

Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE

Course Title: French 2	Course Number: 4123
Department: World Languages	Grade(s): 9-12
Level: Academic	Credit: 1
Course Description French 2 begins with a detailed review of French 1 grammar. There is an emphasis on increasing opportunities to use the language through speaking, writing, reading and listening. Students will learn new vocabulary and grammar necessary for more sophisticated readings and more complex dialogues. Students will be engaged in a variety of activities to foster a better understanding of the language and culture. (Prerequisite: French 1A - Credit:1)	
Required Instructional Materials <i>Allez, viens!</i> , HRW, 2000	Completion/Revision Date Approved by Board of Education on: May 15, 2006

Mission Statement of the Curriculum Management Team

The value of world language study lies in the relationship that exists between language and culture and between language and thought. Therefore, the Wallingford World Language Department's mission is to provide all students opportunities to communicate and interact within a culturally diverse world community. These opportunities will also foster student appreciation of their own language and culture and will encourage them to make strong connections between the study of world language and other academic disciplines.

Enduring Understandings for the Course

- Communicating in at least one other language allows people to obtain information, express feelings, and exchange opinions with a wider audience.
- Interpreting spoken language is essential to good communication and building rapport.
- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts, and gain new perspectives.
- Written language is essential to good communication.
- Comparing English with other languages is important to understanding the nature of language.
- One reads to acquire knowledge and understanding and to gain new perspectives.
- Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.
- Learning another language encourages further participation in multilingual communities both within and beyond the school setting.
- Appreciating and understanding the variety of cultures that exist in a society enriches that society.

LEARNING STRAND

1.0 Communication Through Speaking

ENDURING UNDERSTANDING(S)

- Communicating in at least one other language allows people to obtain information, express feelings, and exchange opinions with a wider audience.
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- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts, and gain new perspectives.

ESSENTIAL QUESTION(S)

- What strategies can I use to communicate more effectively?
- How can one express complex ideas using simple terms?
- How does one keep the conversation going?
- How can I avoid using English grammatical patterns when I speak French?
- How can I improve my pronunciation?

LEARNING OBJECTIVES *The student will:*

- 1.1 Practice and give meaning to French vocabulary relating to specifics of everyday life.
- 1.2 Share information about themselves in French.
- 1.3 Engage in simple conversations in French.

INSTRUCTIONAL SUPPORT MATERIALS

- *Allez, viens!*, Activities for Communication Workbook
- *Allez, viens!*, teaching transparencies
- *Allez, viens!*, audio CD program
- Manipulatives (with clothing, health and fitness, personal hygiene, food, pictures)

SUGGESTED INSTRUCTIONAL STRATEGIES

- Drill and practice
- Modeling (pronunciation, syntax)
- Oral presentations (dialogues)
- Projects (i.e. your typical day, storybook: *When I Was Young*)
- Didactic questioning (questions which tend to have a single answer)
- Games (vocabulary bee)
- Student interviews
- Peer teaching
- Dialogues

SUGGESTED ASSESSMENT METHODS

- Dialoging
- Teacher observations
- Projects
- Student performances/presentations
- Student participation
- Tests/quizzes
- Homework

LEARNING STRAND

2.0 Communication Through Listening

ENDURING UNDERSTANDING(S)

- Interpreting spoken language is essential to good communication and building rapport.
- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts, and gain new perspectives.

ESSENTIAL QUESTION(S)

- What do I hear when I listen?
- What cues do I listen and watch for before I respond?
- How do I figure out meaning when words are not understood?
- What do facial expressions and gestures add to what I am hearing?

LEARNING OBJECTIVES *The student will:*

- 2.1 Understand spoken French.
- 2.2 Explain in English something heard in French.
 - Simple sentences
 - Present and past tense
- 2.3 Explain the main ideas, themes, and some details from authentic media or live presentations.
- 2.4 Maximize use of the French language.
- 2.5 Apply strategies to understand when listening such as:
 - Voice inflection
 - Listening for general idea
 - Listening for recognizable words
 - Ask a question to clarify context
 - Watch for facial expressions and gestures

INSTRUCTIONAL SUPPORT MATERIALS

- *Allez, viens!*, video series
- *Allez, viens!*, audio CD program
- *Allez, viens!*, additional listening activities
- Contemporary French music

SUGGESTED INSTRUCTIONAL STRATEGIES

- *Allez, viens!* video series with follow up discussion
- Cloze activities (choosing the correct words/terms to fill in blanks in text)
- Student interviews
- Games (bingo, telephone game)
- Listening activities (i.e., listen to French music lyrics and movie dialogues without subtitles)
- Peer teaching
- Create a poem or song to remember key vocabulary and pronunciation

SUGGESTED ASSESSMENT METHODS

- Listening tests and quizzes
- Simple conversations
- Student participation
- Student performances
- Checking for comprehension with brief questions
- Projects
- Teacher observations

LEARNING STRAND

3.0 Communication Through Writing

ENDURING UNDERSTANDING(S)

- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts, and gain new perspectives.
- Written language is essential to good communication.

ESSENTIAL QUESTION(S)

- Why can't I translate everything?
- How can I create a meaningful sentence?
- How can one express complex ideas using simple terms?
- What can I do when I don't know the words to say what I am thinking?

LEARNING OBJECTIVES *The student will:*

- 3.1. Write dialogue and two-paragraph passages on a regular basis.
- 3.2. Correspond with each other in French.
- 3.3. Utilize their knowledge of the language to compose authentic writing pieces such as letters, journal entries, poems etc.

