

TOWNSHIP OF UNION PUBLIC SCHOOLS



French 2 Honors

Curriculum Guide

Curriculum Guide Re Approved December 2018



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French 2 Honors

Curriculum Committee Members

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Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

Course Description

French II Honors develops and expands the fundamental skills introduced in French I. Aural comprehension, pronunciation, and speaking exercises facilitate oral communication. Additional vocabulary and grammar are introduced to lead to more advanced reading and writing. Authentic reading materials and internet and technology resources enrich instruction as well as authentic writing and speaking opportunities that apply vocabulary and grammar to real-life situations. The course includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. In accordance with NJSCC standards, a minimum of 50% of the class is conducted in the target language with a view to a greater percentage over the progression of the scholastic year. Separate, distinct course proficiencies as well as additional, more challenging assignments and assessments validate the distinction of French II Honors from French II. Earning a passing grade in French I is a prerequisite class for this level.

Recommended Textbooks

T'es Branché 2
EMC World Languages

Course Proficiencies

Students will be able to...

Marking Periods 1&2:

- Students will review the foundational grammar acquired in French 1
- Talk about things which have happened in the past
- Acquire higher-order thinking grammar skills through mapping sentences for parts of speech
- Gain appreciation for museums and art as a part of broader cultural immersion
- Gain mastery of use of irregular verb conjugations
- Navigate a city by asking for and giving directions
- Discuss daily routines

Marking Periods 3&4

- Begin to write in full paragraphs in target language on a given topic by the end of marking period 4.
- Talk about daily household tasks and chores
- Apply skills for writing paragraphs about fitness, sports, daily events etc to write (two paragraphs) in response to picture prompts
- Correctly use object pronouns in composition and speech
- Discuss where one lives, life on the farm and livestock
- Talk about professions; compare people and things using adjectives correctly, talk about how things are done using adverb comparisons.
- Discuss ongoing situations or habits using the imperfect tense and when to use the imperfect versus the passé composé to discuss the past.

Cultural project: create a portfolio project based on a film about the life of French singer and icon, Edith Piaf

Curriculum Units

Unit 1: **Comment je pass l'été** – talk about when and where things occur

Unit 2: **Dans la capitale** - discuss art, speak in the past tense, get around town and give & get directions

Unit 3: **La vie quotidienne** - express frustration, make comparisons, talk about routines

Unit 4: **Autrefois** - reminisce about the past, make suggestions

Unit 5: **Bon voyage et bonne route** - talk about health, express anticipation, interact with hotel personnel

Pacing Guide- Course

<u>Content</u>	Number of Days
<u>Unit 1:</u> <u>Comment je pass l'été</u> – talk about when and where things occur	36
<u>Unit 2:</u> <u>Dans la capitale</u> - discuss art, speak in the past tense, navigate and give & get directions	36
<u>Unit 3:</u> <u>La vie quotidienne</u> - express frustration, make comparisons, talk about routines	36
<u>Unit 4:</u> <u>Autrefois</u> - reminisce about the past, make suggestions	36
<u>Unit 5:</u> <u>Bon voyage et bonne route</u> - health, express anticipation, interact with hotel personnel	36

Unit 1;

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>What do young people do in the summer in other cultures?</u></p> <p><u>How does summer vacation in the Francophone world compare to that of the USA?</u></p>	<p>Talk about when things take place (7.1)</p> <p>Lecon 1A</p> <ul style="list-style-type: none"> • Ask/tell when things happen. • Discuss history of Quebec • Review regular verbs, possessives, negation, ask questions give dates <p>Lecon 1B</p> <ul style="list-style-type: none"> • Ask/give opinion • Talk about Luxembourg • TV in France vs USA • Review irregular verbs, present tense, articles, adjective agreement <p>Lecon 1C</p> <ul style="list-style-type: none"> • Ask/answer questions re: future plans, where student is going and what they'll do there • Amusement parks in France and Quebec 	<ul style="list-style-type: none"> • Pair/group dialogue read-aloud • Reading comprehension • Think-Pair-Share • Listening Comprehension practice • One sentence summaries • Online practice and reinforcement activities • Class discussion • Total physical response activities (TPR) • (Chapter review) 	<ul style="list-style-type: none"> • Graded homework • Class participation • Vocabulary and grammar quizzes • Pair/Group dialogues • Poster/PowerPoint or portfolio project • Video homework submission • Chapter test

