

NORTH
SMITHFIELD
AND
BURRILLVILLE
SCHOOL
DEPARTMENTS

WORLD LANGUAGE CURRICULUM

FRENCH II

Curriculum Writer: Lisa Cardin

FRENCH II CURRICULUM Grades 10-12

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T North Smithfield and Burrillville World Language Curriculum for Spanish and French was completed in January 2015 by a team of teachers. The team, identified as the World Language Curriculum Writers referenced extensive resources to design the document that included but are not limited to:

- *Best Practice, New Standards for Teaching and Learning in America's Schools*
- *Classroom Instruction That Works*
- *NEW National Standards for Learning Languages*
- *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects*
- *Differentiated Instructional Strategies*
- Educational websites
- *Formative Assessment and Standards-Based Grading, Classroom Strategies That Work, Marzano*
- Webb's Depth of Knowledge

Mission Statement

Our mission is to provide the opportunity for all students to engage in a comprehensive and rigorous World Language curriculum which prepares students linguistically and culturally to communicate in a global society.

The World Language Curriculum identifies what all students should know and be able to do in Spanish and French. Each grade or course includes *NEW National Standards for Learning Languages* and the *Common Core State Standards for English Language Arts*, research-based instructional strategies, resources, map (or suggested timeline), unit chart, rubrics, and checklists.

The curriculum provides learners with a sequential comprehensive education through the study of World Languages from *NEW National Standards for Learning Languages* that includes:

- Communication
- Cultures
- Connections
- Comparisons
- Communities

STANDARDS FOR WORLD LANGUAGES

- Define what students should know and be able to do in Spanish and French.

RESEARCH-BASED INSTRUCTIONAL

The curriculum provides a list of research-based **best practice instructional strategies** that the teacher may model and/or facilitate, e.g.

- Employ strategies of “**best practice**” (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging).
- Use **Classroom Instruction That Works Strategies**:
 - Setting objectives and providing feedback
 - Reinforcing effort and providing recognition
 - Cooperative learning
 - Cues, questions, and advance organizers
 - Nonlinguistic representations
 - Summarizing and note taking
 - Assigning homework and providing practice
 - Identifying similarities and differences
 - Generating and testing hypotheses
- Provide opportunities for independent, partner and collaborative group work
- **Differentiate instruction** by varying the content, process, and product and implementing
- Analyze **formative assessment** to direct instruction.
- Provide **sample indicators and rubrics**.
- Address **multiple intelligences** and brain dominance (spatial, bodily kinesthetic, musical, linguistic, intrapersonal, interpersonal, mathematical/logical, and naturalist).
- Provide opportunities for **higher level thinking**:
 - **Bloom's Taxonomy**, e.g. analyzing, synthesizing, predicting, evaluating, creating, etc.
 - **Webb's Depth of Knowledge, 2,3,4**, skill/conceptual understanding, strategic reasoning, extended reasoning
- Model the use of **graphic organizers**:
 - Categorize/classify organizers (categories, tree)
 - Compare/contrast organizers (Venn diagrams, comparison charts)

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- Concept development (mind map)
- Evaluation organizers (charts, scales)
- Organizers (word web, concept map) (NS)
- Relational organizers (fish bone, pie chart) (NS)
- Sequence organizers (chains, cycle) (NS)
- Employ **World Language best practices** e.g.,
 - facilitating paired dialogues
 - modeling accurate language
 - providing authentic models
 - critiquing & correcting
 - creating opportunities for peer and self-assessment
 - facilitating an environment conducive to risk taking
 - engendering curiosity
 - providing opportunities for simple dictation
 - providing opportunities for choral repetition
 - modeling the alphabet and accurate sound system
 - providing appropriate materials
 - modeling appropriate translation techniques

COMMON and SUGGESTED ASSESSMENTS

The World Languages Curriculum includes common assessments. Required (red ink) indicates the assessment is required of all students e.g. common asks/performance-based tasks, standardized mid-term exam, standardized final exam.

