

# French II

**Standard 1: Communication**

*Students communicate in a World Language while demonstrating literacy in all four essential skills: Listening, speaking, reading, and writing*

**1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

*Rationale:* Students listen to and comprehend information spoken in a World Language.

In order to meet this standard a student:

- recognizes common expressions
- obtains meaning from diverse listening sources
- demonstrates comprehension through appropriate responses
- engages in a variety of listening situations

**1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

*Rationale:* The ability to speak other languages allows students to communicate with people from various cultures.

In order to meet this standard a student:

- applies pronunciation rules and intonation patterns
- uses vocabulary, grammatical forms, and structures of the selected language to convey meaning
- Applies knowledge of cultural practices to spoken language
- expresses needs, tells stories, obtains and conveys information, explains concepts and procedures, and persuades
- interacts with speakers of the language in a variety of venues: personal business, debate panels, dramatic presentations

**MSBSD World Languages Content Standards**

**1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

*Rationale:* Reading in a World Language gives students access to information and expands their knowledge. This ability provides students with the opportunity to learn about cultures and the human experience.

In order to meet this standard a student:

- recognizes words, phrases, idiomatic expressions, and grammatical structures
- demonstrates comprehension of reading materials written for a variety of purposes
- uses and applies the information gained from reading
- responds to the cultural elements contained in reading materials of the language

**1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

*Rationale:* Writing allows students to express themselves, to communicate with others, and to document ideas in a World Language.

In order to meet this standard a student:

- writes for purposes such as relating personal experiences, obtaining and conveying information, explaining ideas and opinions, and persuading
- writes for audiences such as peers, teachers, community members, and people from other countries
- plans, drafts, revises, proofreads, and edits written communications
- uses correct grammar, sentence structure, vocabulary, spelling, punctuation, and capitalization to convey meaning
- uses legible handwriting and/or word processing

**Standard 2: Culture**

*Students acquire and use knowledge of cultures while developing World Language skills.*

*Rationale:* Language learners are culture learners as well. Students need to develop an understanding of the cultures in which the language is spoken, and the ability to function in an appropriate manner.

In order to meet this standard a student:

- demonstrates knowledge of aspects of world cultures such as daily life, educating, history, geography, government, economics, and the arts
- applies knowledge of cultural practices when communicating in a World Language
- uses the World Language to access cultural information available only in that language

## Essential Learning Results Levels II (Beginning)

### MSBSD World Languages Content Standards

### New Century Graduate Standards for Second Language Acquisition

**1.1 Listening** - *Students listen to and derive meaning from a variety of World Language sources.*

In order to meet this standard a student:

- comprehends common learned words, expressions, and cognates when hearing the World Language spoken
- selects language demonstrating comprehension of everyday conversations, including familiar situations, and simple instructions

**1.3 Reading** - *Students read and derive meaning from a variety of materials written in a World Language.*

In order to meet this standard a student:

- recognizes cognates and commonly used expressions
- infers meaning of unfamiliar words and phrases from contexts
- demonstrates general comprehension of reading materials based on familiar vocabulary and situations
- recognizes cultural elements found in reading materials

**1.2 Speaking** - *Students speak in a World Language for a variety of purposes and for a variety of audiences.*

In order to meet this standard a student:

- uses learned basic pronunciation and intonation patterns
- uses learned vocabulary and phrases to speak in predictable, familiar situation
- expresses personal opinions and desires with learned phrases
- describes everyday topics using appropriate vocabulary and grammatical structures
- asks and answers simple questions

**1.4 Writing** - *Students write in a World Language for a variety of purposes and for diverse audiences.*

In order to meet this standard a Level II student:

- writes about everyday topics and/or expresses personal opinions and desires using learned vocabulary and grammatical structures
- writes to obtain information from a variety of sources
- reports information to a variety of audiences
- proofreads and rewrites own work
- uses appropriate grammar, spelling, capitalization, and punctuation

### Standard 2: Culture

*Students acquire and use knowledge of cultures while developing World Language skills.*

In order to meet this standard a Level II student:

- observes and identifies everyday cultural practices
- distinguishes similarities and differences among cultures
- uses culturally appropriate gestures and oral expressions
- listens to or reads materials in the language from the cultures being studied

**MSBSD World Languages  
Course Outline**

**French II**

**Course Description:**

French II introduces students to the specific foreign culture and to the four basic language skills: listening comprehension, speaking, reading, and writing. Students acquire skills through oral repetition, dialogues, short compositions, dictations, reading, and written exercises.