Unit 2:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>What does Paris tell us about both art and architecture?</u></p> <p><u>What role does public transportation play in daily Parisian life?</u></p>	<p>Describe art and navigate the city (7.1)</p> <p>Lecon 2A</p> <ul style="list-style-type: none"> • Describe painting and talk about museums • Use the past tense and present tense emphasis on avoir, suivre, mettre, prendre and voir. <p>Lecon 2B</p> <ul style="list-style-type: none"> • Get and give directions • Talk about the famous neighborhoods in Paris • Use irregular verbs in the past tense <p>Lecon 2C</p> <ul style="list-style-type: none"> • Ask about transportation & say what means you'll use • Talk about R.E.R. and Versailles • Use the past tense with Être, and sortir and partir in the present 	<ul style="list-style-type: none"> • Pair/group dialogue read-aloud • Reading comprehension • Think-Pair-Share • Listening Comprehension practice • One sentence summaries • Online practice and reinforcement activities • Class discussion • Total physical response activities (TPR) • (Chapter review) 	<ul style="list-style-type: none"> • Graded homework • Class participation • Vocabulary and grammar quizzes • Pair/Group dialogues • Poster/PowerPoint or portfolio project • Video homework submission • Chapter test

Unit 3:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>How do the routines of people in other countries differ from ours in the USA?</u></p> <p><u>How has French culture impacted the African continent and what are the lasting effects culturally?</u></p>	<p>How do routines compare? (7.1) Lecon 3A</p> <ul style="list-style-type: none"> • Make/respond to complaints and frustration • Discuss Republic of Cameroon and French culture • Use reflexive verbs to talk about daily routines <p>Lecon 3B</p> <ul style="list-style-type: none"> • Compare what you do with others • Talk about Ivory Coast & immigration to France • Use s'asseoir <p>Lecon 3C</p> <ul style="list-style-type: none"> • Ask someone to recount a past event • Talk about Senegal and African music and griots. • Use Reflexive verbs in the past tense. 	<ul style="list-style-type: none"> • Pair/group dialogue read-aloud • Reading comprehension • Think-Pair-Share • Listening Comprehension practice • One sentence summaries • Online practice and reinforcement activities • Class discussion • Total physical response activities (TPR) • (Chapter review) 	<ul style="list-style-type: none"> • Graded homework • Class participation • Vocabulary and grammar quizzes • Pair/Group dialogues(memorized) • Poster/PowerPoint or portfolio project • Video homework submission • Chapter test

Unit 4:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>How does the past shape us?</u></p> <p><u>What do protests tell us about how France and America are similar/dissimilar?</u></p>	<p>How do past events impact our present (7.1)</p> <p>Lecon 4A</p> <ul style="list-style-type: none"> • Reminisce, describe the past • Discuss French agriculture/rural life today • Use the imperfect tense and the verb croire. <p>Lecon 4B</p> <ul style="list-style-type: none"> • Describe the past and say what usually happens • Use time expressions with the past and imperfect together <p>Lecon 4C</p> <ul style="list-style-type: none"> • Make a suggestion • Talk about the culture of demonstrations “manifestations” in France, 1968 student protests & 2 French universities • Use “si clauses” with imperfect 	<ul style="list-style-type: none"> • Pair/group dialogue read-aloud • Reading comprehension • Think-Pair-Share • Listening Comprehension practice • One sentence summaries • Online practice and reinforcement activities • Class discussion • Total physical response activities (TPR) • (Chapter review) 	<ul style="list-style-type: none"> • Graded homework • Class participation • Vocabulary and grammar quizzes • Pair/Group dialogues(memorized) • Poster/PowerPoint or portfolio project • Video homework submission • Chapter test

Unit 5:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>What does one need to know to travel successfully?</u></p> <p><u>Who are the types of people I should be prepared to interact with as I travel through France?</u></p>	<p>What do I need to know to travel well? (7.1)</p> <p>Lecon 5A</p> <ul style="list-style-type: none"> • Describe health issues, give instructions • Talk about Air France, Paris Airports • Use direct object pronouns to avoid repetition <p>Lecon 5B</p> <ul style="list-style-type: none"> • Express anticipation • Talk about driving in France • Use direct object pronouns in the past and the verb conduire <p>Lecon 5C</p> <ul style="list-style-type: none"> • Secure a hotel room by talking with concierge • Talk about French hotels • Use indirect object pronouns • Use the pronoun tout to describe “the whole” 	<ul style="list-style-type: none"> • Pair/group dialogue read-aloud • Reading comprehension • Think-Pair-Share • Listening Comprehension practice • One sentence summaries • Online practice and reinforcement activities • Class discussion • Total physical response activities (TPR) • (Chapter review) 	<ul style="list-style-type: none"> • Graded homework • Class participation • Vocabulary and grammar quizzes • Pair/Group dialogues(memorized) • Poster/PowerPoint or portfolio project • Video homework submission • Chapter test

New Jersey Core Curriculum Content Standards
Academic Area

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.

