

**ACALANES UNION HIGH SCHOOL DISTRICT
COURSE OF STUDY: CURRICULAR AREA – WORLD LANGUAGE**

<u>COURSE TITLE:</u>	FRENCH 2
<u>GRADE LEVEL:</u>	9-12
<u>COURSE LENGTH:</u>	One Year
<u>PREFERRED PREVIOUS COURSE OF STUDY:</u>	French 1
<u>CREDIT:</u>	10 Credits
<u>UC/CSU CREDIT:</u>	Meets UC/CSU World Language credit; “e”
<u>GRADUATION REQUIREMENT:</u>	Fulfills 10 units of World Language / VAPA/ CTE graduation requirement
<u>STANDARDS AND BENCHMARKS:</u>	World Language Content Standards for California Public Schools (January 2009)
<u>ADOPTED:</u>	March 16, 2016
<u>INSTRUCTIONAL MATERIALS:</u>	Vista Higher Learning, D’accord

COURSE DESCRIPTION:

This second level language course enables students to develop beginning-intermediate proficiency in the language skills of listening, speaking, writing and reading. Students gain confidence in their ability to express themselves in basic conversational French. Students also develop an awareness of the idiomatic aspects of language, and continue to study the cultures of French-speaking countries.

COURSE GOALS:

Throughout the year-long course, students will:

1. Acquire language skills to communicate in basic French.
2. Become aware of the influence of French culture in a diverse world.
3. Prepare to continue the study of French at a higher level.
4. Gain an understanding of different modes of communication.

TEACHER RESOURCES:

Audio-visual materials, including Internet resources, teacher-prepared tests and worksheets, and communicative activities. Computer-generated tests, DVDs, lab materials. Realia include newspaper and magazine articles, simplified literary texts, films, worksheets, and lab materials. Modified online French magazines and newspapers, video clips and podcasts (including songs), news broadcasts (listening) and websites, e.g., RFI or TV5.

1.0 **CONTENT:** The course presents six major themes to students. Students begin to explore these themes and the several recommended sub-contexts. As students study French language and francophone cultures, they become aware of our diverse world. Students get acquainted with authentic written and spoken language on a variety of topics. Students make connections between their community/surroundings and francophone cultures.

Theme: Global Challenges / *Les défis mondiaux*

Recommended Contexts, such as:

- Diversity Issues / *La tolerance*
- Economic Issues / *L'économie*
- Environmental Issues / *L'environnement*
- Health Issues / *La santé*
- Human Rights / *Les droits de l'être humain*
- Nutrition and Food Safety / *L'alimentation*
- Peace and War / *La paix et la guerre*

Theme: Science and Technology / *La science et la technologie*

Recommended Contexts, such as:

- Current Research Topics / *La recherche et ses nouvelles frontières*
- Discoveries and Inventions / *Les découvertes et les inventions*
- Ethical Questions / *Les choix moraux*
- Future Technologies / *L'avenir de la technologie*
- Intellectual Property / *La propriété intellectuelle*
- The New Media / *Les nouveaux moyens de communication*
- Social Impact of Technology / *La technologie et ses effets sur la société*

Theme: Contemporary Life / *La vie contemporaine*

Recommended Contexts, such as:

- Advertising and Marketing / *La publicité et le marketing*
- Education / *L'éducation et l'enseignement*
- Holidays and Celebrations / *Les fêtes*
- Housing and Shelter / *Le logement*
- Leisure and Sports / *Les loisirs et le sport*
- Professions / *Le monde du travail*

- Rites of Passage / *Les rites de passage*
- Travel / *Les voyages*

Theme: Personal and Public Identities / *La quête de soi*

Recommended Contexts, such as:

- Alienation and Assimilation / *L'aliénation et l'assimilation*
- Beliefs and Values / *Les croyances et les systèmes de valeurs*
- Gender and Sexuality / *La sexualité*
- Language and Identity / *L'identité linguistique*
- Multiculturalism / *Le pluriculturalisme*
- Nationalism and Patriotism / *Le nationalisme et le patriotisme*

Theme: Families and Communities / *La famille et la communauté*

Recommended Contexts, such as:

- Age and Class / *Les rapports sociaux*
- Childhood and Adolescence / *L'enfance et l'adolescence*
- Citizenship / *La citoyenneté*
- Customs and Ceremonies / *Les coutumes*
- Family Structures / *La famille*
- Friendship and Love / *L'amitié et l'amour*

