

## FRENCH II

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## I. OVERVIEW

The French II curriculum is a continuation of material the student in French I at MHS, or has been recommended as a continuation of the middle school French program. The content of the course is grouped thematically: self-identity, weekend activities, food, and leisure pastimes. Within each theme students are introduced relevant vocabulary and the following grammatical functions that make communication possible: present tense of irregular verbs, passé composé, the partitive, and direct and indirect object pronouns.

All objectives are practiced with the goal of communicative and cultural awareness. Students will communicate with spoken and written forms using interpretive, interpersonal and presentation modes. Students will demonstrate understanding of a culture via these same three modes.

## II. Rationale

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas across geographical, cultural, and linguistic borders. Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate.

The study of another language and culture enables individuals to communicate face-to-face and virtually with people from diverse cultures. The study of another language fosters attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.

## III. GOALS (Linked to NJ Core Content Standards)

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Language learners can be expected to move through levels of proficiency at different rates. In addition, language learners may demonstrate differing proficiencies depending upon the communicative mode in which they are functioning (interpersonal, interpretive, or presentational). In Madison High School, students who are taking French II should meet the cumulative progress indicators for the Novice High Level of proficiency. Novice High Level students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes. By the end of French II, students will:

### A. Interpretive Mode:

1. Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
2. Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
3. Recognize some common gestures and cultural practices associated with target culture(s). Identify people, places, objects, and activities in daily life based on oral or written descriptions.

4. Demonstrate comprehension of short conversations and brief written messages on familiar topics.
5. Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.

#### B. Interpersonal Mode:

1. Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
  2. Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
- Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
3. Ask and respond to questions, make requests, and express preferences in various social situations.
  4. Converse on a variety of familiar topics and/or topics studied in other content areas.

#### C. Presentational Mode

1. Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
2. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
3. Describe in writing people and things from the home and school environment.
4. Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
5. Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

#### Other NJ Standards Covered Throughout This Course:

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

**Modifications and Adaptations for Special Needs Learners**

(Gifted and Talented Students, English Language Learners, Special Education Students, At-Risk Students)

IV. ESSENTIAL CONTENT AND ACTIVITIES

See Scope  
and Sequence

V. EVALUATION

Listening, speaking, reading and writing in a variety of modes will be considered to determine the final grade. Assessments will include:

- Tests and quizzes
- Aural testing
- Oral testing in interpersonal and presentational modes
- Written evaluations in interpersonal and presentational modes
- Homework
- Projects and Presentations

VI. RESOURCES

Holt, Rinehart and Winston Bien Dit! French 1 (2008)

## Scope and Sequence

(Sept-Nov)

Shopping for clothing  
and accessories

### Lecon 1

- ./ Offer and ask for help in a store
- ./ Ask for and give opinions
- ./ Ask about and give prices
- ./ Make a decision
- ./ Demonstrative adjectives
- ./ Interrogative adjectives
- ./ Verb “mettre”
- ./ West Africa clothing “le boubou”

### Lecon 2

- ./ Sports equipment, leather goods, and jewelry
- ./ Numbers 1000-1,000,000
- ./ Passe compose of irregular verbs
- ./ Adverbs with the Passe

Compose

- ./ Le Senegal et la mode et les jeunes
- ./ Senegal and its music
- ./

- ./ Pictionary
- ./ Map game
- ./ Graphic organizer of

### Geoculture topics/Senegal

- ./ Card games(numbers)
- ./ Math Solving
- ./ Bingo
- ./ Masc/Fem adjectives
- ./ Dialogs/Skits
- ./ Formal/Familiar Role Play
- ./ Songs
- ./ Listening Activities
- ./ Fill in the blanks
- ./ Multiple choice
- ./ True/False
- ./ Short answers
- ./ Workbook activities
- ./ Project /Senegal and its

clothing

- ./ Clothing in Senegal
- ./ Batik /Le boubou
- ./ Shopping/Bargaining in Senegal
- ./ Sales regulated by the French government
- ./ Sales in USA
- ./ Artist "M'Bida
- ./ Clothing styles in France
- ./ Africa/USA
- ./ Cognates/Reading Strategies
- ./ West Africa(geography)
- ./ Prices of clothing and accessories France/West Africa/ USA
- ./ Halloween Vocabulary
- ./ Thanksgiving Vocabulary

#### Songs:

- ./ Textbook
- ./ You tube

#### (West Africa) Videos:

- ./ Textbook Bien Dit 1
- ./ You tube
- ./ Music of Senegal
- ./ Art of Senegal
- ./ Clothing of Sengal

