

El Monte Union High School District

1995

Revised
5/31/201

Course Outline

High School _____ District _____

Title: French 2 P

Transitional* _____ (Eng. Dept.
Only)

Sheltered (SDAIE)* _____ Bilingual* _____

AP** _____ Honors** _____

Department: World Language

Grade Level (s): 10-12

Semester _____ Year X

Year of State Framework Adoption _____

This course meets
graduation requirements:

- English
- Fine Arts
- World** Language
- Health & Safety
- Math
- Physical Education
- Science
- Social Science

Department/Cluster Approval

Date

Department/Cluster Approval	Date
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

*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.

1. Prerequisite(s): **(RECOMMENDED)**

Arroyo

“C” in French 1

El Monte

A grade of “C” or better in French 1

Mountain View

Students must take French 1 P, with a grade of “C” or better, before enrolling in French 2 P.

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

Arroyo

An intermediate course in French, designed to present skills in understanding, speaking, reading, and writing on the second year level.

Goals:

1. To develop the ability of the student to understand, speak, read, and write French of moderate difficulty.
2. To develop further an understanding and appreciation of the culture of French-speaking people throughout the world.

El Monte

This course is intended for students who wish to continue their study of French. The course will increase the students' ability to use and recognize vocabulary, to communicate in French and to function in a French-speaking culture.

Mountain View

French 2 P is a second-year course for any student wishing to continue to learn French. Students will receive instruction to develop the four skills of listening, speaking, reading, and writing. Students will be exposed to diverse cultural aspects of the French-speaking world.

3. Describe how this course integrates the schools ESLRs (Expected School-wide Learning Results):

El Monte

Listening, speaking, reading, and writing skills are skills included in the FL curriculum. Students seek, access, analyze, and use information through culture projects and then are able to use creativity and originality in their presentations. Career Readiness as well as personal skills are demonstrated through keeping organized notebooks, being responsible for class work, and stressing the importance of honesty, integrity, and personal accountability in their personal and group goals for the class. Diversity is recognized and respected as students learn of other peoples and cultures as well as learning to work with each other within the classroom environment.

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A.1. Effective Communicators: Students will use the target language to communicate through listening, speaking, reading, and writing.

A.2. Ethical and Responsible Individuals: Students will complete their own assignments in a timely manner.

A.3. Critical Thinking and Self-Directed Learners: Students will compare and contrast the cultures of the French-speaking world in oral reports. Student will do individualized learning with classroom computers.

A.4. Healthy Individuals: Students are encouraged to participate in the French Club. Students should also participate in classroom activities.

A.5. Community Participants: Students will have a knowledge of and a respect for important cultural information from French-speaking countries.

4. Describe the additional efforts/teaching techniques/methodology to be used to meet the needs of English Language Learners:

El Monte

This course uses the following teaching techniques and methodology: art work created by students and related to course content, films depicting cultural and historical aspects of content, individual and group projects, manipulatives/realia, teachers and/or other students act out content, cooperative learning, graphic organizers,

reading out loud, creation of vocabulary lists related to reading, and the use of students' prior knowledge and experiences to base the teaching of new material on.

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Comprehensible input, realia, and role-playing will enhance the students understanding of French language and culture.

5. Describe the interdepartmental articulation process for this course:

El Monte

Articulation with the English department has determined the need for large and small research projects, which this course does require. The presentation or both written and oral projects assists the English department in preparing students for their senior projects. The FL department process also ascertains when the English/History departments will be studying a particular period of history and literature and incorporates this study into the curriculum of the appropriate FL course through small research projects and/or homework assignments.

Mountain View

The French teacher will plan 1-3 joint activities per year with teachers from other disciplines. French student and the collaborating department's students will receive instruction from both teachers.

6. 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:

El Monte

School to career concepts covered include: organizational skills (students are required to keep a semester notebook, agendas, journals), proper writing skills (students are required to fill out multiple types of forms, write different types of letters, use proper essay and research paper techniques), sensitivity to diversity (students are required to identify and understand the differences in the target language culture and their own, and to participate in cooperative learning groups), timeliness (students are required to meet projects, papers, homework due dates), use of technology (students are required to word-process papers and projects and to complete a certain number of FL internet activities), and responsibility (students are required to actively participate in their groups and attend class regularly).