- **REQUIRED COMMON ASSESSMENTS**
 - Mid-term exam (HS)
 - Final exam (HS)
 - Common Task (HS)
- **Common Instructional Assessments (I)** - used by teachers and students during instruction
- **Common Formative Assessments (F)** - used to measure how well students are mastering the content standards **before** taking assessments
 - teacher and student use to make decisions about what actions to take to promote further learning
 - on-going, dynamic process that involves far more frequent testing
 - serves as a practice for students
- **Common Summative Assessment (S)** - used to measure the level of student, school, or program success
 - make some sort of judgment, e.g. what grade
 - program effectiveness
 - e.g. state assessments (AYP), mid-year and final exams
- Additional assessments may include:
 - Anecdotal records
 - Conferencing
 - Constructed responses
 - Exhibits
 - Interviews
 - Graphic organizers
 - Journals
 - Modeling
 - Multiple Intelligences assessments, e.g.
 - Role playing - bodily kinesthetic
 - Graphic organizing - visual
 - Collaboration - interpersonal
 - Research
 - Oral presentations
 - Problem/Performance based/common tasks
 - RAISE
 - Rubrics/checklists
 - Tests and quizzes
 - Technology
 - Think-alouds
 - Writing genres
 - Argument
 - Informative
 - Narrative

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RESOURCES

Textbook

- *Bon Voyage* French 2 Glencoe

Supplementary Books, Teacher (T) Student (S)

- Periodicals *Le Monde* – French newspaper
- Children’s books in target language
- *Pauvre Anne*, and other target language novels written for beginner learners
- Amsco workbooks
- “Exploring French workbooks
- Art and history books
- Writing activities book

Technology

- Computers/laptops
- LCD projectors
- Interactive boards
- Tablet language apps
- Headphones with microphones
- I-phone, i-pad apps

Websites

- www.pandora.com target language station (and other Internet
- www.actfl.org
- www.corestandards.org
- www.ride.ri.gov
- <http://coshoctonfip.wikispaces.com> (instructional strategies
- www.wordreference.com (on-line dictionary)
- www.conjuguemos.com
- www.duolingo.com
- www.frenchtutorial.com

Audio/video

- Ancillary textbook materials: CD programs, DVD program, “Video Marathon” review game
- Music CD’s and digital files of popular music radio stations
- You Tube for music videos in target language, commercials, video clips of realia, learning for beginners
- Films in target language
- Voice memo recorder on i-phone to create audio books and audio vocabulary lists

Materials

- Flashcards
- Sentence strips
- Calendars and clocks
- Realia, e.g. currency, posters, menus

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GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p>1. COMMUNICATION Communicate in more than one language in order to function in a variety of situations and for multiple purposes</p> <p>1.1 Interpersonal Communication</p>		<p>Learners</p> <p>1.1 Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>Essential knowledge and skills</p> <p>1.1.1 Use accurate pronunciation.</p> <p>1.1.2 Employ formal/informal greetings and introductions.</p> <p>1.1.3 Apply numbers (1-1,000,000) to a variety of situations, e.g. currency/weather/ measurement conversions, math problems, time, etc.</p> <p>1.1.4 Uses adjective agreement to describe people, places, situations, and objects.</p> <p>1.1.5 Construct questions and answers involving the core vocabulary and related ideas</p> <ul style="list-style-type: none"> • adverbs • agreeing/disagreeing/opinions • ailments and injuries • art • Bastille Day • body parts and clothing • childhood activities • comparative adjectives/ superlative adjectives • correspondences • expressions of quantity • food/fruit/vegetables • furniture • greetings/introductions • grooming products/ daily hygiene/daily routine • holidays • idiomatic expressions with avoir and faire • interrogatives • likes/dislikes • meals/food/beverages • means of transportation • nature/ topographic terms • negative expressions, e.g. personne, rien, etc. • ordinal numbers • personal/physical characteristics (adjectives) • physical well-being • places in the city • prepositions <p>Academic vocabulary</p> <ul style="list-style-type: none"> • adjective agreement • comparative adjectives/ superlative adjectives • conversation • conversions • gastronomie • idiomatic expressions • interact • interrogatives • negative expressions • negotiate 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> • facilitating paired dialogues • modeling accurate language • providing authentic models • critiquing & correcting • creating opportunities for peer and self-assessment • facilitating an environment conducive to risk taking • engendering curiosity • providing opportunities for simple dictation • providing opportunities for choral repetition • modeling the alphabet and accurate sound system • providing appropriate materials • modeling appropriate translation techniques 	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam (HS) • Final exam (HS) • Common Task (HS)

