Composé*
- French Couture
- Travel

### Skills and Topics:
- research the vocabulary necessary to discuss the human body and good health habits
- articulate personal health habits and activities in written and oral forms
- illustrate the use of reflexive verbs in the present tense and *passé composé*
- employ idiomatic expressions in the description of sports and health-related activities
- investigate and apply vocabulary to include living arrangements and accoutrements in written and oral forms
- compare and contrast living arrangements in France and the United States
- recall the uses of the *passé composé*
- demonstrate the formation of the *passé composé*
- examine and apply the appropriate use of the relative pronouns *qui* and *que*
- analyze the roles of rescuers and resisters during the Holocaust in France
- reflect on the effect of the Holocaust in France in journal entries
- determine the formation and uses of the imperfect tense in French
- employ the imperfect tense to describe past habitual activities in written and oral forms
- compare and contrast the formation and uses of the imperfect tense and the *passé composé*
- incorporate the imperfect tense and the *passé composé* in a presentation to the class
- extend vocabulary to include words and verbs necessary to discuss fashion
- employ descriptive adjectives and the comparative and superlative constructions to discuss the cultural significance of style in France
- identify cardinal and ordinal numbers in French
- compare and contrast the fashion choices of French and American teens
- utilize technology to create a multimedia presentation of French fashion and style
- conduct research of the vacation habits of French citizens
- assess and apply the vocabulary necessary to discuss vacation plans
- compare and contrast the vacation practices of French and American citizens
- examine the uses and formation of the simple future tense
- employ the future construction to discuss vacation plans in written and oral forms
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French II
Course Requirements

Grade: 9, 10, 11, or 12  Prerequisite: Grade 7 and 8 or French I  Credit Value: 5
Length of Course: Academic Year

Course Description

Students in the French II 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 Francophone nations is explored through exposure to culturally-authentic documents and media, as well as short reading passages and visual supports. Holocaust and genocide studies are included as students explore the roles of rescuers and resisters during the Holocaust in France.

Course Content

This course will consist of the following units of study:

- Personal Information
- Le Weekend
- The Culture of Food
- Food and Family
- Entertainment
- Sports and Fitness
- Home Life and The Holocaust in France
- Imperfect versus Passé Composé
- French Couture
- Travel

Course Objectives

The student will demonstrate the ability to answer in detail the following essential questions:

- How does one describe oneself and others in the French language?
- In what ways do leisure activities differ between France and the United States?
- Why is French cuisine world renowned?
- How do French eating habits reflect their values?
- In what ways do the arts affect the French youth culture?
- What activities contribute to good health?
Course Objectives (continued)

- How do living arrangements in France compare to those in the United States?
- What language helps to create descriptions of the past?
- What role does fashion play in France?
- How do the French vacation?
- What are the post-graduation and/or career options that apply to the course content?

Evaluation Process

A final average of 65% or better is required to be awarded course credit. Throughout the length of this course, students may be evaluated on the basis of, but not limited to:

- Formative Assessments, such as writing prompts, journals, and portfolios
- Summative Assessments, such as quizzes, tests, and midterm and final examinations
- Performance Assessments, such as projects and presentations
- Class Participation
- Homework

Specific weights will be determined by course and level.
French II
Student Agreement

STUDENT NAME:_________________________________________________________
                      Last Name                        First Name

GRADE: ________________

My signature below indicates that I have received a copy of the
Somerville Public Schools Course Requirements for French II.

I acknowledge my responsibility to read and understand all of the
information contained in the French II Course Requirements
information and syllabus packet.

_________________________________________  _______________________
Student Signature                  Date

Note: Please share the course requirements for French II with your parents.