



French 2

Grades 9-12

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Hazelwood School District

Mission Statement

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

Vision Statement

HSD will foster lifelong learners, productive citizens and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

Goals

Goal # 1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science and social studies.

Goal # 2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal #3: Hazelwood School District, the community and all families will support the learning of all children.

Curriculum Overview

Recent research has demonstrated the benefits of second language learning. The American Council on the Teaching of Foreign Languages (ACTFL) has identified some key research findings that demonstrate that effective foreign language instruction also supports district priorities. Research shows a correlation between language learning and increased academic achievement on standardized test measures. Continued study of a foreign language supports deep understanding of English grammar constructions and communication. The Hazelwood School District will offer students opportunities to develop increased fluency in French through this course.

Updated curriculum is required because of changes in state standards and ACTFL standards to ensure Hazelwood's students are adequately prepared to meet grade-level learning expectations. Students are expected to study a foreign language as part of preparation for college and many careers. The standing curriculum needs to be revised to focus on communication proficiency and cultural awareness.

Members of the curriculum committee researched best practices before the revision process was started; therefore, the curriculum supports a foreign language approach that blends understanding of words and word parts, grammar constructions, effective communication and cultural awareness. The activities, materials and scoring guides for each unit are aligned directly to this framework. French 2 builds on basic language acquired in French 1 as students become more adept at communicating in French as writers, readers, speakers and listeners.

The committee members aligned the curriculum with the World Languages Course Level Expectations established in February, 2011, by DESE. The curriculum meets all of the state and district requirements for 21st century skills, cultural relevance, skill-building and student-centeredness.

The curriculum contains performance assessments, proficiency assessments and selected responses that are rigorous, outline clear expectations and build on learning begun in French 1. As the curriculum is implemented and taught, **the assessments will be revised**. The assessments are required; the learning activities are suggested. Teachers are encouraged to select the learning activities which meet the needs of their students. Most activity guides within a unit are sequential and based on curricular resources to support student success on the associated assessments. Concepts and language acquisition are taught both descriptively and prescriptively to allow students to internalize language patterns.

COURSE TITLE: French 2

GRADE LEVEL: 9-12

Course Description:

Students will improve their existing French skills through reading short stories and simple magazine articles. The student will comprehend longer, quicker rates of French speech. They will use increasingly advanced vocabulary and grammar, including past tense. Students will be able to write short paragraphs. During the second semester, students will comprehend and use present and past tenses in speaking, reading and writing. Students will study thematic units in the French 2 text to compare cultures and communities. Students will write complete paragraphs and produce spontaneous speech in French. (Prerequisite: French 1)

Course Rationale:

This course builds upon skills begun in French 1 to strengthen student ability to communicate effectively in French. Students will learn more about French speaking cultures and compare their learning to their own cultural experiences. The continued study of French will help students develop 21st century skills such as problem solving, critical thinking, communication and collaboration. The second year of French meets the basic expectations of many colleges and professions and thus supports student college and career readiness.

Course Scope and Sequence

<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>	<u>Unit 4</u>	<u>Unit 5</u>	<u>Unit 6</u>
Ma Famille et Mes Copains	On Fait les Magasins?	Al la Masion	Allons en Ville!	Faisons les Courses!	Ma Famille et Mes Copains
15 class periods, -90 minutes in length	15 class periods, -90 minutes in length	15 class periods, -90 minutes in length	15 class periods, -90 minutes in length	15 class periods, -90 minutes in length	15 class periods, -90 minutes in length

Unit Objectives

Unit 1

1. The learner will be able to describe friends and family.
2. The learner will be able to converse about likes and dislikes.
3. The learner will be able to analyze the culture of Paris, France.

Unit 2

1. The learner will be able to offer/ask for help in a store, ask/give prices and make decisions about purchasing products.
2. The learner will be able to ask for and give opinions.
3. The learner will be able to use the **passé composé** to express what people did and when.
4. The learner will be able to analyze the culture of Senegal.

Unit 3

1. The learner will be able to tell what chores people in his/her home do and how often they do them.
2. The learner will be able to ask for/give/refuse permission.
3. The learner will be able to describe rooms of the house and furniture and tell where they are located.
4. The learner will be able to conjugate -ir verbs like dormir/partir/sortir.
5. The learner will be able to use the **passé composé** to express what people did and when.