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GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> • professions • quantities • regional French products/gastronomie • specialty food shops • sports/leisure activities • table-settings • travel/ airport/train <p>1.1.6 Demonstrate command of sentence structure in order to sustain a conversation and/or presentation in French.</p> <p>1.1.7 Give and follow directions, commands and instructions in French related to daily classroom activities.</p> <p>1.1.8 Exchange information in the target language.</p> <p>1.1.9 Participate in French role-playing situations where they request and receive information, goods, and services.</p> <p>1.1.10 Share opinions, preferences, and feelings in French with classmates.</p> <p>1.1.11 Present information on a variety of topics.</p> <p>1.1.12 Engage effectively in a range of collaborative discussions using correct subject/verb agreement and sentence structure.</p> <p>1.1.13 Prepare and present brief reports in French about personal experiences, school happenings, and current events.</p> <p>1.1.14 Prepare, illustrate, and present materials in French such as advertisements, posters, menus, and fashion shows.</p> <p>1.1.15 Prepare and record original materials in French, e.g. skits and newscasts.</p> <p>1.1.16 Applies all the benchmarks from French I in greater depth, content, and complexity.</p> <p><u>Common Core State Standards</u></p> <ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL.8.1) • Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5) • Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.5.3) <ul style="list-style-type: none"> • Expands, combines, and reduces sentences for meaning, reader/listener interest, and style. 			

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		<p style="text-align: center; color: red;">(L.5.3a)</p> <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> Use French with culturally appropriate gestures in everyday social situations, such as greeting, leave-taking or introductions. Give and follow instructions in French related to daily classroom activities. Engage in French role-play situations where they request and receive information, goods, and services, such as going to a restaurant and ordering food. Share opinions, preferences, and feelings in French with their classmates. Exchange information in French via notes, letters or e-mail on familiar topics, such as personal interests, memorable experiences, school activities, and family life. Use French to discuss reading selections, songs, and videos from francophone cultures. <p>Websites</p> <ul style="list-style-type: none"> www.conjuguemos.com www.glencoe.com www.quia.com www.frenchtutorial.com www.wordreference.com www.duolingo.com youtube videos 			
<p>1. COMMUNICATION Communicate in more than one language in order to function in a variety of situations and for multiple purposes</p> <p>1.2 Interpretive Communication</p>		<p>Learners</p> <p>1.2 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>Essential knowledge and skills</p> <p>1.2.1 Utilize alphabet, sound/letter relationships (i.e., consonants, vowels, blends, and accent marks).</p> <p>1.2.2 Distinguish number and gender of nouns, adjectives, and articles.</p> <p>1.2.3 Follow verbal instructions to perform specific tasks and to answer questions.</p> <p>1.2.4 Recognize and use:</p> <ul style="list-style-type: none"> subject verb agreement adverbs comparative and superlative adjectives demonstrative adjectives and pronouns infinitives present tense irregular verbs pouvoir, vouloir, prendre, mettre, devoir, écrire, dire, ouvrir, souffrir, sortir, partir, dormir, servir, partitive article in affirmative and negative sentences prepositions passé composé regular verbs with avoir <p>Academic vocabulary</p> <ul style="list-style-type: none"> affirmative and negative auxiliary verb comparative demonstrative en imperative imperfect infinitives irregular object partitive passé composé reflexive regular relative pronouns subject superlative tense 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> facilitating paired dialogues modeling accurate language providing authentic models critiquing & correcting creating opportunities for peer and self-assessment facilitating an environment conducive to risk taking engendering curiosity providing opportunities for simple dictation providing opportunities for choral repetition modeling the alphabet and accurate sound system providing appropriate materials modeling appropriate translation techniques 	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Mid-term exam (HS) Final exam (HS) Common Task (HS)

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		<ul style="list-style-type: none"> • verbs with irregular past participles • verbs that use être as an auxiliary verb • reflexive verbs • present tense • introduce passé composé and imperfect • stem changing verbs • pronouns • subject • direct object • indirect object • pronoun en • pronoun y • relative pronouns qui and que • imperfect tense • contractions with à and de • savoir and connaître and present and passé composé • introduction to the uses of the passé composé vs. the imperfect <p>1.2.5 Infer meaning via situational, context clues, and cognates.</p> <p>1.2.6 Understand and follow oral and written directions in French related to daily classroom activities.</p> <p>1.2.7 Understand spoken and written messages in French on topics of personal interest, such as family life, leisure, sports, school activities, everyday occurrences, and current events.</p> <p>1.2.8 Demonstrate comprehension of information from accessible French -language materials.</p> <p>1.2.9 Identify components of visual texts, e.g. travel schedules, menus, advertisements, etc.</p> <p>1.2.10 Identify main ideas of familiar texts and dialogues, e.g. literary, cultural, informational and visual.</p> <p>1.2.11 Employ appropriate intonation.</p> <p>1.2.12 Recognize that regional differences in pronunciation and vocabulary exist.</p> <p>1.2.13 Employ reading strategies such as cognate recognition, context, and syntax to facilitate understanding of the text.</p> <p>1.2.14 Read for a variety of purposes to:</p> <ul style="list-style-type: none"> • increase and reinforce vocabulary • expand knowledge and cultural awareness • reinforce the conventions of the language <p>1.2.15 Follow written instructions in French</p> <p>1.2.16 Read a variety of narrative and informational texts.</p>			

