

French II

Course Description & Rationale

Students in French II will continue the progressive development of the language skills which they learned in French I. They will expand their knowledge of vocabulary, grammar and linguistic structures. They will further investigate the cultures and civilizations of the French-speaking countries through special research projects. Students will practice their conversational skills through dramatization, cooperative learning, paired practice, oral presentations and class discussions. In class, students will express themselves in French whenever possible. They will complete daily homework assignments and will show proficiency through oral interviews, written quizzes, presentations, in-class compositions, spontaneous conversational skills and unit exams.

Grade Level(s): 9th-12th grade

Guiding Standards for World Language Learning

- [ACTFL World-Readiness Standards for Learning Languages](#)
- [MO-DESE World Language Course-level Expectations](#)

Enduring Understanding

The study of a world language and the ability to communicate with it foster a life-long appreciation and an open mind for cultures different from our own in a 21st century global society. “To study another language and culture gives one the powerful key to successful communication: *knowing how, when, and why, to say what to whom*. All the linguistic and social knowledge required for effective human-to-human interaction is encompassed in those ten words” (Clementi & Terrell, 2017, p. 12).

Big Ideas

Interpersonal Writing: Respond to written prompts from various interlocutors regarding information, concepts and ideas on a variety of topics.

Interpersonal Speaking: Engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.

Interpretive Reading: Understand and interpret written language on a variety of topics.

Interpretive Listening: Understand and interpret spoken language on a variety of topics.

Presentational Speaking: Present Information, concepts and ideas to an audience of listeners and readers on a variety of topics.

Presentational Writing: Present in written form, information, concepts and ideas to an audience of listeners or readers on a variety of topics.

Culture: Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Essential Questions

- How does learning a language help you understand cultures that are different than your own?
- How am I part of a global community?
- How will I use my language skills outside of the classroom?
- How can I be competitive in a global job market?
- How does language connect me to individuals and cultures to promote empathy and tolerance?

Comprehensive, Conceptual Units for World Languages

The ACTFL World-Language Readiness standards speak to the need for comprehensive, conceptual units that span a greater period of time than individual thematic units in world language learning (Clementi & Terrell, 2017). These overarching unit ensures that all languages taught in the district share a common curricular foundation underpinning their target-language specific thematic units expressed within each language and level Scope and Sequence.

Communication

Students will learn to communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes using the following instructional topics:

1. Interpersonal Communication - Learners interact and negotiate meaning in spoken, signed or written conversations to share information, reactions, feelings, and opinions.
 - Students will engage in conversation including descriptions on selected topics about themselves and others.
 - Students will ask and answer a variety of questions, giving reasons for their answers.
 - Students will state personal preferences and feelings with some explanation.
 - Students will give possible solutions to a problem related to a personal need.
 - Students will ask for simplification and suggest alternative words to ensure understanding.
2. Interpretive Communication - Learners understand, interpret and analyze what is heard, read or viewed on a variety of topics.
 - Students will understand selected materials on topics of personal interest.
 - Students begin to derive meaning through use of prediction, prefixes, suffixes, root words, words similar to English, contextual clues and word order.

- Students will understand spoken and written language that incorporates familiar vocabulary and structures.
 - Students will comprehend the main idea and some supporting ideas of selected authentic materials.
3. Presentational Communication - Learners present information, concepts, and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.
- Students will present student-created and/or authentic short plays or skits.
 - Students will write and deliver short presentations.
 - Students will give simple directions to classmates to complete tasks.
 - Students will tell a story incorporating some description and detail.
 - Students will write short compositions and letters.

Cultures

Students will interact with cultural competence and understanding using the following instructional topics\

1. Relating Cultural Practices to Perspectives - Learners investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied.
 - Students will interact with culturally appropriate patterns of behavior in everyday situations.
 - Students will compare and contrast activities from other cultures to their own.
 - Students will identify some common beliefs and attitudes within the cultures studied and compare them to their own beliefs and attitudes.
2. Relating Cultural Products to Perspectives - Learners investigate, explain and reflect on the relationships between the practices and perspectives of the cultures studied.
 - Students will compare objects and symbols from other cultures to those found in their own culture.
 - Students will identify key contributions and historical figures from the cultures studied that are significant in the world today.
 - Students will identify some historical and contemporary influences from other cultures that impact today's global society.

Connections

Students connect with other disciplines and acquire information and diverse perspectives using the following instructional topics:

1. Making Connections - Learners build, reinforce and expand their knowledge of other disciplines to develop critical thinking and to solve problems creatively.
 - Students will talk about topics such as school subjects.
 - Students will begin to comprehend short developmentally appropriate sources in the target language on topics being studied in other classes.

- Students will present simple oral or written reports on topics being studied in their courses in other disciplines.
- 2. Acquiring Information and Diverse Perspectives - Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
 - Students will read, watch, listen to and talk about age and developmentally appropriate authentic materials.

Comparisons

Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

1. Language Comparisons - Learners investigate, explain and reflect on the nature of language through comparisons of the language studied and their own.
 - Students will use cognates to enhance spoken and written language.
 - Students will be introduced to the idea of the role of dialect, slang and age/status/gender-differentiated speech.
 - Students will begin to demonstrate awareness that languages have critical sound distinctions that must be mastered in order to communicate meaning.
2. Cultural Comparisons - Learners use the language to investigate, explain and reflect on the concept of culture through comparisons of the cultures studied and their own.
 - Students will hypothesize about the relationship between cultural perspectives and practices (e.g., holidays, celebrations, work habits) by analyzing selected practices from the native target culture.
 - Students will contrast verbal and non-verbal behavior in activities among friends, classmates, family members and teachers in the native target culture.
 - Students will hypothesize about the relationship between cultural perspectives and expressive products (e.g., visual and performing arts, both traditional and contemporary) by analyzing selected products from the target culture and their own.

Communities

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world using the following instructional topics:

1. School and Global Communities - Learners will be encouraged to use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
 - Students will be encouraged to communicate orally or in writing with members of the target culture regarding topics of personal interest, community or world concerns.
 - Students will strive to interact with members of the local community who speak the target language to learn how they utilize it in both their professional and personal lives.

- Students will be encouraged to participate in activities that benefit the school or community.
2. Lifelong Learning - Learners will set goals and reflect on their progress in using languages for enjoyment, enrichment and advancement.
- Students will begin to read materials and/or use media from the target languages for enjoyment or personal growth.
 - Students will play sports or games from the culture.
 - Students will consult various sources in the language to obtain information on topics of personal interest.
 - Students will plan real or imagined travel.
 - Students will attend or view via media cultural events and social activities.
 - Students will use various media from the language and culture for entertainment.

Scope & Sequence for French II

French II			
Thematic Unit	ACTFL Themes	AP Themes	Guiding Essential Question
In Town	<i>Identity & Belonging</i>	<i>Families and communities</i>	Where do I go and how do I get there? (expansion on level 1)
À table!	<i>Well-being</i>	<i>Contemporary life</i>	What do we eat and when?
At Home	<i>Challenges</i>	<i>Contemporary life</i>	Where do people live and how do they take care of their spaces?
Health, Daily routine	<i>Exploring Time & Place</i>	<i>Global challenges</i>	What is my daily routine? How do I maintain my health?
Travel	<i>Discovery</i>	<i>Contemporary life</i>	When, where and how do I travel?