

Course Profile



[Modern Languages Level 2](#)

Communication – Interpersonal Mode (IP)

MLII.IP1 Exchange spoken and written information in the target language, utilizing cultural references where appropriate.

- A. Express needs and preferences.
- B. Express feelings and emotions.
- C. Request help and clarification.
- D. Give descriptions.
- E. Give and follow directions and instructions.
- F. Ask questions and provide responses based on topics such as self, others, and the immediate environment.
- G. Ask questions and provide responses about plans and events.

MLII.IP2 Initiate, sustain, and close oral and written exchanges in the target language.

- A. Initiate, participate in, and close an oral or written exchange.
- B. Use simple paraphrasing to convey and comprehend messages.
- C. Use gestures and body language to convey and comprehend messages.
- D. Demonstrate Novice-Mid to Novice-High proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.

Communication – Interpretive Mode (INT)

MLII.INT1 Comprehend spoken and written language on new and familiar topics presented through various media in the target language, including authentic materials.

- A. Identify main ideas and essential details when reading and listening.
- B. Interpret culturally authentic materials and information.
- C. Comprehend and follow oral and written instructions.
- D. Demonstrate Novice-Mid to Novice-High proficiency in listening and reading comprehension.

MLII.INT2 Interpret verbal and non-verbal cues to understand spoken and written messages in the target language.

- A. Differentiate among increasingly complex statements, questions, and exclamations.
- B. Interpret basic gestures, body language, and intonation that clarify a message.

Communication Presentational Mode (P)

MLII.P1 Present information orally and in writing using familiar and newly acquired vocabulary, phrases, and patterns.

- A. Relate main ideas and essential details from level-appropriate print or non-print material.
- B. Give brief, organized oral presentations, using visual and technological support as appropriate.
- C. Write short, organized compositions, using visual and technological support as appropriate.
- D. Demonstrate Novice-Mid to Novice-High proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.



French 2

MLII.P2 Present rehearsed and unrehearsed material in the target language, such as skits, poems, short narratives, and songs.

- A. Demonstrate Novice-Mid to Novice-High proficiency in pronunciation and intonation when presenting material.
- B. Demonstrate comprehension of material.

Cultural Perspectives, Practices, and Products (CU)

MLII.CU1 Comprehend perspectives, practices, and products of the cultures where the target language is spoken and how they are interrelated.

- A. Participate in real or simulated cultural events, such as family activities and holiday celebrations.
- B. Identify patterns of behavior typically associated with cultures, such as eating and shopping customs, leisure activities, and celebration of national holidays.
- C. Examine the influence of the geography of the countries studied on cultural elements such as food, clothing, dwellings, transportation, language, and art.

Connections, Comparisons, and Communities (CCC)

MLII.CCC1 Use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another.

- A. Give examples of the influence of the target language and culture(s) on other subject areas, such as foreign words in the English language.
- B. Relate information acquired in other subjects discussed in the language class, such as the use of the metric system.

MLII.CCC2 Demonstrate an understanding of the similarities and differences between the culture(s) studied and those of the students' own culture.

- A. Compare and contrast traditions, such as holidays, foods, and celebrations.
- B. Compare and contrast social conventions of the target culture(s) with the students' own cultures, such as handshaking and kissing on the cheek.
- C. Compare and contrast the geography of the countries of the target language and the students' own country and discuss its impact on culture.

MLII.CCC3 Develop a better understanding of the English language through the study of the target language.

- A. Compare vocabulary usage and structural patterns of the target language with English.
- B. Use level-appropriate idiomatic expressions in the target language.

MLII.CCC4 Identify current events and issues in the target culture(s).

- A. Give information regarding major current events of the target culture(s).
- B. Understand the impact of major current events on the target culture(s).

MLII.CCC5 Develop and apply target language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.

- A. Illustrate how the target language and culture(s) studied are evident in and through media, entertainment, and technology.
- B. Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet to reinforce basic cultural knowledge.