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GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p><u>Common Core State Standards</u></p> <ul style="list-style-type: none"> • Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.. (RI.6.7) • Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9) • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1) • Determine a theme or central idea of a text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinions or judgments. (RL.6.2) • Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5) • Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.7.3) <ul style="list-style-type: none"> ○ Uses target language effectively <ul style="list-style-type: none"> ▪ negation ▪ direct/indirect object pronouns ▪ past participles ▪ passé composé vs. imperfect <p><u>Sample Progress Indicators</u></p> <ul style="list-style-type: none"> • Understand and follow oral and written directions in French related to daily classroom activities. • Understand spoken and written messages in French on topics of personal interest, such as family life, leisure and school activities, and everyday occurrences. • Understand and identify main ideas and principal characters in brief reading selections from francophone cultures. • Understand information from simple and accessible French-language materials, such as television programs, youth magazines, the Internet, and videos. <p><u>Websites</u></p> <ul style="list-style-type: none"> • www.conjuguemos.com • www.glencoe.com • www.quia.com • www.frenchtutorial.com • www.wordreference.com • www.duolingo.com • youtube videos 			
<p>1. COMMUNICATION Communicate in more than one language in order to function in a variety of situations and</p>		<p>Learners</p> <p>1.3 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.</p>	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p>	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p>

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<p>for multiple purposes</p> <p>1.3 Presentational Communication</p>		<p>Essential knowledge and skills</p> <p>1.3.1 Write on a variety of informational topics to increase and reinforce cultural awareness and to reinforce the conventions of the language.</p> <p>1.3.2 Present information on a variety of topics demonstrating speaking skills at grade level.</p> <p>Common Core State Standards – ELA</p> <ul style="list-style-type: none"> • Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.8.1 <ol style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. W.8.1a b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W.8.1b c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. W.8.1c d. Establish and maintain a formal style. W.8.1d e. Provide a concluding statement or section that follows from and supports the argument presented. W.8.1e • Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.8.2 <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. W.8.2a b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. W.8.2b c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. W.8.2c d. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.8.2d e. Establish and maintain a formal style. W.8.2e f. Provide a concluding statement or section that follows from and supports the information or explanation presented. W.8.2f 	<p>Academic vocabulary</p> <ul style="list-style-type: none"> • conventions • cultural awareness • reinforce 	<p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> • facilitating paired dialogues • modeling accurate language • providing authentic models • critiquing & correcting • creating opportunities for peer and self-assessment • facilitating an environment conducive to risk taking • engendering curiosity • providing opportunities for simple dictation • providing opportunities for choral repetition • modeling the alphabet and accurate sound system • providing appropriate materials • modeling appropriate translation techniques 	<p>WEBSITES</p>	<p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam (HS) • Final exam (HS) • Common Task (HS)

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		<ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.8.3 <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. W8.3a b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. W.8.3b c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. W.8.3c d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.. W.8.3d e. Provide a conclusion that follows from and reflects on the narrated experiences or events. W.8.3e • With some guidance and support from peers and adults, develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.6.5) • Demonstrates command of the conventions of the target language capitalization, punctuation, and spelling when writing. (L.7.2) • Integrates multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5) • Uses knowledge of language and its conventions when writing, speaking, reading, or listening. (L.5.3) <ul style="list-style-type: none"> ○ Expands, combines, and reduces sentences for meaning, reader/listener interest, and style. (L.5.3a) <p style="text-align: center;"><u>Websites</u></p> <p><u>Sample Progress Indicators</u></p> <ul style="list-style-type: none"> • Prepare and present short announcements in French, such as the current date, time, and weather information. www.conjuguemos.com • Prepare and present brief reports in French about personal experiences, school happenings, and current events. www.glencoe.com • Prepare, illustrate, and present materials in French, such as advertisements, posters, and menus. www.quia.com • Dramatize poems, stories, songs, skits or short plays in French, for example, a Franco-African folk tale. www.frenchtutorial.com • Prepare and record original materials in French, such as fashion shows, Mardi Gras parades, and video or audio newscasts. www.wordreference.com www.duolingo.com youtube videos 			

