Summit Public Schools
Summit, New Jersey
Grade Level / Content Area: French 2
Novice Mid to Intermediate Low
Length of Course: one year

Curriculum

Course Description:

**Standard 7.1 World languages**
All Students will be able to use a world language in addition to English and 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.

**Big Ideas:** Course Objectives / Content Statement(s)

Students will hear, view, and read authentic materials, short fiction and non-fiction essays, and stories to develop an understanding of the similarities and differences between French and Francophone cultures and American culture.

**Students will** identify the main idea and some supporting details when reading. Students will read selected stories each marking period (Le diplodocus, Camping de printemps, L'apprenti artiste, Les quatre surprises). Students will be able to recognize new vocabulary and vocabulary in new context, and infer the meaning of the text. They will demonstrate comprehension through appropriate oral and written responses in classroom discussions or in computer laboratory work.

**Students will** analyze ideas and use written and verbal skills to express themselves. Students will be able to follow directions to write structured essays according to the French essay format. Students will apply knowledge and skills to interpret authentic materials and to participate in interpersonal communication on a variety of topics in the target language.

**Students will** study French geographical characteristics to perceive the proximity of other European countries. Students will access online material to deepen their understanding of where and how French people live and reinforcing the idea that leisure time varies among cultures. YouTube video clips, such as “Tour de France” will underscore how France’s varied terrain influences French leisure activities.

**Students will** use digital tools (TV/Media Studio). Students will exchange basic information by recombining memorized words and reading sentences from a teleprompter to record an interview to communicate about a variety of familiar topics (family, birthplace, age, personality, preferences...).
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<tr>
<th>Essential Questions</th>
<th>Enduring Understandings</th>
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<td><strong>What provocative questions will foster inquiry, understanding, and transfer of learning?</strong></td>
<td><strong>What will students understand about the big ideas?</strong></td>
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<td>How will students best share their knowledge of culturally authentic selections, to review and promote retention?</td>
<td>Students will understand that carrying out simple conversations (asking/answering questions, talking about daily activities, talking about places, likes and dislikes, and expressing oneself on familiar topics) assist in the development of basic vocabulary used daily with a target language audience.</td>
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<td>How is language a product of culture?</td>
<td>Culturally authentic materials (audio, visual, or written sources) that include readings, research, and discussions from culturally authentic materials will develop an understanding of how cultural perspectives are revealed through language. An understanding of culture is constructed through and by language.</td>
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<td>How do skills using complex vocabulary and grammar function to improve effective communication?</td>
<td>Students will understand that effective communication relies upon using and understanding precise, complex vocabulary. Students will understand that control of grammar and use of accurate verb forms will enable speakers to express themselves clearly and be understood by native French listeners.</td>
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<td>How does leisure time depend on the geography of a region/country?</td>
<td>Students will understand through culturally based material and internet based research that France’s varied terrain fosters diverse activities. They will understand that southern Mediterranean areas attract tourists during summer vacations. The amount of leisure time available and how it is spent varies among cultures. A world famous race, the “Tour de France” is designed to challenge cyclists through the mountains of France. It also features some neighboring countries.</td>
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<td>What role does food play in the French way of life?</td>
<td>Students will identify typical French foods and demonstrate comprehension of the importance of meals in French daily life. They will ask and respond to questions, make requests and express preferences about menu choices.</td>
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**Areas of Focus: Proficiencies (Cumulative Progress Indicators)**

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<th>Students will:</th>
<th>Instructional Focus:</th>
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<td>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.</td>
<td>Students will be able to transfer their knowledge to real life situations and places such as French cafés and restaurants. Students will use vocabulary related to school and school schedule, common objects, familiar places, daily activities, numbers, time/date, weather, clothing, personal data, family members, professions, feelings and needs, geographical/historical landmarks in and around France, foods and personal preferences. French musicians’ lyrics will provide an opportunity to expand vocabulary through cultural products. New vocabulary words from culturally authentic readings and internet information will be used in context.</td>
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<td>7.1 NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written description.</td>
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<td>7.1 NH.B.2 Give and follow a series or oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</td>
<td>Students will practice short conversations with class partners and describe family members, common weekend/summer activities, sports, schoolwork, house chores, food preferences, etc.</td>
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<td>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.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture/language during daily interactions.</td>
<td>Students will demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses, i.e., turn on/off the light, work with your partner, write the answers on the board, etc.</td>
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<td>7.1 NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</td>
<td>Students will interact daily in the target language during practice exercises, Total Physical Response (TPR), and in interpersonal communication. Feedback and corrections will be provided on intonation, pronunciation as well as syntax.</td>
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<td>Students will identify some cognates and infer meaning of unfamiliar words to aid comprehension. They will recall and integrate background information about</td>
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7.1 NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.

