



Greenwich Public Schools Curriculum Overview

MS French 2

Personalized learning is achieved through standards-based, rigorous and relevant curriculum that is aligned to digital tools and resources.

Note: Teachers retain professional discretion in how the learning is presented based on the needs and interests of their students.

Course Description:

MS French 2

Full Year (Meets daily)

This course follows French 1 Continuing and continues to develop the four communication skills: reading, listening, writing, and speaking within a cultural context. Core instruction is delivered daily in the target language, providing students with the opportunity to communicate about meaningful content in the context of vertically-aligned thematic units. Students are encouraged and expected to use the target language throughout daily lessons in order to build their oral and written linguistic proficiency in a cultural context, as they expand their prior knowledge of vocabulary and grammar concepts acquired in 6th & 7th grades.

Aligned to the World-Readiness Standards for Learning Languages and the ACTFL Proficiency Guidelines, this course will build on students' foundational language skills in the four language domains in order to develop their communicative confidence in a world language as they continue to pursue language study through middle school.

Thematic units:**

Preliminary Unit (R7): *Ma Page de Facebook* Project-based review

Unit 6: (Continued) *La rue commerçante* (Shopping - food/grocery)

Leçon B: On fait les courses & **Leçon C:** Au marché

Unit 7: *À la maison* (At home)

Unit 8: *À Paris* (Paris)

Unit 9: *En Forme* (Environmental and Personal Health)

EOY (End Of Year) Unit*: *Paris!* (Paris!)

*Unit based on time permitting - may include student projects, student research, or teacher presentations and activities only.

****As a result of the transition from *Discovering French* to the new textbook *T'es branché*, we have had to adjust instruction. The 22-23 school year will begin with Unit 5 and not focus on Unit 7**

Enduring Understandings

- Shopping for different foods is not all completed in 1 grocery store
- Depending on what you want to buy to eat may mean going to a different shop, including different meats
- What countries produce may offer a variety of particular food, etc. *ie: cheeses*

- Where one lives depends on one's economic status and/or the size of the town/city one lives in
- Housing styles differ from country to country and from region to region within a country.
- The history of a city shapes it
- What a culture deems important is reflected in its public buildings and spaces
- There are similarities and differences in the way cultures organize their towns and cities
- The health of the environment affects my health
- One's own carbon footprint affects the environment

Objectives: Upon completion of this course students will be able to:

- Discuss what one buys in different shops for groceries
- Express how much I want/have of something
- Sequence my activities without using times
- State that I do not want/am not buying any of something or that there isn't any of something
- Express where things are located in a building/house/room
- Describe what one does in each room
- Compare 2 items prices, sizes, etc.
- Talk about themselves: personality and physical descriptions
- Tell what one can and cannot do
- Describe their personal space (bedroom) and items in it
- Tell what the weather is in different seasons
- Ask and tell the weather and temperature today
- Tell what I (& others) wear in different weather
- Invite someone to do something and either accept or refuse an invitation
- Describe actions that took place in the past
- Sequence events in the past
- Differentiate between whether an event is happening now or in the past

Performance Tasks:

- Interpersonal and presentational speaking and writing activities
- Teacher-generated formative and summative assessments
- Projects may include:
 - Paris project
 - Creating and responding to invitations
 - Ma Ville (map creation of town or neighborhood labeling important sites and home)
 - La Chambre de Rêves (The Bedroom of My Dreams)
 - Mon Monde mobile (Mobile representing important people, places, activities and things in their world)
 - Je suis perdu (I'm lost) skits (students ask for directions around town)

Standards

- [ACTFL World Readiness Standards for Learning Languages](#)
- [ACTFL Alignment of the World-Readiness Standards for Learning Languages with the Common Core State Standards](#)
- [NCSSFL/ACTFL Can-Do Statements](#)

Resources

- Textbook and ancillary materials
- Teacher-created resources
- Online resources: videos, French commercials / news programs, Quizlet, Kahoot, Lyrics Training, Screencastify, FlipGrid and other online websites