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<p>2. CULTURES Interact with cultural competence and understanding</p> <p>2.1 Relating Cultural Practices to Perspectives</p>		<p>Learners</p> <p>2.1 Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>Essential Knowledge and Skills</p> <p>2.1.1 Identify the location of the French-speaking countries.</p> <p>2.1.2 Explore the unique social customs and traditions of the French-speaking cultures.</p> <p>2.1.3 Explore the art and history of France.</p> <p>Common Core State Standards – ELA</p> <ul style="list-style-type: none"> Integrates information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7) Integrates information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI. 5.9) Determines a central idea of a text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinions or judgments. (RI.6.2) <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> Observe and use age-appropriate French verbal and nonverbal greetings in conversational exchanges. Learn about and participate in activities enjoyed by young French-speaking people, such as games, sports, music, dance, drama, and celebrations. Identify the similarities and differences between school life in their own region and in one or more francophone regions. Recognize and develop an awareness of the diversity of social customs in the French-speaking world; topics may include family life, folklore, and typical holidays, such as Christmas, New Year’s or Ramadan. Discuss generalizations that Americans may make about the people and customs of francophone cultures, such as “All French people wear berets,” “French-Canadians all play hockey,” and “Africans all dress in colorful native robes.” <p>Academic vocabulary</p> <ul style="list-style-type: none"> art and history customs explore traditions <p>Websites</p> <p>www.conjuguemos.com www.glencoe.com www.quia.com www.frenchtutorial.com www.wordreference.com www.duolingo.com youtube videos</p>	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> facilitating paired dialogues modeling accurate language providing authentic models critiquing & correcting creating opportunities for peer and self-assessment facilitating an environment conducive to risk taking engendering curiosity providing opportunities for simple dictation providing opportunities for choral repetition modeling the alphabet and accurate sound system providing appropriate materials modeling appropriate translation techniques 	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Mid-term exam (HS) Final exam (HS) Common Task (HS)

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GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p>2. CULTURES Interact with cultural competence and understanding</p> <p>2.2 Relating Cultural Practices to Perspectives</p>		<p>Learners</p> <p>2.2 Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>Essential Knowledge and Skills</p> <p>2.2.1 Explore the products and perspectives that define the French-speaking cultures (e.g.art museums, monuments, foods and cultural icons).</p> <p>2.2.2 Listen to music and watches French -language film or television (NS) programs that are popular with young people in various parts of the world.</p> <p>2.2.3 Learn about and recognize artistic contributions from French -speaking cultures in areas such as art, music, dance, drama, theater, film, fashion, and cuisine.</p> <p>2.2.4 Recognize the differences and similarities that distinguish French -speaking cultures from each other.</p> <p>Common Core State Standards – ELA</p> <ul style="list-style-type: none"> Integrate information presented in different media or formats (e.g., visually, quantitatively)as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7) <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> Identify and learn about products reflecting the lifestyle of people in various francophone communities, such as household items, clothing, and foods. Identify the general characters and themes of French-language comic books, for example Astérix, Tintin, and Lucky Luke, and youth magazines, such as <i>Okapi</i>. Listen to music and watch French-language films or television programs that are popular with young people in various parts of the world. Learn about and recognize artistic contributions from francophone cultures in areas such as art, music, dance, drama, theater, film, fashion, and cuisine. Learn about and identify major scientific contributions from France and other francophone areas of the world, such as the development of pasteurization. <p>Academic vocabulary</p> <ul style="list-style-type: none"> artistic contributions cultures distinguish explores film music perspectives products recognize <p>Websites</p> <p>www.conjuguemos.com www.glencoe.com www.quia.com www.frenchtutorial.com www.wordreference.com www.duolingo.com youtube videos</p>	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> facilitating paired dialogues modeling accurate language providing authentic models critiquing & correcting creating opportunities for peer and self-assessment facilitating an environment conducive to risk taking engendering curiosity providing opportunities for simple dictation providing opportunities for choral repetition modeling the alphabet and accurate sound system providing appropriate materials modeling appropriate translation techniques 	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Mid-term exam (HS) Final exam (HS) Common Task (HS)