Language Proficiency Targets by Mode

	Interpersonal	Speaking	Listening	Reading	Writing
7 th grade	Novice High	Novice High	Novice High	Intermediate Low	Novice High
8 th grade	Novice High	Novice High	Novice High	Intermediate Low	Novice High
Level 1	Novice High	Novice High	Novice High	Intermediate Low	Novice High
Level 2	Intermediate Low	Intermediate Low	Intermediate Low	Intermediate Mid	Intermediate Low
Level 3	Intermediate Mid	Intermediate Mid	Intermediate Mid	Intermediate Mid	Intermediate Mid
Level 4	Intermediate Mid	Intermediate Mid	Intermediate High	Intermediate Mid	Intermediate Mid
Level 5-8	Intermediate High to Advanced Low	Intermediate High to Advanced Low	Intermediate High to Advanced Low	Intermediate High to Advanced Low	Intermediate High to Advanced Low

AP/IB Alignment

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
AP/IB Themes	Personal and Public Identities / Who We Are	Families and Communities / How We Organize Ourselves	Contemporary Life / Where We Are in Place and Time	Beauty and Aesthetics / How We Express Ourselves	Science and Technology / How the World Works	Global Challenges / Sharing the Planet
7 th grade	Welcome/Who I am Unité préliminaire / Faisons connaissance!		Family and Friends Les liens sociaux		Education Around the World L'éducation à travers le monde	
8 th grade	Vacationing Allons en vacances!		My Health Ma santé		Food and Nutrition Allons manger!	
Level 1	Welcome/Who I am Unité préliminaire / Faisons connaissance!	Family and Friends Les liens sociaux	Education Around the World L'éducation à travers le monde	Vacationing Allons en vacances!	My Health Ma santé	Food and Nutrition Allons manger!
Level 2	Ma vie numérique	Le logement	En ville	Les loisirs	Le bien-être	Sauvons la planète !
Level 3	Les rapports sociaux	L'expérience humaine	Le monde du travail	Une exploration artistique	Les soins médicaux	L'environnement
Level 4	L'héritage du monde francophone	La vie publique et la citoyenneté	L'exploration de notre monde contemporain	Les médias et les divertissements	La technologie, l'innovation, et l'éthique	Le partage de la planète



Proficiency Target Can Do Statements (NCSSFL-ACTFL)



Interpersonal Communication

<p>NOVICE MID: I can communicate and exchange information about familiar topics using words and phrases, supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.</p>	<p>NOVICE HIGH: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.</p>	<p>INTERMEDIATE LOW: I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.</p>	<p>INTERMEDIATE MID: I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.</p>
<p>I can greet and leave people in a polite way.</p> <p>I can introduce myself and others.</p> <p>I can answer a variety of simple questions.</p> <p>I can make some simple statements in a conversation.</p> <p>I can ask some simple questions.</p> <p>I can communicate basic information about myself and people I know.</p> <p>I can communicate some basic information about my everyday life.</p> <p>I can brainstorm a list of plants with my classmates.</p> <p>I can ask questions and provide responses based on topics such as self, others, and the immediate environment.</p>	<p>I can exchange some personal information.</p> <p>I can exchange information using texts, graphs, or pictures.</p> <p>I can ask for and give simple directions.</p> <p>I can make plans with others.</p> <p>I can interact with others in everyday situations.</p> <p>I can tell locations to buy specific items.</p> <p>I can talk about which locations to use for different goods and services.</p> <p>I can discuss recreational preferences with classmates.</p> <p>I can describe some aspects of my daily routine.</p> <p>I can exchange ideas about biodiversity.</p>	<p>I can have a simple conversation on a number of everyday topics.</p> <p>I can ask and answer questions on factual information that is familiar to me.</p> <p>I can use the language to meet my basic needs in familiar situations.</p> <p>I can express needs and preferences regarding my social media usage.</p> <p>I can write an email to my realtor expressing my housing preferences using the appropriate register.</p> <p>I can give directions for where certain buildings are in town.</p> <p>I can talk about which locations to use for different goods and services.</p> <p>I can describe my daily routine in detail.</p>	<p>I can start, maintain, and end a conversation on a variety of familiar topics.</p> <p>I can talk about my daily activities and personal preferences.</p> <p>I can use my language to handle tasks related to my personal needs.</p> <p>I can exchange information about subjects of special interest to me.</p> <p>I can describe my daily routine and how it affects my well-being.</p>





