

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

**Course Outline  
French 2**

**Date:** October 2003

**Subject Area:** World Language

**Proposed Grade Level(s):** 10-12

**Course Length:** 1 Year

**Grading:** A – F

**Number of Credits:** 5/Semester

**Prerequisites:** Minimum grade of ‘C’ in French 2, or instructor approval.

**BRIEF COURSE DESCRIPTION:**

French 2 is a continuation of the French 1 course. It completes and expands the introduction to Francophone language and culture begun in French 1. Students who have completed French 1, or the equivalent, may be admitted. Emphasis is on development of the four major language skills: listening, speaking, reading, and writing. Through the use of text, video, audio, and computer-based activities, the student has the opportunity to gain basic mastery of everyday French and to practice skills that will enable him/her to function in a French-speaking environment.

**GENERAL GOALS/PURPOSES:**

The program provides a realistic balance among all five National Standards and is aimed at developing proficiency in each one. Students begin to assume a more active role in their learning, working with each other and the instructor to accomplish linguistic tasks in the target language.

**STUDENT READING COMPONENT:**

The reading selections in the second level come from original texts that are followed by achievable tasks, such as responding to content questions about an article or recognizing literary devices and interpreting poetry.

**STUDENT WRITING COMPONENT:**

Writing in the second level is a continuation of the skills acquired in French 1. The writing assignments facilitate the use of vocabulary and grammatical structures in a personalized context.

**STUDENT ORAL COMPONENT:**

The oral component at the second level consists of task-based pair and cooperative learning activities to practice using the lesson’s vocabulary and structures to express specific functions. This provides the integration of students’ acquired knowledge in real communication with others.

**DETAILED UNITS OF INSTRUCTION:**

Each unit covers activities in communication, vocabulary, grammar and culture that focus on a specific theme.

**Unit 1 – Les Fêtes (Holidays/Parties):**

- Review of present tense of regular verbs and irregular verbs *être, aller, avoir* and *faire, de* and *à* + definite articles, adjective agreement, negation, indefinite articles, possessive adjectives

- Review of telling time, dates, writing invitations and post cards, asking for and giving information
- Culture elements including holidays, telephones, Belfort, Quebec City, Annecy, etc.

### **Unit 2 – Paris:**

- Present tense of the irregular verbs *mettre, prendre, voir, venir* and *venir de*, review of *passé composé* with *avoir*, the imperative, the comparative and the superlative
- Describing people, professions, past events, making comparisons
- Culture elements including art and museums of Paris, the metro, the zoo, the RER

### **Unit 3 – En France (In France):**

- Present tense of the irregular verbs *dormir, lire, partir, sortir, vouloir, pouvoir, devoir*, and *falloir*, *passé composé* with *être*, prepositions, ordinal numbers, plural forms of adjectives, the partitive article
- Making suggestions, describing past events, sequencing events, ordering food and beverages.
- Culture elements including French provinces and their products, trains, Lyon, restaurants in Lyon, la nouvelle cuisine

### **Unit 4 – La Vie Quotidienne (Everyday Life):**

- Reflexive verbs, present tense of the irregular verb *s'asseoir*, the imperative of reflexive verbs, *passé composé* of reflexive verbs.
- Describing daily routines, making suggestions, giving opinions, expressing emotions
- Culture elements including history of Haiti, contemporary Haiti, Guadeloupe, and Martinique.

### **Unit 5 – Sports Et Loisirs (Sports and Leisure Activities):**

- Present tense of the irregular verbs *offrir* and *courir*, direct object pronouns in the present and *passé composé*.
- Describing talents and abilities, accepting and refusing an invitation, expressing appreciation, asking what something is
- Culture elements including sports, movies, TV, music festivals, sports, and leisure activities of French teenagers

### **Unit 6 – Les Pays Du Maghreb (the Countries of Maghreb):**

- Present tense of the irregular verbs *dire, ouvrir, écrire*, the relative pronouns *qui* and *que*, indirect object pronouns
- Restating information, making requests, identifying objects, expressing need and necessity, sequencing events
- Culture elements including Morocco, Tunis, Alger, post offices, French banks