Unit 4

1. The learner will be able to create a plan for a day of shopping and services in the city.
2. The learner will be able to ask for and give directions.
3. The learner will be able to distinguish between usage of **connaître** and **savoir** to say what he/she knows.
4. The learner will be able to form a question using inversion.
5. The learner will be able to analyze the culture of the Midi region of France.

Unit 5

1. The learner will be able to discuss shopping for and preparation of food.
2. The learner will be able to replace people, places and things with object pronouns.
3. The learner will be able to describe and analyze the culture of Quebec, Canada.

Unit 6

1. The learner will be able to describe his/her daily routine using reflexive verbs.
2. The learner will be able to express impatience including using the imperative and give recommendations.
3. The learner will be able to conjugate spelling-change verbs like **se lever** and **appeler**.
4. The learner will be able to analyze the culture of Rennes.

Essential Terminology/Vocabulary

Unit 1 Vocabulary

- Describing yourself and asking about others (Il/elle est comment...?, Tu as quel age?, Ils sont..., J'ai...ans)
- Familial relationships (un beau-pere, une grand-mere, un copain)
- Family pets (un chat, un chien)
- Talking about likes and dislikes (Il aime, J'adore, Pas moi)
- Leisure activities (faire de la photo, jouer aux echecs)
- Foods and drinks (une boite de conserve, un litre de, les fruits de mer, un jus de fruit)
- Inquiring and responding about plans and activities (Ca te dit de/d'...?, Assez bien)
- Telling when you do something (au printemps, en ete, fois per semaine, rarement, souvent)

Unit 1 Concept Level Vocabulary

- Possessive adjectives
- Adjective
- Description
- Infinitive
- Conjugation
- Positive phrase
- Negative phrase
- Subject (pronoun)
- Formal
- Informal
- Negative
- Adjective Agreement
- Gender (masculine / feminine)
- Number (singular / plural)
- Frequency
- Regular -er verbs
- Spelling change (boot verb)
- GER verb
- CER verb
- Regular -ir verbs
- Regular -re verbs

Unit 2 Vocabulary

- Offering and asking for help (Je peux vous aider?, Je cherche)
- Clothing items and accessories (une jupe, une veste, les vetements, un chapeau, une cravat)
- Textile choices (en coton, en cuir, en laine, en lin, en soie)
- Fit of clothing (etroit(e), serre(e)/large)
- Asking about and giving opinions (Il/Elle te plait...?, qu'est-ce que tu penses de...?, C'est tout a fait toi!)
- Asking about and giving prices (Il/elle coute combine, Il/Elle coute)
- Department store (une grande surface)
- Sporting goods (le rayon sport et plein-air)
- Leather goods (le rayon maroquinerie)
- Jewelry department (le rayon bijouterie)
- Making a decision about a purchase (C'est une bonne affaire!, Je ne sais pas a me decider, Vous avez decide?)
- The numbers 1,000 to 1,000,000 (mille, deux mille...million)

Unit 2 Concept Level Vocabulary

- Population
- Industry
- Gastronomy
- Gender (masculine / feminine)
- Textile
- Demonstrative adjective
- Vowel
- Distinguish
- Interrogative adjective
- Conjugation
- Currency
- Decimal point
- Comma
- Past tense (Passé composé)
- Subject
- Helping verb
- Past participle
- Infinitive
- Regular past participle