7.1.NH.A.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.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.

7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
7.1.IL.A.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.
7.1.IL.A.6	Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.
7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language.
7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.

7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials.
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

New Jersey Scoring Rubric

Class Participation Rubric

	<u>Exceeds Expectation – 10</u>	<u>Average – 6</u>	<u>Unsatisfactory - 4</u>
<i>Class Preparedness</i>	Student arrives with homework or assignments completed on time and shares/gives feedback during class on a voluntary basis at least three times in a week	Student usually arrives on time and with homework or assignments completed on time and shares/gives feedback during class on a voluntary basis one or two times in a week	Student arrives late on a frequent basis, homework is missing or incomplete more than once in a week and student does not engage voluntarily in class review or discussion.
<i>On Task</i>	Student never allows technology to hinder their participation in class. Student follows through the first time when asked to complete an assignment or activity at the board. Student needs no verbal reminder to be on task.	Student allows technology to distract them during class, but infrequently. Student needs minimal reminders to be on task when given assignments or activities.	Student frequently allows technology to get them off task and ignores reminders to be on task during assignments and class activities
<i>Classroom Procedure</i>	Student respects classroom procedures without needing reminder	Student requires infrequent reminders to respect and abide by classroom procedures.	Student requires constant reminders to follow classroom procedure and shows a lack of respect therefore.

Written Response Rubric

	Excellent – 10	Average – 8	Unsatisfactory - 4
Use of Lesson Grammar, Spelling & Punctuation	Student displays excellent and consistent use of correct grammar, spelling and punctuation. Sentences are complete and structure is accurate	Student displays fairly good and consistent use of correct grammar, spelling and punctuation. Sentences are mostly complete and structure is usually accurate.	Student displays poor use of correct grammar, spelling and punctuation. Sentences are often incomplete and structure is rarely well-written
Creativity	Student has clearly thought out their response and infused obvious and enthusiastic creativity into their writing.	Student work is thought out but the response is perfunctory and only addresses the question. Response is stock and unoriginal, but complete	Student has little creativity and/or effort to include anything above and beyond the basic amount of information to respond to the question
Completeness of Response	Student thoroughly answers the question. All aspects are addressed and their position is clear and well-articulated	Student answers the question, perhaps one aspect is missing or under-addressed. Aspects are briefly articulated and could have used more effort and/or detail	Student did not answer the question or was so brief in their response that little or no opinion or position can be drawn from their response

Oral Presentation Rubric

	Exceeds Expectations – 10	Average – 7	More Effort Required - 4
Use of target language/Vocabulary	Student only spoke French during the presentation. No English was used. Student dialogue/presentation made excellent use of the vocabulary and/or grammar being addressed in the current lesson and reflects prior knowledge clearly.	Student spoke mostly French with only 1 or 2 small exceptions. Student dialogue/presentation made some good use of the vocabulary or grammar from the lesson. More effort could have been given	Student spoke little French with English present throughout the presentation. Student dialogue/presentation made little use of the vocabulary or grammar from the lesson. Much more effort could have been given.
Use of class time	Student remained on task, working well with others, asking good clarifying questions and needed no reminder to remain on task	Student remained mostly on task, working well with others, asking some clarifying questions and needed only one reminder to remain on task.	Student rarely remained on task, worked sporadically with others, asking few clarifying questions and needed multiple reminders to remain on task.
Presentation and pronunciation quality	Student presentation was delivered in a professional manner befitting the situation. No excess laughter was present and a clear effort to demonstrate an authentic accent was made.	Student presentation was delivered in a mostly professional manner befitting the situation. Very little excess laughter was present and an average effort to demonstrate an authentic accent was made with some adjustments being made by the teacher	Student presentation was not delivered in a professional manner befitting the situation. Nervous laughter and off topic comments were present throughout. Little effort to demonstrate an authentic accent was made