### **Unit 7 – Les Châteaux (the Castles):**

- Double object pronouns, *il y a* + time expressions, *depuis* + present tense, present tense of the irregular verbs *savoir* and *connaître*
- Giving directions, giving orders, hypothesizing, indicating knowing and not knowing
- Culture elements including arriving at the airport, trains, buses, travelling by bike, French castles of the Loire valley, Versailles

### **Unit 8 – En Voyage (on a Trip):**

- Stress pronouns, imperfect tense, the adjective *tout*, present tense of the irregular verbs *recevoir* and *boire*
- Asking for and giving information, identifying nationalities, describing past events
- Culture elements including French Canada, youth hostels, hotels, food service in hotels

### **Unit 9 – Des Gens Célèbres Du Monde Francophone (Famous People of the French-Speaking World):**

- Interrogative pronouns, present tense of the irregular verbs *croire* and *vivre*, the pronoun *y*, the imperfect and the *passé composé*
- Describing and sequencing past events, recounting personal experiences, hesitating, hypothesizing
- Culture elements including famous French-speaking people, higher education, Hundred Years' War

### **Unit 10 – Notre Monde (Our World):**

- Conditional tense, adverbs, comparative of adverbs, the pronoun *en*, superlative of adverbs.
- Comparing things, agreeing and disagreeing, making suggestions, reporting, telling location, expressing emotions
- Culture elements including French-speaking countries, le bac, summer vacation, names of schools

### **Unit 11 – La France Contemporaine (Contemporary France):**

- Verbs + infinitives, present tense of the irregular verbs *conduire* and *suivre*, conditional tense in sentences with *si*
- Explaining a problem, proposing solutions, expressing intentions, making excuses
- Culture elements such as contemporary France, ecology, AIDS, unemployment, French cars, road signs, service stations, gasoline

### **THIS COURSE WILL PREPARE STUDENTS FOR THE HSEE AND/OR FCUSD EXIT EXAMS IN:**

Though not designed for direct correlation to the exit exams, some preparation in some or all areas of math, reading, writing, language arts and social science will take place.

### **SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

The five National Standards of Communication, Cultures, Connections, Comparisons, and Communities are all addressed. See Appendix.

### **DISTRICT ESLRs TO BE ADDRESSED:**

- **Self-Directed Learners** who take responsibility for their learning as they master the target language.
- **Effective Communicators** who speak, write, and read and listen in the target language.
- **Constructive Thinkers** who apply learned vocabulary and concepts to attain mastery of the target language.
- **Collaborative Workers** who work well with peers in small and large group activities in order to practice the use of the target language.
- **Quality Producers/Performers** who take pride in the work they complete as they continually work toward mastery of the target language.
- **Responsible Citizens** who attend class regularly in order to contribute to not only their own but also their peers' learning of the target language.

## **Appendix**

### **World Languages National Standards – The Five C's and 11 Content Standards**

#### **Communication**

## **Communicate in Languages Other Than English**

**Standard 1.1** Students engage in conversations, provide and obtain information, express feeling and emotions and exchange opinions.

**Standard 1.2** Students understand and interpret written and spoken language on a variety of topics.

**Standard 1.3** Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

## **Cultures**

### **Gain Knowledge and Understanding of Other Cultures**

**Standard 2.1** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

**Standard 2.2** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

## **Connections**

### **Connect with Other Disciplines and Acquire Information**

**Standard 3.1** Students reinforce and further their knowledge of other disciplines through the foreign language.

**Standard 3.2** Students acquire information and recognize the distinctive viewpoints that are available only through the foreign language and its cultures.

## **Comparisons**

### **Develop Insight into the Nature of Language and Culture**

**Standard 4.1** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

**Standard 4.2** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

## **Communities**

### **Participate in Multilingual Communities at Home and Around the World**

**Standard 5.1** Students use the language both within and beyond the school setting.

**Standard 5.2** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

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