7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.

7.1.NH.C.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.

7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.

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.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally and in writing.

7.1.NH.C.3 Describe in writing people and things from the home and school environment.

Sample Assessments: Students will answer oral/written questions on readings linked to themes, e.g., “Le concert des Diplodocus” is related to family and weekend activities vocabulary. Other readings will include: “Camping de printemps”, “L’apprenti artiste”, and “Les 4 surprises”.

Students will discuss answers to written questions about movie “Le dîner de cons” and compare/contrast social situations in France and in the United States.

Students will share their findings on France’s provinces and discuss geography, history, economy, and culture with the members of the class. Students will embed YouTube video clips of French folklore into their PowerPoint presentation to further facilitate understanding of France’s cultural diversity.

Students will use internet access (Portal) to communicate with students in other classes and French-speaking students. They will use the portal to exchange ideas and ask/receive help on particular topics.

Students will apply knowledge and skills gained during class activities related to readings. Students will also…..

- Use accurate pronunciation, intonation, common idiomatic expressions, and new vocabulary from stories to record oral responses using PowerPoint;
- Respond to factual and interpretive, level-appropriate questions. For example they will describe the main characters, setting, and important events;
- Answer personal opinion questions regarding story information. The same activities will be presented with the movie “Dîner de cons”.

Sample Assessments:
Interpersonal:
• Scenario cards to encourage authentic communication regarding common topics

Interpretive:
• Bingo games to check spelling and pronunciation of new vocabulary.
• Listen to authentic language via audio sources: television and Internet shows, audiotapes.
• Read and discuss short texts – both fiction and non-fiction.

Presentational:
• Write poems (with partner) to practice vocabulary or verb endings.
• Research on the French Internet and create a PowerPoint presentation of a French province.
• Write short, well-organized essays on stories, film, and cultural themes. Check for correct essay format.
• Class discussions on topics, characters, plots of readings and films as well as historical/cultural facts.
• Oral participation on a volunteer basis to check for understanding. Simple grammar exercises or group activities provide the support for such evaluation.
• Record answers to questions about readings and movie on PowerPoint or in a Podcast. Pronunciation and ease of speech are evaluated as well as the accuracy of the information gained from the readings, culture themes, and movie.
• Interpersonal communication opportunities recorded in TV studio or played in the classroom allow assessment of speaking skills and use of correct grammar. This multimedia assessment tool based on an interview encourages students to use vocabulary and language patterns learned throughout the year. This
multimedia project can be shared with other French teachers.

- Listening comprehension: Students will listen to recorded exercises, authentic Internet resources, movies, and/or short video scenes and then answer oral questions.
- Quizzes and tests on vocabulary and language structures, matching words, fill-in vocabulary exercises and writing definitions are level-appropriate assessment tools.

**Interdisciplinary Connections:**

**Language Arts:**
Students can compare/contrast language structures, patterns of speech, and etymology of words.

**Social Studies:**
Students can transfer knowledge of France’s geography, history, and culture to understanding European, American, and Asian issues.

**Technology Integration:**
Technology is used as a research and presentational tool. Students will use the French Internet to research information on different topics (history, geography, culture…). Students will use the TV studio for interviews.
Computers are used as an assessment tool to record oral answers to questions.
PowerPoint allows students to practice speaking, listen to their answers, and record their final product.
Students will use Internet access to respond to each other on specific topics and to share ideas/suggestions on assignments via Portal communications. The Portal will be used as an inter-school and inter-class tool to allow exchanges in the target language.

**Global Perspectives:**
Students will understand the extent of diversity in products and practices that exist within the target language/culture and compare French cultural practices with those in the United States. For example students will be able to understand the difference in
food preferences between the two countries. Students are welcome to participate in the French club activities (the annual French concert, trips to shows or French restaurants in New York, cooking crêpes to celebrate Mardi Gras, etc). Travel-abroad to France should be planned to foster development of students’ communicative skill and cultural learning. In addition, our students should be offered the opportunity to personally communicate with a French student via Skype leading toward a travel experience.

**Texts and Resources:**

- Valette, J; Valette, R; Discovering French Blanc; McDougal Littell, 2001
- Discovering French Blanc integrated Video/Audio (DVD, CD) program
- [www.youtube.com/](http://www.youtube.com/), Video clips on Tour de France and French singers
- DVD “Le diner de cons”, 1998
- Valdman, A; LaVergne, M; Viens Voir; Scott, Foresman and Company, 1990