Theme: Beauty and Aesthetics / *L'esthétique*

Recommended Contexts, such as:

- Architecture / *L'architecture*
- Contributions to World Artistic Heritage / *Le patrimoine*
- Ideals of Beauty / *Le beau* • Literature / *Les arts littéraires*
- Music / *La musique*
- Performing Arts / *Les arts du spectacle*
- Visual Arts / *Les arts visuels*

2.0 COMMUNICATION— Students use basic French to convey messages, respond to simple conversations, provide and obtain information, express feelings and emotions, and share likes and dislikes. Students begin to understand spoken language about personal routines and cultural themes, using basic structures. They acquire vocabulary in French, based on personal experiences and thematic materials. Students express themselves orally and in writing on personal topics, and learn to gather and give information.

The students use the three modes of Communication: Interpersonal, Interpretive and Presentational (ACTFL Standards for World Languages). Students read articles and excerpts from the textbook, from French magazines, newspapers and simplified literary texts, *bandes dessinées*, where they begin to express themselves using simple sentences. Students are able to communicate in French at the level of beginning proficiency, as described in ACTFL's Proficiency guidelines.

1. Spoken Interpersonal Communication comprises student dialogues, student responses to question(s) from a classmate, from the teacher, or to a pre-recorded situation.
2. Written Interpersonal Communication comprises several basic sentences, a short paragraph(s), a post card, a response to a written document, as well as a written request for information.
3. Audio, Visual, and Audio-Visual Interpretive Communication comprises listening to simplified radio broadcasts, and reading modified excerpts from short stories, the news and from authentic web sites, where students respond appropriately to a multiple choice question.
4. Written and Print Interpretive Communication comprises reading simplified texts, or authentic web sites, where students respond appropriately to multiple choice or short answer questions.
5. Spoken Presentational Communication comprises cultural, oral presentations, where students express themselves orally on different cultural or personal topics.
6. Written Presentational Communication comprises a paragraph(s), where students present their own opinions on the given topic.

3.0 CULTURES, COMPARISONS and CONNECTIONS

Students learn how to interact appropriately with speakers of the target language, becoming aware of cultural differences, such as formal and informal patterns of speech. Here students begin to recognize differences between a French-speaking culture and their own. Students address cultural differences among Francophone communities worldwide. Students explore authentic Francophone holidays, celebrations and events.

Students discover the French language and culture in interdisciplinary areas such as geography, history, art and music. They learn about the multiplicity of cultures and geography in the Francophone world, such as French Africa, Tahiti or Canada, (etc.).

Students discover the possibility of further study of French at the next level, and they recognize the value of learning French, and its use for

personal enrichment. Students understand the need for acquiring second language skills for travel or for personal reasons.

Students may participate in cultural events in and around the community, such as museum visits, film festivals, guest speakers, culturally relevant excursions, French films. Readings and listening exercises (web sites) will incorporate an understanding of Francophone culture.

4.0 STRUCTURES and SETTINGS

Students learn to function in the language rather than learn the functions/structures of the language—in linguistically and culturally appropriate ways.

Students begin to acquire orthography; phonology. Students recognize the accents of different French-speaking countries. Students learn basic rules for word formation—word families; adverb formation (morphology) and basic principles of sentence structure (syntax). Students learn that cognates have the same as well as different meanings among languages (semantics), and they learn thematically appropriate vocabulary and some complex idiomatic expressions. Students recognize informal and formal speech.

Students start to explore the use of French beyond the school environment. Students may interact with native speakers in real-world encounters.

ASSESSMENT GUIDELINES (both formative and summative assessments)

Assessments are based on the three modes of communication: Interpretive, Interpersonal and Presentational. Students are expected to gain proficiency at the novice level in all four skill areas—listening, speaking, reading, and writing, and show an awareness and basic understanding of Francophone cultures.

Assessment activities may include:

- Tests, such as multiple choice questions for ‘extraits authentiques’, both listening and reading, and culture, including current events; Writing narrative paragraphs, emails;
- Spontaneous oral responses, student dialogues;
- Quizzes: Vocabulary and Idiomatic Expressions;
- Lab and Partner activities;
- Projects/presentations based on basic francophone cultural themes, assigned work.

See AUHSD Grade Guidelines: Final Mark Rubric and Final Course Mark Determination Components.