

El Monte Union High School District

Course Outline

Course Title: French 2PTextbook(s): D'accord ! 1 / 2Copyright date/Edition: 2015 First edition

Transitional* _____ (Eng. Dept. Only)

Sheltered (SDAIE)* _____ Bilingual* _____

AP** Honors**

Department:

CTE***:

Industry Sector: _____

Pathway: _____

(check one)

____ Intro ____ Intermediate ____ Capstone

Grade Level (s): 10 - 12Semester Year X

Year of State Framework Adoption _____

This course meets graduation requirements:

- ☐ English
☐ Fine Arts
☒ Foreign Language
☐ Health & Safety
☐ Math
☐ Physical Education
☐ Science
☐ Social Science
☐ Elective

This course meets a-g requirements:

- ☐ "a" – Social Studies
☐ "b" – ELA
☐ "c" – Math
☐ "d" – Lab Science
☒ "e" – Language (not English)
☐ "f" – Vis/Perf Arts
☐ "g" – College prep elective

Department/Cluster Approval

Date

Is this course an adaptation from another source?

☐ No☐ Yes

If yes, please indicate the source of the original course:

*Instructional materials appropriate for English Language Learners are required.

**For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

***For CTE, attach the CTE course outline created in the online template (<http://ctecourse.scoe.net/>).

1. Prerequisite(s): Passing grade of 'C' or better in French 1P (Recommended)

2. Short description of course which may also be used in the registration manual:

A continued introductory course in French, designed to present skills in understanding, speaking, reading, and writing on the second year level. Goals: (1) To understand, speak, read, and write elementary French as a basis for further study on the intermediate level. (2) To develop a basic understanding and appreciation of the countries and cultures of French-speaking people throughout the world.

- Objectives of course

- To listen to, understand, and be able to respond to simple sentences and conversations
- To speak French sufficiently to respond and communicate in simple phrases and sentences
- To demonstrate the ability to comprehend orally learned and oriented reading matter
- To write dictated beginning-level sentences
- To gain sufficient understanding of grammatical structure to accomplish the above objectives
- To demonstrate a basic knowledge of France and French-speaking countries and cultures
- To demonstrate a favorable attitude toward cultures other than their own

- 3-5 sentences explaining overall course content:

This course covers an introduction to basic French vocabulary in the following categories: Leisure activities, Weather, Parties and celebrations, Clothing and colors, Travel arrangements, Transportation, Hotel and accommodations, Part of the house, Furniture, Household chores. French language grammar structures are introduced and practiced alongside the vocabulary for each unit. The grammar categories include, but are not limited to, the following: the verb **faire (to make or to do)**, **Irregular -ir verbs**, Numbers 101 and higher, **Spelling-change -er verbs**, Demonstrative adjectives, the passé composé with avoir, Indirect object pronouns, **Regular and irregular -re verbs**, The passé composé with être, Direct object pronouns, Adverbs, The formation of the imparfait, The passé composé vs. imparfait, The passé composé vs. imparfait with the verbs **savoir** and **connaître**.

- Indicate references to state framework(s)/standards (If state standard is not applicable then national standards should be used): French 2P blends the underlying principles of the five Cs (Communication, Cultures, Connections, Comparisons, Communities) with features and strategies tailored specifically to build students' speaking, listening, reading and writing skills. Right from the start students are given the tools to express themselves articulately, interact meaningfully with others, and become highly competent communicators in French.

- Student performance standards

Performance assessments provide meaningful contexts in which to measure authentic communication. They begin with a goal, a real-life task that makes sense to students and engages their interest. To complete the task, students progress through the three modes of communication: they read, view, and listen for information (interpretive mode); they talk and write with classmates and others on what they have experienced (interpersonal mode); and they share formally what they have learned (presentational mode).

Within the D'accord ! activity sequence, students have several opportunities for performance assessment. Partner Chat activities are the culmination of oral communication sequences, the *Écriture* assignment in the *Savoir-faire* section has students apply the chapter context to a real-life task.

- Evaluation/assessment/rubrics

Grades will be given for work done in class, homework assignments, quizzes, and tests. Student grades will be determined by the percentage of points they earn throughout the cumulative grading period.

Students' earned points will then be converted to a percentage and a letter grade will be assigned for the students using the following scale:

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

- Include minimal attainment for student to pass course:

- Students must earn at least a "C" to advance to the next level. (Recommended)
- Students must attain at least a "D" to receive credit for the course.

3. Course content: Units 4-8

Number of units (minimum of 6): 4

Unit Title: **Les loisirs**

Content: Sports and leisure activities, Weather, Seasons, Months, Dates; the verb faire, irregular -ir verbs, numbers 101 and higher, spelling change -er verbs; Soccer in France, Public spaces in France, *Les Pays de la Loire, Le Centre*.

Sample Assignment: Students are introduced to the verb *faire (to make or to do)* and its use in idiomatic expressions. Grammar is presented, then students listen and repeat for pronunciation and listening comprehension. Students then have written activities followed by a partner activity where they interview a classmate to practice their listening and speaking skills.

Culminating Project:

Students write a script for and perform a weather report for three different regions in France, Belgium, and Luxembourg. They must present their weather reports through movie/video format, using visuals to make their message more comprehensible.