FRENCH II CURRICULUM Grades 10-12

Curriculum Writer: Lisa Cardin

GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p>3. CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.</p> <p>3.1 Making Connections</p>		<p>Students</p> <p>3.1 Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p><u>Essential Knowledge and Skills</u></p> <p>3.1.1 Recognize and utilize appropriate mathematical notations and measurements, such as:</p> <ul style="list-style-type: none"> • 24-hour clock • currency • decimal usage • metric system • temperature <p>as used in the French-speaking world.</p> <p>3.1.2 Identify and utilize parts of speech that include</p> <ul style="list-style-type: none"> • nouns • verbs • adverbs • gerunds • subjects • adjectives • pronouns • interrogatives • prepositions • contractions <p>3.1.3 Strengthen oral presentation skills in target language and English through</p> <ul style="list-style-type: none"> • presentations • dialogues • role playing • communication activities, etc. <p>3.1.4 Incorporate technology skills such as:</p> <ul style="list-style-type: none"> • Internet research • Power Point™ <p>to demonstrate understanding of the target language.</p> <p>3.1.5 Explore basic</p> <ul style="list-style-type: none"> • arts <ul style="list-style-type: none"> ○ dance ○ music ○ artists and their work • geography of the French speaking world <ul style="list-style-type: none"> ○ climate ○ continents ○ bodies of water • technology 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> • facilitating paired dialogues • modeling accurate language • providing authentic models • critiquing & correcting • creating opportunities for peer and self-assessment • facilitating an environment conducive to risk taking • engendering curiosity • providing opportunities for simple dictation • providing opportunities for choral repetition • modeling the alphabet and accurate sound system • providing appropriate materials • modeling appropriate translation techniques 	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p><u>REQUIRED COMMON ASSESSMENTS</u></p> <ul style="list-style-type: none"> • Mid-term exam (HS) • Final exam (HS) • Common Task (HS)

FRENCH II CURRICULUM Grades 10-12

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GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> ○ research ○ Power point ™ <p>Common Core State Standards – ELA</p> <ul style="list-style-type: none"> • Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.. (SL.9-10.5) <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> • Discuss topics from other school subjects in French, such as geographical information, math facts and measurements (conversions to and from the metric system), weather and other scientific phenomena, and historical facts and highlights. • Understand simple articles or video segments in French on topics from other school subjects, such as social studies (French exploration, World War II), fine arts (Monet, Debussy, Le Corbusier, and African masks), and science (Madame Curie). • Present reports in French, either orally and/or in writing, on topics being studied in other classes. • Expand their information in other subject areas, such as geography, by studying the geographical features of France and other francophone countries. <p>Websites</p> <ul style="list-style-type: none"> • www.conjuguemos.com • www.glencoe.com • www.quia.com • www.frenchtutorial.com • www.wordreference.com • www.duolingo.com • youtube videos 			
<p>3. CONNECTIONS</p> <p>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations</p> <p>3.2 Acquiring Information and Diverse Perspectives</p>		<p>Learners</p> <p>3.2 Access and evaluate information and diverse perspectives that are available.</p> <p>Essential Knowledge and Skills</p> <p>3.2.1 Utilize a variety of research strategies (e.g. summarizing, utilizing graphic organizers, note-taking).</p> <p>3.2.2 Employ appropriate reading strategies e.g. summarizing and jigsaw reading, read-aloud, determine meaning from context.</p> <p>3.2.3 Self-assess world views by comparing/contrasting his/her culture to others’.</p> <p>3.2.4 Listen attentively and analyzes various perspectives, e.g. nuances with language tu vs. vous.</p> <p>Common Core State Standards – ELA</p> <ul style="list-style-type: none"> • Conduct short as well as more sustained research projects to answer a question (including a self-generated question) <p>Academic vocabulary</p> <ul style="list-style-type: none"> • comparing/contrasting • context • graphic organizers • nuances • perspectives • research • summarizing • utilize • world views 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> • facilitating paired dialogues • modeling accurate language • providing authentic models • critiquing & correcting • creating opportunities for peer and self-assessment • facilitating an environment conducive to risk taking • engendering curiosity • providing opportunities for simple dictation • providing opportunities for choral repetition • modeling the alphabet and 	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam (HS) • Final exam (HS) • Common Task (HS)