Presentational Speaking

<p>NOVICE MID I can present basic information on familiar topics using language I have practiced using words and phrases.</p>	<p>NOVICE HIGH: I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.</p>	<p>INTERMEDIATE LOW: I can present information on most familiar topics using a series of simple sentences.</p>	<p>INTERMEDIATE MID: I can make presentations on a wide variety of familiar topics using connected sentences.</p>
<p>I can present information about myself and others using words and phrases.</p> <p>I can express my likes and dislikes using words, phrases, and memorized expressions.</p> <p>I can present information about familiar items in my immediate environment.</p> <p>I can talk about my daily activities using words, phrases, and memorized expressions.</p> <p>I can present simple information about something I learned using words, phrases, and memorized expressions.</p> <p>I can name places with which I am familiar in my community, city, state, or country.</p>	<p>I can present information about my life using phrases and simple sentences.</p> <p>I can talk about a familiar experience or event using phrases and simple sentences.</p> <p>I can present basic information about a familiar person, place, or thing using phrases and simple sentences.</p> <p>I can present information about others using phrases and simple sentences.</p> <p>I can give basic instructions on how to make or do something using phrases and simple sentences.</p> <p>I can present basic information about things I have learned using phrases and simple sentences.</p> <p>I can describe a typical home from the target culture and compare it to those in my community.</p> <p>I can present general information about my favorite sports and leisure activities.</p> <p>I can demonstrate comprehension of a social media post.</p>	<p>I can talk about people, activities, events, and experiences.</p> <p>I can express my needs and wants.</p> <p>I can present information on plans, instructions, and directions.</p> <p>I can present songs, short skits, or dramatic readings.</p> <p>I can express my preferences on topics of interest.</p> <p>I can describe my dream home.</p> <p>I can give brief, organized oral presentations, using visual and technological support as appropriate.</p> <p>I can connect the style of home and building materials used with certain places in the world.</p> <p>I can share ideas about where I would prefer to live and why.</p> <p>I can present recreational and entertainment options in my community.</p> <p>I can write a journal entry about a childhood experience using some past tense demonstrating at least an Intermediate Low proficiency.</p> <p>I can describe a photo presenting an environmental issue and draw inferences in the target language.</p>	<p>I can make a presentation about my personal and social experiences.</p> <p>I can make a presentation on something I have learned or researched.</p> <p>I can make a presentation about common interests and issues and state my viewpoint.</p> <p>I can use level-appropriate idiomatic expressions in the target language.</p> <p>I can describe a typical home from the target culture and compare it to those in my community.</p> <p>I can tell what prevents me from maintaining a healthy lifestyle and offer solutions.</p> <p>I can relate main ideas and essential details from level-appropriate print or non-print material.</p>





Presentational Writing

NOVICE MID: I can write briefly about most familiar topics and present information using words and phrases.	NOVICE HIGH: I can write briefly about most familiar topics and present information using simple sentences.	INTERMEDIATE LOW: I can write briefly about most familiar topics and present information using a series of simple sentences.	INTERMEDIATE MID: I can write on a wide variety of familiar topics using connected sentences.
<p>I can create a shopping list.</p> <p>I can create a list of the things I like to do in my spare time.</p>	<p>I can write about people, activities, events, and experiences.</p> <p>I can prepare materials for a presentation.</p> <p>I can write about topics of interest.</p> <p>I can write basic instructions on how to make or do something.</p> <p>I can write questions to obtain information.</p> <p>I can describe some of the things I like to do in my spare time in simple sentences.</p> <p>I can express my preferences about ways to protect the environment.</p>	<p>I can write about people, activities, events, and experiences.</p> <p>I can prepare materials for a presentation.</p> <p>I can write about topics of interest.</p> <p>I can write basic instructions on how to make or do something.</p> <p>I can write questions to obtain information.</p> <p>I can understand why homes differ in different parts of the world according to needs and cultural practices.</p> <p>I can write a note / personal letter to a family member for items they need to buy and where to go to buy them.</p> <p>I can write an email to a pen pal about what I like to do for leisure activities demonstrating at least an Intermediate Low proficiency.</p> <p>I can compose a brochure about some aspects of well-being and healthy living, demonstrating at least Intermediate Low proficiency.</p>	<p>I can write messages and announcements.</p> <p>I can write short reports about something I have learned or researched.</p> <p>I can compose communications for public distribution.</p> <p>I can compare the celebration of la Toussaint with similar holidays in other cultures.</p> <p>I can create an advertisement for a specialty store, advertising their specific merchandise.</p> <p>I can make suggestions about how to incorporate healthy habits in a blog for my peers.</p> <p>I can write a letter to the editor of the paper about an environmental issue.</p> <p>I can make a poster about an endangered animal.</p>