Unit Title: **Les fêtes**

Content: Parties and celebrations, Clothing and colors, Demonstrative adjectives, The passé composé with avoir, Indirect object pronouns, Regular and irregular -re verbs, *Carnaval, Fashion, L'Aquitaine, Le Midi-Pyrénées, Le Languedoc-Roussillon*

Sample Assignment: Introduction of regular and irregular -re verbs, listen/repeat for pronunciation and listening comprehension practice. Students then use the new information to write out activities pertaining to parties and celebrations. Students finish the day with a speaking activity in pairs.

Culminating Project:

Students create a clothing catalogue written entirely in French to present their “new” clothing line. The catalogue must present a minimum number of articles of clothing with a full description of the article and the colors in which it is available. When the catalogues are complete, students work in pairs/groups to have conversations asking questions about items and ordering from the catalogue.

Unit Title: **En vacances**

Content: Travel arrangements, Transportation, Hotels and accommodations, Countries, Making reservations; Passé Composé with être, Direct object pronouns, Adverbs, The formation of the imparfait; Tahiti, Vacations, *Provence-Alpes-Côte d’Azur, Rhône-Alpes*

Sample Assignment: Students are presented with the passé composé of verbs that require être as the auxiliary verb. Emphasis is on the select group of verbs that require être as well as the requirement of agreement of the past participle (in gender and number) with the subject of the sentence. Written practice is stressed to help the students with this complicated verb tense. After three to four written activities, students prepare 10 questions that they will ask random partners on topics for Spring Break activities.

Culminating Project:

Students will work in groups to create a website for a “new” hotel. They must advertise all of the included amenities and the price per night. They must also include a comment section from previous guests in which they write reviews of peoples’ stay at their hotel. After students complete a gallery walk of all of the posters, they will enact a phone conversation between client and hotel owner, asking and answering questions about amenities, voicing any concerns they have, and making a reservation.

Unit Title: **Chez Nous**

Content: Parts of the house, Furniture, Household chores, The passé composé vs. imparfait, The passé composé vs. the imparfait with the verbs *savoir* and *connaître*. Housing in the Francophone world, Household interiors, *L’Alsace, La Lorraine*.

Sample Assignment:

Students begin with the **Context** section of the lesson and learn extensive vocabulary for the home. Listening and repeat activities encourage students to speak more freely. Students will write three activities then participate in a pair share activity describing their new apartment and compare theirs with their partner.

Culminating Project:

Students will imagine and design their “dream home” on graph paper as if they were an architect. They will then present their design to a “client” and explain all of their decisions in designing the home, using the passé composé and the imparfait to describe the past, and using direct object pronouns to help their clients make final decisions.

4. Describe how this course integrates the schools SLO (former ESLRs- Expected School-wide Learning Results): The communicative skills of students will be enhanced through the use of pair/group work, class presentations, projects, and interactive computer software.

1. Students will learn to plan and manage their time through the use of student agendas. Students are expected to contribute to classroom projects, complete assignments in a timely manner and maintain appropriate classroom behavior.
2. Students participate in activities such as note-taking, essays, songs, projects, poetry, drama, and journal writing. Students participate in many simulated and/or real-life situations in the target language. We try to instill an interest in French language and culture that will continue in academic and work-related settings.
3. Students are expected to maintain a clean and orderly classroom environment. Hygiene practices in other countries are discussed. Students learn hygienic routines (e.g. brushing teeth and eating habits) in the

target language. During Red Ribbon Week, and other times, as appropriate, students role-play and/or discuss problems related to drug and alcohol use. Students are encouraged to use the target language in a supportive environment, thus promoting self-esteem and self-confidence. Students also share special interests and experiences in the target language.

4. Students are encouraged to participate in school-based community outreach programs, clubs, and the congressional merit awards. Students learn to appreciate and accept differences among the peoples of the world through the study of culture. Students learn to work in groups through group projects and cooperative learning assignments.

5. Describe the Integrated ELD teaching techniques to be used to meet the needs of English Language Learners: Comprehensible input, realia, and role-playing will enhance the students' understanding of French language and culture. The use of Total Physical Response activities and changing partners in communication activities help students understand the process of communication. Students are given linguistic comparisons of French to other languages, including the students' own L1 to use as a prior knowledge base for understanding languages.

6. Describe the interdepartmental articulation process for this course:

French teachers collaborate with teachers in other areas of discipline and vary the activities based on what other departments are covering at the same time. Upper level students watch news clips on science, current events, social issues, etcetera. Students study European history as well as geography. Literature from European authors and African authors is used to give students a broader base of cultural understanding of the Francophone world. These types of activities frequently enhance other disciplines.

7. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts: Students learn about various occupations where French is a bonus such as translation jobs, interpreter, or work for government agencies such as the CIA. Many students enjoy the cooking aspect of French classes and go on to study culinary arts at the Cordon Bleu or Culinary Institute of America.

8. Supplemental Materials of Instruction (Note: Materials of instruction for English Language Learners are required and should be listed below)

Type of material (book, manual, periodical, article, website, primary source document, etc.)	Author	Publisher	Edition/Year	URL	Primary book, read in its entirety? (Y/N)
VHL Central online course material	Gutierrez, Bustamante, Porras, Schaaf	Jose A. Blanco	First edition 2015	www.vhlcentral. com	N- portions of the textbook (levels 1 & 2)

Workbook activities, videos and recordings accompanying the text, posters, vocabulary picture charts, wall maps, pictures, online language learning sites, and teacher-provided realia.

LED projector, computer, document reader, Chromebooks and/or iPads, online Apps, and downloaded Apps, and websites for language practice. Manipulatives include plastic food, clothing, Euros, maps of the local school area, individual white boards, clocks, dry erase sentence strips for competitions.