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GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W9-10.7)</p> <ul style="list-style-type: none"> • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings <ol style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L5.3) <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> • Read, listen to, and talk about French-language folk tales, short stories, and poems that have been written for young people. • Visit a local museum or consult art books to see how artists from francophone areas portray their country and fellow citizens, for example, Haitian landscapes, masks from the Ivory Coast, portraits by Gauguin, and scenes by Watteau. • Gather information from authentic French materials, such as books, newspapers, magazines or the Internet, to create short reports on topics of interest, such as the <i>Tour de France</i>, a cycling competition. • Interview French speakers in their community about their childhood on topics such as family life, school, hobbies, and leisure activities. <p>Websites</p> <ul style="list-style-type: none"> • www.conjuguemos.com • www.glencoe.com • www.quia.com • www.frenchtutorial.com • www.wordreference.com • www.duolingo.com • youtube videos 	<p>accurate sound system</p> <ul style="list-style-type: none"> • providing appropriate materials • modeling appropriate translation techniques 		
<p>4. COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence</p> <p>4.1 Language Comparisons:</p>		<p>Learners</p> <p>4.1 Use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p>Essential Knowledge and Skills</p> <p>4.1.1 Compare and contrast grammar and structure between French and English.</p> <p>4.1.2 Recognize and use cognates/false cognates and derivatives.</p> <p>4.1.3 Recognize and use idiomatic expressions</p> <p>4.1.4 Predict the meaning of words based on prior knowledge.</p> <p>4.1.5 Compare and contrast the construction of negatives between</p> <p>Academic vocabulary</p> <ul style="list-style-type: none"> • cognates • compare and contrast • construction • derivatives • false cognates • gender agreement • predict • pronunciation • syntax 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> • facilitating paired dialogues • modeling accurate language • providing authentic models • critiquing & correcting • creating opportunities for peer and self-assessment • facilitating an environment conducive to risk taking 	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam (HS) • Final exam (HS) • Common Task (HS)

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GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>French and English.</p> <p>4.1.6 Identify differences in language characteristics, e.g. gender agreement and syntax.</p> <p>4.1.7 Identify differences in pronunciation systems between French and English</p> <p>Common Core State Standards – ELA</p> <ul style="list-style-type: none"> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.8.5) <ol style="list-style-type: none"> Interpret figures of speech (e.g. verbal irony, puns) in context. Use the relationship between particular words to better understand each of the words. <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> Demonstrate an awareness of the use of <i>tu</i> and <i>vous</i> (you) in conversations with children vs. conversations with adults. Recognize the existence of grammatical gender in French, and their spoken and written language reflects that awareness, such as <i>Il est français. Elle est française</i> (He/she is French). Recognize cognates in French as well as idiomatic expressions that may or may not have exact English equivalents, such as <i>regarder</i> vs. look at, watch, regard. Discover that English and French have their own critical sound distinctions that must be mastered to communicate meaning, such as <i>ship</i> vs. <i>sheep</i>; <i>rue</i> vs. <i>roue</i>, and that these are not the same in both languages. Recognize differences in word order between French and English, for example <i>une maison rouge</i> vs. a red house. <p>Websites</p> <ul style="list-style-type: none"> www.conjuguemos.com www.glencoe.com www.quia.com www.frenchtutorial.com www.wordreference.com www.duolingo.com youtube videos 	<ul style="list-style-type: none"> engendering curiosity providing opportunities for simple dictation providing opportunities for choral repetition modeling the alphabet and accurate sound system providing appropriate materials modeling appropriate translation techniques 		
<p>4. COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence</p> <p>4.2 Cultural Comparisons</p>		<p>Learners</p> <p>4.2 Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>Essential Knowledge and Skills</p> <p>4.2.1 Discuss the differences and similarities between American and French-speaking cultures.</p> <p>4.2.2 Identify different forms of social etiquette, e.g. forms of address, body language, and greetings.</p> <p>4.2.3 Compare cultural products and practices, e.g. sports, holidays, traditions, and foods.</p> <p>4.2.4 Compare social structures, e.g. families and school.</p> <p>Academic vocabulary</p> <ul style="list-style-type: none"> body language compare cultural products and practices dance and music 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> facilitating paired dialogues modeling accurate language providing authentic models critiquing & correcting creating opportunities for peer and self-assessment 	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Mid-term exam (HS) Final exam (HS)