<p><u>Unit 3 Vocabulary</u></p> <ul style="list-style-type: none"> • Asking for, giving, or refusing permission (Est-ce que je peux, Pas question!, D'accord) • Household chores (faire la lessive, faire son lit, ranger sa chambre, sortir la poubelle) • Telling how often you do things (tous les, d'habitude, fois par, c'est toujours) • Negative expressions (ne...pas encore, ne...jamais, ne...personne, ne...plus, ne...rien) • Describing a house (chez moi, Il y a ...pieces, J'habite dans une mansion) • Rooms of the house (la salle de bain, le salon, la salle a manger, la cuisine) • Furniture (une commode, un sofa, une table basse, un fauteuil) • Asking and telling where something is (a cote de, a gauche, a droite de, au fond, en face de, sur sous) 	<ul style="list-style-type: none"> • Irregular past participle <p><u>Unit 3 Concept Level Vocabulary</u></p> <ul style="list-style-type: none"> • Infinitive • Frequency • Subject (pronoun) • Verb • YER verb • Conjugation • Past tense (Passé composé) • Helping verb • Past participle • Regular past participle • Pattern • Subject agreement • DR and MRS VANDERTRAMPP
<p><u>Unit 4 Vocabulary</u></p> <ul style="list-style-type: none"> • Locations around town (l'arrêt de bus, la boutique, l'église, le pont, la rue, le centre-ville) • Planning your day • Modes of transportation (a pied, a velo, en bus, en taxi) • Location/directional words (apres, d'anbord, ensuite, loin de, pres de) • List making • Asking for and giving directions (je cherche, savez-vous ou est, continuez...jusqu, prenez, traversez) • Asking for information at the bank, the post office and the pharmacy (Est-ce que vous pouvez me dire...?, savez vous...?) • Making a request (Je voudrais, Pour..., s'il vous plait?) 	<p><u>Unit 4 Concept Level Vocabulary</u></p> <ul style="list-style-type: none"> • Population • Gastronomy • Subject (pronoun) • Verb • Boot verb • Irregular verb • Conjugation • Infinitive • Helping verb • Past participle • Concrete/factual knowledge • Familiar knowledge • Regular verb • Inversion • Hyphen • Vowel
<p><u>Unit 5 Vocabulary</u></p> <ul style="list-style-type: none"> • Fruits, vegetables and condiments (la banane, la fraise, l'oignon, les petits pois, l'ail, le sucre) • Asking and telling about food preparation (C'est facile de faire...? C'est tres simple., Comment est-ce qu'on fait...?) • Making requests and responding 	<p><u>Unit 5 Concept Level Vocabulary</u></p> <ul style="list-style-type: none"> • Imperative • Partitive article • Masculine • Feminine • Vowel • Singular • Plural

<ul style="list-style-type: none"> • Shopping for groceries (le boucher, le caissier, la poissonnier, un sac de plastique) • Asking where things are in a store (ca se trouve ou...?, Madame, Ou est-ce que je pourrais trouver?) 	<ul style="list-style-type: none"> • Portion • Whole • Quantity • Negative statement • Repetition • Conjugated verb • Infinitive • Preposition • Pronoun y • Pronoun en • Direct object pronoun • Indirect object pronoun • Placement of object pronouns
<p><u>Unit 6 Vocabulary</u></p> <ul style="list-style-type: none"> • Morning routines (se brosser les cheveux, se laver, se maquiller, se raser, se reveiller) • Hygiene and beauty supplies (la brosse, le dentrifice, la maquillage, le savon, le gel douche) • Expressing impatience (Alors, on y va?, Depeche toi!, Tu es pret?, Vous allez etre en retard?) • Daily routines (se coiffer, prendre un bain, se preparer, se lever) • Saying when you do things (de bonne heure, tard, tot, une fois que, apres ca, la journee, le soir) • Making recommendations (Tu devrais) 	<p><u>Unit 6 Concept Level Vocabulary</u></p> <ul style="list-style-type: none"> • Reflexive verb • Imperative • Agreement with the subject • Tout • Masculine • Feminine • Singular • Plural • Tout le monde • Passé composé • Subject agreement • Negative command • Affirmative command

Course Materials and Resources:

Instructional Resources:

- *Bien Dit! 2018, Level 2*. Houghton Mifflin School, 2017. ISBN: 978-0544861343 (online access)
- *Bien Diet!: French 2, Cahier De Vocabulaire Et Grammaire*. Holt/McDougal, 2013. ISBN: 9780544451476 (online access)
- *Interactive CD-Rom Program*
- *Audio CDs*
- *Bien Dit! 2018, Level 1*. Houghton Mifflin School, 2017. ISBN: 978-0544861336 (online access)
- Pen pal sites: <https://www.mylanguageexchange/Pen-pals/Language/French.asp> or <http://www.studentsoftheworld.info>
- Choice Board Project: <https://tinyurl.com/y9g4wvxr>
- Choice board rubric: <https://tinyurl.com/y9rm8erc>

Additional Resources:

- <https://my.hrw.com/>
- www.kahoot.com
- www.quizlet.com
- <https://www.quia.com/shared/>
- *21 mini-contes, 2013. Teacher's Discovery*. ISBN: 978-0-7560-3912-7
- *Presque Mort, 2014. Blaine Ray*. ISBN: 978-0-929724-70-6