**Course Beliefs:**

We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21st century:

- **Lifelong Learning** - The skills required to acquire a World Language are basic to the learning process
- **Higher Achievement** - A higher level of skill is demanded of all workers in a global community
- **Economic Necessity** - In order to ensure our own future, we must be able to communicate with the rest of the world
- **Multicultural Perspective** - World Languages open doors not only to other languages, but also to other cultures, peoples, and lands

**Instructional Strategies:**

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and recognition
- Homework and Guided Practice
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & Summative Assessments

**Standards:**

1. Students communicate in a World Language while demonstrating literacy in all four essential skills:
  - 1.1 Listening: Students listen to and derive meaning from a variety of purposes and audiences
  - 1.2 Speaking: Students speak for a variety of purposes and audiences
  - 1.3 Reading: Students read and derive meaning from a variety of written materials
  - 1.4 Writing: Students write for a variety of purposes and for diverse audiences
2. Students acquire and use knowledge of other cultures while developing World Language skills

**Adjectives:**

- comparative
- superlative

**Pronouns:**

- direct object
- indirect object

**Time Expressions:**

- *il y a*
- *depuis*
- *pendant*

**Articles:**

- partitive

**Pronunciation:**

- sound discrimination

**Sentence Structure:**

- affirmative
- negative
- interrogative with inversion
- infinitive construction

**Idiomatic Expressions:**

- *avoir, être, faire*

**Key Concepts & Structures**

**Nouns:**

- irregular plurals

**Verbs:**

- *passé compose*
- *imparfait*
- *pronominal*

**Culture:**

- Students know and are able to
- observe and identify everyday cultural practices
  - distinguish similarities and differences among cultures
  - use culturally appropriate gestures and oral expressions
  - listen to or read materials in the language from the cultures being studied

**Plus Expansion of Level I Key Concepts and Structures**

**Student self-assessment:**

Based on the **Standards, Topics** and **Key Concepts** listed here, students should ask themselves

- 1.1 *Listening:* Can I understand French when I hear it?
- 1.2 *Speaking:* Can I speak French with a variety of people?
- 1.3 *Reading:* Can I read a variety of materials in French?
- 1.4 *Writing:* Can I write French for different purposes?
- 2 Can I share my knowledge of French speaking cultures?

**Level I Topics:**

1. Alphabet
2. Classroom Objects
3. Clothing
4. Colors
5. Daily Activities, Leisure Activities, Jobs
6. Days, Months, Dates, & Time
7. Family
8. Foods & Beverages
9. Greetings, Farewells, & Personal Information
10. Numbers
11. Places & Locations
12. Seasons & Weather

**Level II Topics:**

1. Body Parts, Health and Fitness
2. Daily Routines, Clothes, House
3. Description of People, Personalities, Nationalities, and Jobs
4. Dining Out
5. Directions
6. Leisure Time, Sports
7. School Schedule
8. Sports
9. Travel & Transportation
10. Plus Expansion of Level I Topics

**Body Parts, Health & Fitness:**

- \* Identification of body parts
- \* Expressions of state of health
- \* Fitness activities
- \* Diet
- *Connecting Topics:* Daily Routines; Descriptions of People, Personalities & Nationalities; Dining Out, Leisure Time; Shopping; Sports
- *Culture:* Medical care and diet

**Daily Routines:**

- \* Personal hygiene and habits
- *Connecting Topics:* Body Parts, Health & Fitness; Description of People, Personalities & Nationalities; Directions; Leisure Time; School Schedule; Shopping; Sports
- *Culture:* Similarities and differences

**Description of People, Personalities & Nationalities:**

- \* Physical and personality attributes
- \* Fashion; Clothing
- \* Professions
- \* Word formations when referring to nationalities
- *Connecting Topics:* Body Parts, Health & Fitness; Daily Routines; Leisure Time; Shopping; Sports
- *Culture:* Celebrations; famous people; folkloric activities and clothing; similarities and differences

**Dining Out:**

- \* Table settings
- \* Table conversation
- \* Toasting
- *Connecting Topics:* Body Parts, Health & Fitness; Leisure Time; Travel & Transportation
- *Culture:* Polite nuances of ordering; currencies; timing and duration of meals; tipping; courses; meal times; meal-time expressions; toasting

**Directions:**

- \* Directions to a place
- \* Directions on how to do something
- \* Metric and English system vocabularies
- \* Numbers 101-1000
- *Connecting Topics:* Daily Routines; Leisure Time; Shopping; Travel & Transportation
- *Culture:* Metric system for travel and cooking; transportation alternatives

**Shopping:**

- \* Variety of stores and merchandise
- \* Clothing, food, beverages
- \* Quantities and size
- *Connecting Topics:* Body Parts, Health & Fitness; Daily Routines; Description of People; Personalities & Nationalities; Directions; Leisure Time; Sports; Travel & Transportation
- *Culture:* Fashion; seasonal availability; Metric and English systems; electrical and electronic systems

**French II**

**Learning Experiences & Performance Indicators**

Using the four skills of **listening, speaking, reading, and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**

**Sports:**

- \* Names and equipment
- \* Preferences
- \* Sports clothing
- *Connecting Topics:* Body Parts, Health & Fitness; Daily Routines; Description of People, Personalities & Nationalities; leisure Time; School Schedule; Shopping; Travel & Transportation
- *Culture:* Popularity of sports; game rules

**Leisure Time:**

- \* School clubs
- \* Vacations
- \* Free time activities
- \* Family and community events
- *Connecting Topics:* All Topics
- *Culture:* Similarities and differences