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GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>4.2.5 Identifies elements of various French -speaking cultures.</p> <p>4.2.6 Compare dance and music of French -speaking countries to each other and to those of the US.</p> <p>4.2.7 Compare and explore various French -speaking cultures.</p> <p>Common Core State Standards – ELA</p> <ul style="list-style-type: none"> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.9.7 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. SL.8.5 <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> Compare aspects of French and American daily life, such as school schedules, weekend activities, and vacations. Watch videos of young Francophones and contrast their verbal and nonverbal behavior patterns with the way American young people would act and react in similar situations. Learn about holidays in France and other francophone countries and compare them to American holidays in terms of how they are celebrated and the underlying beliefs. Compare and contrast French-language and American proverbs. <p>Websites</p> <ul style="list-style-type: none"> www.conjuguemos.com www.glencoe.com www.quia.com www.frenchtutorial.com www.wordreference.com www.duolingo.com youtube videos 	<ul style="list-style-type: none"> facilitating an environment conducive to risk taking engendering curiosity providing opportunities for simple dictation providing opportunities for choral repetition modeling the alphabet and accurate sound system providing appropriate materials modeling appropriate translation techniques 		<ul style="list-style-type: none"> Common Task (HS)
<p>5. COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p> <p>5.1 School and Global Communities</p>		<p>Learners</p> <p>5.1.1 Use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p>Essential Knowledge and Skills</p> <p>5.1.1 Share knowledge of the target language and culture with others.</p> <p>5.1.2 Access international media and the arts, e.g. Museum of Fine Arts and local museums.</p> <p>5.1.3 Use the target language in the school community, e.g.</p> <ul style="list-style-type: none"> greeting one another in hallways in target language <p>Academic vocabulary</p> <ul style="list-style-type: none"> authentic language bilingualism careers community discuss international museums native speakers 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> facilitating paired dialogues modeling accurate language providing authentic models critiquing & correcting creating opportunities for peer and self-assessment facilitating an environment 	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Mid-term exam (HS) Final exam (HS) Common Task (HS)

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GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> • giving a weather report in the target language • writing a letter in the target language <p>5.1.4 Begin to understand authentic language and culture through access to native speakers (NS) and authentic reading materials.</p> <p>5.1.5 Reflect on and discuss careers promoting bilingualism.</p> <p>Common Core State Standards – ELA</p> <ul style="list-style-type: none"> • Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ol style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g. headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). W.9.2 • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. W.9.5 • Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.9.7 <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> • Perform in French for a school or community cultural event. 	<ul style="list-style-type: none"> • reflect • target language <p>conductive to risk taking</p> <ul style="list-style-type: none"> • engendering curiosity • providing opportunities for simple dictation • providing opportunities for choral repetition • modeling the alphabet and accurate sound system • providing appropriate materials • modeling appropriate translation techniques 		

Websites

- www.conjuguemos.c

FRENCH II CURRICULUM Grades 10-12

Curriculum Writer: Lisa Cardin

GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> Teach French-language songs and simple conversational expressions to students at a local elementary school. Participate in French Club activities which benefit the school or community. Talk about topics of mutual interest with exchange students from Frenchspeaking regions. Use French in a setting in the community, such as ordering food in a French restaurant. Communicate in French through letters, e-mail, and audio and video recordings with students around the world. Participate in an extended French immersion experience, such as an immersion weekend or a French-language camp. Travel with their family or class to a francophone region and use French to communicate and obtain services. 			
<p>5. COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p> <p>5.2 Lifelong Learning:</p>		<p>Learners</p> <p>5.2 Set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement</p> <p><u>Essential Knowledge and Skills</u></p> <p>5.2.1 Apply acquired knowledge for personal enrichment, such as attending movies, plays, concerts, and art exhibits.</p> <p>5.2.2 Display interpersonal skills in the target language, e.g. listening politely, working in groups, and communicating effectively.</p> <p>5.2.3 Listen and sing along to music in the target language.</p> <p><u>Common Core State Standards – ELA</u></p> <ul style="list-style-type: none"> Participates in discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. <ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> facilitating paired dialogues modeling accurate language providing authentic models critiquing & correcting creating opportunities for peer and self-assessment facilitating an environment conducive to risk taking engendering curiosity providing opportunities for simple dictation providing opportunities for choral repetition modeling the alphabet and accurate sound system providing appropriate materials modeling appropriate translation techniques 	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p><u>REQUIRED COMMON ASSESSMENTS</u></p> <ul style="list-style-type: none"> Mid-term exam (HS) Final exam (HS) Common Task (HS)

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GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (SL.8.1)</p> <ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (L.5.3) <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> • Participate in sports, games or other French social and cultural activities. • Listen to music, sing songs, and become familiar with musical instruments representative of francophone cultures. • Attend a French play, movie or concert. • Plan a real or imaginary trip to a francophone area and share their experience with others. • Students read French comics or magazines for personal enjoyment. • Go to a local restaurant and order from a French-English menu, sampling the cuisine from francophone areas of the world, such as Quebec, France, Haiti, and Vietnam. • Visit exhibits at local museums that present aspects of the francophone world. • Explore French Internet sites for personal entertainment and enjoyment. 			

Websites

- www.conjuguemos.com
- www.glencoe.com
- www.quia.com
- www.frenchtutorial.com
- www.wordreference.com
- www.duolingo.com
- youtube videos