Interpretive Listening

<p>NOVICE MID: I can often understand words and phrases, related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.</p>	<p>NOVICE HIGH: I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.</p>	<p>INTERMEDIATE LOW: I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.</p>	<p>INTERMEDIATE MID: I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear.</p>
<p>I can understand some details when someone talks about their day.</p> <p>I can understand the basic purpose of messages about the environment in video clips.</p>	<p>I can sometimes understand simple questions or statements on familiar topics.</p> <p>I can understand simple information when presented with pictures and graphs.</p> <p>I can understand simple information when presented with pictures and graphs.</p> <p>I can understand some details of a house, furniture, rooms, etc. when I hear them.</p> <p>I can understand when someone talks about their day.</p>	<p>I can understand the basic purpose of a message.</p> <p>I can understand messages related to my basic needs.</p> <p>I can understand questions and simple statements on everyday topics when I am part of the conversation.</p> <p>I can understand descriptions of a house when I hear or them.</p> <p>I can comprehend videos and recordings in which people talk about their recreational choices.</p> <p>I can understand the main idea of published materials about biodiversity.</p>	<p>I can understand basic information in ads, announcements, and other simple recordings.</p> <p>I can understand the main idea of what I listen to for personal enjoyment.</p> <p>I can understand messages related to my everyday life.</p>





Interpretive Reading

<p>NOVICE HIGH I can sometimes understand the main idea of short and simple texts when the topic is familiar.</p>	<p>INTERMEDIATE LOW: I can understand the main idea of short and simple texts when the topic is familiar.</p>	<p>INTERMEDIATE MID: I can understand the main idea of texts related to everyday life and personal interests or studies.</p>	<p>INTERMEDIATE HIGH: I can easily understand the main idea of texts related to everyday life, personal interests, and studies. I can sometimes follow stories and descriptions about events and experiences in various time frames.</p>
<p>I can recognize chat acronyms and common device/technology terms in the target culture.</p> <p>I can interpret culturally authentic materials and information, including infographics.</p> <p>I can present information about the elements of a balanced lifestyle.</p> <p>I can understand simple information about endangered species presented with pictures and infographics.</p>	<p>I can understand messages in which the writer tells or asks me about topics of personal interest.</p> <p>I can identify some simple information needed on forms.</p> <p>I can identify some information from news media.</p> <p>I can understand the main idea of an infographic.</p> <p>I can understand some world social media preferences.</p> <p>I can understand the social media habits of adolescents and pre-adolescents in other parts of the world.</p> <p>I can understand most details of written description of a house or apartment.</p> <p>I can understand some local and national holidays celebrated throughout the French-speaking world.</p> <p>I can understand the behaviors that are threatening the environment.</p>	<p>I can understand simple personal questions.</p> <p>I can understand personal questions to complete a profile on a social media site. I can understand basic information in ads, announcements, and other simple texts.</p> <p>I can understand the social media habits of adolescents and pre-adolescents in other parts of the world.</p> <p>I can identify patterns of behavior typically associated with cultures, such as eating and shopping customs, leisure activities, and celebration of national holidays.</p> <p>I can understand details of written description of a house or apartment.</p> <p>I can understand someone's shopping list.</p> <p>I can comprehend samples of French childhood culture such as Petit Nicolas and Tintin stories.</p> <p>I can understand information advertising sports or leisure activities in the target language.</p> <p>I can understand a blog post about someone's well-being.</p>	<p>I can understand accounts of personal events or experiences.</p> <p>I can sometimes follow short, written instructions when supported by visuals.</p> <p>I can understand the main idea of and a few supporting facts about famous people and historic events.</p> <p>I can understand information about what to do in a city tourism guide.</p>