#### Literature:

- ./ Bien Dit 1



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| <p>UNIT<br/>EIGHT<br/>T<br/>(Nov-Jan)</p> <p>The house and furniture and Chores</p> | <p>Lecon 1<br/>./ To ask for, give, and refuse permission<br/>./ Tell how often you do things<br/>./ Describe a house<br/>./ Tell where things are<br/>./ Verbs: pouvoir and devoir<br/>./ Passe Compose with –ir and –re verbs<br/>./ Senegal/tea ceremony<br/>Lecon 2<br/>./ Negative expressions<br/>./ The verbs dormir, sortir, and partir<br/>./ The Passe Compose with etre<br/>./ -yer verbs<br/>./ Van Gogh and its works</p> | <p>./ Pictionary<br/>./ Dialogs/Skits<br/>./ Formal/Familiar Role Play<br/>./ House vocabulary<br/>./ games on internet<br/>./ Songs<br/>./ Listening Activities<br/>./ Fill in the blanks<br/>./ Multiple choice<br/>./ True/False<br/>./ Short answers<br/>./ Floor plan of your dream house with furniture<br/>./Project<br/>./ Workbook activities</p> | <p>./ French in Senegal<br/>./ Senegal-tea ceremony<br/>./ French homes /homes in Senegal and the USA<br/>./ Van Gogh and its art<br/>./ Les Souweres-Traditional glass painting in Senegal<br/>./ Tieboudienne-traditional Senegalese dish<br/>./ Les chateaux in France<br/>./ Cognates/Reading Strategies</p> | <p>Songs:<br/>./ Textbook Bien Dit<br/>./ You tube /Senegal</p> <p>Videos:<br/>./ Art<br/>./ Cooking<br/>./ Textbook video</p> <p>Literature:<br/>./ Textbook Bien Dit 1</p> |
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| Unit of Study | Key Vocabulary/ Language in Use | Activities/Assessment/Project | Cultural Connections | Related Literature, Video, and Songs |
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| <p>UNIT</p> <p>NINE</p> <p>(Jan-March)</p> <p>Places in the city and means of transportation</p> | <p>Lecon 1</p> <p>./ Plan your day</p> <p>./ Ask for and give directions</p> <p>./ Ask for information</p> <p>./ Make requests</p> <p>./ The verb voir, savoir, connaitre</p> <p>./ Review of Imperative</p> <p>./ French traffic rules</p> <p>./ Distance/metric system</p> <p>./ How is your town organized</p> <p>Lecon 2</p> <p>./ Review of Present tense</p> <p>./ Review of Inversion</p> <p>./ Review of partitive articles</p> <p>./ France/bank card, memory card, PIN</p> <p>./ Marc Chagall and its works</p> | <p>./ Pictionary</p> <p>./ City map game on line</p> <p>./ Distance</p> <p>./ Metric system</p> <p>./ on map</p> <p>./ Map activities</p> <p>./ Dialogs/ Skits</p> <p>./ Formal/Familiar Role Play</p> <p>./ Songs</p> <p>./ Listening Activities</p> <p>./ Fill in the blanks</p> <p>./ Multiple choice</p> <p>./ True/False</p> <p>./ Short answers</p> <p>./ Your city plan project</p> <p>./ Workbook activities</p> | <p>./ Geographical differences between the upper part of Southern France and the coastal regions</p> <p>./ Map games using French cities</p> <p>./ Arts /Paul Cezanne</p> <p>./ Jean Cocteau</p> <p>./ Marc Chagall</p> <p>./ Food/ Ratatouille, tomates provencales</p> <p>./ Metric system</p> <p>./ Transpiration in France and</p> <p>U</p> <p>S</p> <p>A</p> <p>./ What is a pharmacie/droguerie</p> <p>./ Post office in France/USA</p> <p>./ Services in a bank in France</p> <p>/</p> <p>U</p> <p>S</p> <p>A</p> <p>./ Commands</p> <p>./ Cognates</p> | <p>Songs:</p> <p>./ Textbook “I’m about to leave”</p> <p>Videos:</p> <p>./ Textbook video BIEN DIT</p> <p>./ Travel</p> <p>./ Art</p> <p>./ Cooking</p> <p>Literature:</p> <p>./ Textbook BIEN DIT</p> |
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| Unit of Study | Key Vocabulary/ Language in Use | Activities/Assessment/Project | Cultural Connections | Related Literature, Video, and Songs |
|---------------|---------------------------------|-------------------------------|----------------------|--------------------------------------|
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| UNIT<br><br>TEN<br><br>(March-<br><br>June)<br><br><br><br><br><br><br><br><br><br>Travel<br>at the<br>hotel,<br>train<br>station<br>and<br>airport | <p>Lecon 1</p> <p>./ Give advice</p> <p>./ Get information</p> <p>./ Ask for information</p> <p>./ Buy tickets and make a transaction</p> <p>./ Review the verb appeler</p> <p>./ Preposition s with countries and cities</p> <p>./ Idioms with faire</p> <p>Lecon 2</p> <p>./ Review the passé compose with avoir</p> <p>./ Review the passé compose with etre</p> <p>./ Ordinal numbers</p> <p>./ Art of Daniel Lordey</p> | <p>./ Pictionary</p> <p>./ Dialogs/Skits</p> <p>./ Formal/Familiar Role Play</p> <p>./ Group game travel</p> <p>./ Songs</p> <p>./ Listening Activities</p> <p>./ Fill in the blanks</p> <p>./ Multiple choice</p> <p>./ True/False</p> <p>./ Short answers</p> <p>./ Workbook activities</p> <p>./ Journal “Un voyage a l’, e t r a n g e r ”</p> | <p>./ Hotels in France/USA</p> <p>./ Tunisie</p> <p>./ Les santons</p> <p>./ Train travel France/USA</p> <p>./ Ratatouille</p> <p>./ La lavande</p> <p>./ French speaking countries</p> <p>./ France (geography)</p> <p>./ Regions/departments of France</p> <p>./ TGV</p> <p>./ Basic Commands</p> <p>./ Cognates /Reading Strategies</p> | <p>Songs:</p> <p>./</p> <p>Te xt bo ok C D Vi de os :</p> <p>./ Textbook video</p> <p>./ Travel</p> <p>./ Art</p> <p>./ Countries</p> <p>Literature:</p> <p>./ Textbook Bien Dit</p> |
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