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During the course of French 2 P, the students will be made aware of career choices in which knowing how to speak French is a valuable skill. Furthermore, classroom activities lend themselves to learning a new skill (i.e. making crepes with the Family and Consumer Science may spark the students' interest in cooking as a job.

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

A. Textbook(s) and Core Reading(s):

Arroyo

- *French for Mastery – Level 2*, Valette and Valette, D.C. Heath & Co., 1982

El Monte

- *Allez Viens – Level 2*, Holt, Rinehart & Winston, 2000

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- *Discovering French Blanc – Level 2*

B. Supplemental Materials and Resources:

Arroyo

- Workbooks and tapes accompanying above text
- Films and slides
- Posters
- Vocabulary picture charts
- Wall maps
- Pictures
- French student magazine
- Teacher provided realia

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- *Allez Viens – Level 2* supplemental materials:
 - Activities workbook
 - CD-rom
 - CDs
 - Oral activities book
 - Listening activities book
 - Overhead transparencies
 - Test & quiz book
- *Petites Contes Sympathiques*, National Text, 1988
- *J’Ecris, Tu Ecris and Ecrivez Mieux*, National Text, 1977
- “*Journal Français Amérique*” (Newspaper)
- “*Salut*” and “*Ça M’Interesse*” (Magazines)
- Videos
- Song cassettes
- Games
- Maps

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- *Discovering French Blanc, Level 2*:
 - DVD Program
 - Teacher to Teacher Copymasters
 - Block Scheduling Copymasters
 - Overhead transparencies and Copymasters
 - Resource Book (Reprise through Unite 9)
 - California Less Plans
 - *Activites Pour Tous* Copymasters

- Audio Program (CDs)
- Idiom Vocabulary / Grammar Software
- Video
- Slides
- Song Cassettes & CDs
- Games
- Kaleidoscope Blackline Masters

C. Tools, Equipment, Technology, Manipulatives, Audio-Visual:

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- TV and VCR
- Computer
- CD/Cassette player
- Overhead projector
- Plastic food
- Doll house and furniture
- Table settings
- Clothing
- Menus from France

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- Overhead projector
- Television
- VCR / DVD player
- CD / Tape player
- 6 computers

8.

▪ **Objectives of Course**

Arroyo

- To listen to and understand spoken questions and statement in French on a moderately difficult level.
- To speak French sufficiently to respond and take part in meaningful conversations of moderate difficulty using accurate pronunciation and intonation.
- To demonstrate the ability to comprehend in French extensive reading material using the vocabulary, grammatical structures, and idioms contained in the text.
- To write structured and original statements and paragraphs using the vocabulary and structures in the text.
- To gain sufficient understanding of grammatical structure to accomplish the above.

- To demonstrate an increased and deeper knowledge of France and French-speaking countries and their culture.
- To demonstrate a favorable attitude toward French-speaking peoples and cultures.

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Students will learn to understand and speak basic French, as well as to read and write simple paragraphs and stories. Students will be required to learn the geography and the culture of the French-speaking world.

- **Unit detail including projects and activities including duration of units (pacing plan)**

Refer to attached site plans.

- **Indicate references to state framework(s)/standards (If state standard is not applicable then national standard should be used)**

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I. Competency Category: “Comprehension” (Standards 1.1, 1.2, 4.1, 5.1, 5.2)

A. Listening Comprehension

The students will:

1. demonstrate comprehension of general topics and main ideas in natural spoken conversation using a 1,000-3,000 word vocabulary (M-C items testing content only)
2. process information from a variety of sources, such as in a weather report – listen and determine a general forecast.
3. follow directions to common destinations – how to get from one place to another.
4. follow a broadcast or watch commercials to get the message.
5. take down basic information, such as phone messages.