INSTRUCTIONAL SUPPORT MATERIALS

- *Allez, viens!*, practice and activity workbook
- *Allez, viens!*, grammar and vocabulary workbook

SUGGESTED INSTRUCTIONAL STRATEGIES

- Writing activities (daily routines, hobbies, dining out at a favorite restaurant, critiquing restaurants, comparing/contrasting childhoods)
- Projects (health and fitness-gym advertisement, storybook: *When I Was Young*)
- Data gathering (conduct and report on student surveys)
- Modeling (syntax)
- Peer editing (present and past tenses)
- Write a short story in French
- Practice impromptu writing
- Create authentic writing pieces such as letters or journals in the target language
- Write reviews after viewing short films or reading a text

SUGGESTED ASSESSMENT METHODS

- Authentic writing
- Creative writing
- Homework
- Quizzes and tests
- Projects
- Student participation
- Teacher observations

LEARNING STRAND

4.0 Structure

ENDURING UNDERSTANDING(S)

- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts, and gain new perspectives.
- Comparing English with other languages is important to understanding the nature of language.

ESSENTIAL QUESTION(S)

- Why isn't a dictionary enough?
- How does my understanding of structure affect my ability to communicate?
- How do I know which verb tense to use?

LEARNING OBJECTIVES *The student will:*

- 4.1 Use regular, irregular, and reflexive verbs:
 - Simple past tense
 - Present tense
- 4.2 Use commands:
 - Informal
 - Formal
- 4.3 Form more complex sentences.
- 4.4 Recognize and use at least 400 vocabulary words that relate to everyday life.

INSTRUCTIONAL SUPPORT MATERIALS

- *Allez, viens!*, grammar and vocabulary workbook
- *Allez, viens!*, practice and activity workbook
- www.goHRW.com

SUGGESTED INSTRUCTIONAL STRATEGIES

- Drill and practice (question and answer, present and past tense verbs, commands, reflexives)
- Modeling (correct grammatical structures)
- Cloze activities (choosing the correct words/terms to fill in blanks in text)
- Peer teaching
- Peer editing (present and past tenses, reflexive verbs, commands)
- Play "Pictionary" with key vocabulary words
- Maintain a verb folder for reference
- Make grammar posters that incorporate graphics, grammatical principle and examples

SUGGESTED ASSESSMENT METHODS

- Writing assignments
- Homework
- Performance-based assessments
- Projects
- Quizzes and tests
- Worksheets
- Teacher observations

LEARNING STRAND

5.0 Reading and Literature

ENDURING UNDERSTANDING(S)

- One reads to acquire knowledge and understanding and to gain new perspectives.
- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts, and gain new perspectives.

ESSENTIAL QUESTION(S)

- How do I figure out meaning when words are not understood?
- How do I use context clues to understand the main idea?
- How do I avoid translating every single word even though I know many of them?

LEARNING OBJECTIVES *The student will:*

- 5.1 Analyze excerpts from popular magazine articles in French (e.g., *Bonjour*)
- 5.2 Use strategies to read short stories:
 - Context clues
 - Identify key words and phrases
 - Rereading
 - Sounding out
- 5.3 Use information from the text to make a prediction.

INSTRUCTIONAL SUPPORT MATERIALS

- www.go.HRW.com
- Selected readings such as, *Allez, viens!*, practice and activity workbook
- Children's books in French
- Excerpts from *Petit Nicolas*
- Various examples of realia

SUGGESTED INSTRUCTIONAL STRATEGIES

- Answer questions regarding a reading assignment (panorama culturel, Lisons from text)
- Guided reading (teacher provides information or leads the students through the step by step development of specific skills)
- Directed reading (questions are asked of students throughout the reading to help them understand the text more thoroughly)
- Read alouds
- Predict the outcome of a story
- Cloze activities (choosing the correct words/terms to fill in blanks in text)
- Write an English summary of a French reading

SUGGESTED ASSESSMENT METHODS

- Quizzes and tests (reading comprehension)
- Homework
- Reading comprehension questions
- Student participation
- Writing assignments
- Teacher observations

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LEARNING STRAND

6.0 Cultural Understanding

ENDURING UNDERSTANDING(S)

- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts, and gain new perspectives.
- Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.
- Learning another language encourages further participation in multilingual communities both within and beyond the school setting.
- Communicating in at least one other language is essential to gaining knowledge of other cultures.
- Appreciating and understanding the variety of cultures that exist in a society enriches that society.

ESSENTIAL QUESTION(S)

- How do I explore cultures without stereotyping them?
- How does where I live shape who I am?
- Where does this language exist within my community?
- What can I learn about my own language and culture from the study of others?
- How does language shape culture?
- How does culture shape language?
- Why study another culture?

LEARNING OBJECTIVES *The student will:*

- 6.1 Analyze ideas and perspectives of at least two French-speaking cultures or countries.
- Music
 - Food
 - Everyday life
 - History
 - Geography

INSTRUCTIONAL SUPPORT MATERIALS

- Maps
- *Allez, viens!* video series
- Manipulatives
- French music
- Movies depicting French culture
- *CultureGrams*, hard copy & online database

SUGGESTED INSTRUCTIONAL STRATEGIES

- Group discussions
- Projects (e.g., countries, foods, lifestyles, customs, art, historic French figures)
- Oral presentations
- Field trips (museum, French restaurant, cultural performances)
- Demonstrations (cooking, dance etc.)
- Reading assignments
- Video with follow-up discussion
- Classroom discussions
- Games (French trivia, board games)
- Speakers with expertise on specific subjects

SUGGESTED ASSESSMENT METHODS

- Homework
- Reflective writing
- Performance-based assessments
- Projects
- Student presentations
- Quizzes and tests
- Student participation
- Teacher observations

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