**Travel & Transportation:**

- \* Local travel
- \* Geographic names
- \* Cardinal directions
- \* Trip preparation, itinerary, tickets and reservations
- \* Modes of transportation
- *Connecting Topics:* Dining out; Directions; Leisure Time; School Schedule; Shopping; Sports
- *Culture:* Similarities and differences

**School Schedule:**

- \* Common foods and beverages
- \* Preferences
- \* Locations within school
- \* Routine
- *Connecting Topics:* Daily routines; Leisure Time; Sports; Travel & Transportation
- *Culture:* Similarities and differences

**Plus Expansion of Level I Topics and Key Concepts**

## French II Performance Indicators

Topic	Communication	Culture
Body Parts, and Health	<ul style="list-style-type: none"> <li>Identifies and presents information on basic body parts</li> <li>Interprets and presents information about state of health using common expressions</li> <li>Exchanges, interprets, and presents</li> <li>Information on fitness activities and diet</li> </ul>	<ul style="list-style-type: none"> <li>Compares and contrasts cultural practices in areas of medical care and diet</li> </ul>
Daily Routines	<ul style="list-style-type: none"> <li>Exchanges, interprets, and presents information about personal hygiene and habits</li> </ul>	<ul style="list-style-type: none"> <li>Describes cultural similarities and differences in personal routines</li> </ul>
Description of People, Personalities, & Nationalities	<ul style="list-style-type: none"> <li>Identifies, exchanges, and presents personal and biographical information including physical descriptions and personality attributes.</li> <li>Exchanges, interprets, and describes information about fashion</li> <li>Exchanges, interprets, and describes information about professions</li> <li>Applies correct word formations when referring to nationalities</li> </ul>	<ul style="list-style-type: none"> <li>Describes cultural similarities and differences in celebrations</li> <li>Explains the influence of culture on clothing and clothing in folkloric activities</li> <li>Identifies famous historical, literary, or artistic French-speaking personalities</li> </ul>
Dining Out	<ul style="list-style-type: none"> <li>Exchanges, interprets, and describes table settings and table conversations</li> <li>Describes a toast in the context celebrations and appropriateness.</li> </ul>	<ul style="list-style-type: none"> <li>Explains eating customs including nuances of ordering, currencies, timing and duration of meals, tipping, courses, meal times, meal time expressions, and toasting in French-speaking cultures</li> </ul>
Directions	<ul style="list-style-type: none"> <li>Asks for or gives simple directions to specified locations or on how to carry out a procedure</li> <li>Follows oral and written directions to a specified location or on how to carry out a procedure</li> <li>Describes similarities and differences between Metric and English Systems and applies the vocabularies of both</li> <li>Exchanges, interprets and presents information using numbers 101-1000</li> </ul>	<ul style="list-style-type: none"> <li>Identifies transportation alternatives in French-speaking cultures</li> <li>Describes travel and cooking using the metric system</li> </ul>

## French II Performance Indicators (continued)

Topic	Communication	Culture
Leisure Time	<ul style="list-style-type: none"> <li>Exchanges, information, interprets questions about leisure activities including school clubs, vacations, free time activities, family events, and community events</li> </ul>	<ul style="list-style-type: none"> <li>Compares and contrasts leisure time activities in French-speaking cultures to ones' own</li> </ul>
School Schedule	<ul style="list-style-type: none"> <li>Exchanges, interprets, and presents information about course schedules including names and order of</li> <li>Provides information regarding personal preferences about courses</li> <li>Describes locations within the school building</li> <li>Presents information regarding daily routines in school</li> </ul>	<ul style="list-style-type: none"> <li>Describes similarities and differences in schooling in French-speaking cultures and ones' own</li> </ul>
Shopping	<ul style="list-style-type: none"> <li>Describes types of stores and merchandise available in a French-speaking country</li> <li>Presents personal preferences for style and design of clothing, food, and beverages</li> <li>Interprets and presents information about size, price, and quantity of items using authentic items</li> </ul>	<ul style="list-style-type: none"> <li>Describes the influence of culture on fashion</li> <li>Describes seasonal availability of merchandise</li> <li>Compares sizing, currency, measurement, electrical, and electronic systems in the U.S. with those used in French-speaking countries</li> </ul>
Sports	<ul style="list-style-type: none"> <li>Exchanges, interprets, and presents information about names, clothing, and equipment used for sport activities</li> <li>Presents information on personal preferences for sporting activities</li> <li>Describes the personal abilities required for a sport activity</li> </ul>	<ul style="list-style-type: none"> <li>Describes the organization of team sports including game rules in a French-speaking country</li> <li>Compares the popularity of sport in French-speaking countries and the U.S.</li> </ul>
Travel and Transportation	<ul style="list-style-type: none"> <li>Describes local travel</li> <li>Describes locations using geographic names</li> <li>Asks for or gives simple directions to specified locations using cardinal directions</li> <li>Follows oral and written directions to a specified location</li> <li>Asks and answers questions about past or future travel plans and destinations including trip preparation, itinerary, tickets, and reservations</li> <li>Exchanges, interprets, and presents information about modes of transportation</li> </ul>	<ul style="list-style-type: none"> <li>Describes similarities and differences in cultures including travel destinations, vacation practices, and the mode of transportation</li> </ul>