B. Reading Comprehension

The students will:

1. demonstrate comprehension of brief passages of contemporary, everyday edited prose, incorporating 1,000-3,000 word vocabulary.
2. answer content questions in French to be evaluated for content only and not structural accuracy.
3. demonstrate vocabulary expansion skills.

II. Competency Category: “Production” (Standards 1.1, 1.2, 1.3, 5.1)

A. Conversational Skills

The students will:

1. respond (not only to learned phrases) to:
 - a. general personal questions requiring concrete information.
 - b. material presented visually.
2. demonstrate use of conversational skills by:
 - a. asking questions to gain information about general everyday situations.
 - b. using short phrases and common words to make spontaneous statements, providing basic information about own experiences, asking questions, requesting information, and restating directions.

c. responding to frequently used phrases and casual conversation.

B. Writing Skills

The students will:

1. demonstrate use of integrative skills by being able to:
 - a. asking questions to gain information about general everyday situations.
 - b. using short phrases and common words to make spontaneous statements, providing basic information about own experiences, asking questions, requesting information, and restating directions.
 - c. responding to frequently used phrases and casual conversation.

III. Competency Category: “Cultural Awareness” (Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4.1, 4.2, 5.1, 5.2)

The students will:

1. recognize pervasive values of the culture.
2. use authentic cultural scenes to create awareness of these values.
3. illustrate variations between cultures within a given language group.
4. given an example of cultures in contact where a misunderstanding occurs, be able to tell why.

IV. Competency Category: “Vocabulary Control” (Standards 1.1, 1.2, 1.3)

The students will:

1. demonstrate recognition of vocabulary in context of 1,000-3,000 words.
2. demonstrate knowledge of vocabulary by using a 600-1,000 word active vocabulary, with a 300-word core vocabulary for a total core vocabulary of 600 words.

V. Competency Category: “Language Accuracy” (Standards 1.1, 1.2, 1.3, 4.1)

A. Grammatical Accuracy during Production

The students will:

1. demonstrate basic command of the language well enough to be understood by a fluent speaker who is sympathetic to non-native speakers:
 - a. Conversational skills: construct questions to gain specific information, construct sentences to provide descriptions, and give information on personal experiences
 - b. Writing Skills: write compositions, letters, skits, poetry, and summaries.

B. Usable Knowledge of Grammar

The students will:

1. demonstrate recognition of basic grammatical concepts and relationships:
 - a. in proper syntax.
 - b. with tense forms and functions.
 - c. with preposition.
 - d. with adjective endings.
 - e. using personal pronouns.

Career Development Component: (Standards 1.1, 1.2, 3.1, 4.1, 5.1)

The students will:

1. identify occupations related to target language units of study. (www.eguidance.com)
2. select one occupation of choice and identify at least 3 companies/employers via the Internet (nationally and/or internationally) who hire individuals fluent in the target language.

3. write in the target language to one international company and request a written response (letter, brochure, etc.).
4. report their findings/responses to the class.

- **Student performance standards**

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Upon completion of the course of study for French 2, the student will demonstrate proficiency at the “Intermediate level, Stage II” in the competencies defined by the California Foreign Language Competency Project and the American Council of the Teaching of Foreign Languages (ACTFL) as listed above.

- **Evaluation/assessment/rubrics**

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Quizzes are given at the end of each lesson, while tests are given at the end of each unit. These forms of assessment include listening, writing, reading, speaking, and multiple choice questions. Homework is given on a daily basis, and it is self-corrected in class by the student. Class work involves written practice, and is collected at the end of each grading period. Projects are presented verbally.

- **Include minimal attainment for student to pass course**

Arroyo

- Answer 6 out of 10 on oral and written tests, oral reports and dialogues evaluated by teacher, student participation and performance observed by teacher in class activities.
- Answer 6 out of 10 on object type tests, picture tests, and teacher evaluations as above.
- Completion of written report which meets research, content, and format requirements.
- Participation in production.

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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, using the following scale:

90-100% = A
80-89% = B
70-79% = C
60-69% = D

Student must attain at least a “D” to receive credit for this course.