



## **Ledyard High School**

### **French 2 Curriculum**

**This course expands the student's mastery of the fundamentals of French I. Listening, speaking, reading, and writing skills are more intensively practiced with the emphasis on developing speaking skills. Oral proficiency is developed through the use of pair and small group interaction, skits, chapter projects, and discussion of cultural readings. All students are assessed in reading, writing, listening, speaking, and knowledge of culture. Performance based assessments will replace some chapter tests. Prerequisite: Grade of C- in French I.**

- **The ACTFL guidelines are located at the end of this document.**
- **Objectives are listed in the order they are presented.**
- **The objectives in bold are grammar items.**

## Ledyard High School French 2 Curriculum

### Unit 1:

**At the completion of this unit, students will be able to introduce and describe themselves and others, talk about their likes and dislikes, ask others what they like and dislike and tell when they do something. (13 classes)**

|                                   |  |
|-----------------------------------|--|
| <b>Objectives</b>                 | <ol style="list-style-type: none"> <li>1. Students will be able to describe themselves and ask about others.</li> <li>2. Students will be able to talk about what they like and don't like, including activities they like and don't like.</li> <li>3. <b>Students will review the verbs avoir and être.</b></li> <li>4. <b>Students will review adjective agreement.</b></li> <li>5. Students will be able to ask a variety of questions using different interrogatives.</li> <li>6. Students will be able to tell when they do something using a variety of adverbs.</li> <li>7. <b>Students will review verbs from the 1ère groupe (regular -er verbs).</b></li> <li>8. <b>Students will review verbs from the 2ème and 3ème groupe (regular -ir verbs and -re verbs).</b></li> </ol> |
| <b>Essential Topic Vocabulary</b> | adjectives of size and personality, after school activities  |
| <b>Essential Question</b>         | How do culture and geography influence social interaction, free-time activities, and home life?  |

### **Suggested Activities:**

Nearpod, Blooket, role play, songs and short videos

### **Required Activities:** Oral assessment (Flipgrid)

Journal assignment after objective #4

Assessment (quiz) after objective #4

Journal assignment at the end of the unit

Assessment (test) at the end of unit

### Unit 2:

**At the completion of this unit, students will be able to wish someone a good time when going out or celebrating, ask for and give advice along with asking for help and checking on whether something has been completed. (18 classes)**

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|-----------------------------------|---|
| <b>Objectives</b>                 | <ol style="list-style-type: none"> <li>1. Students will be able to wish someone a good time.</li> <li>2. Students will be able to ask for and give advice.</li> <li>3. <b>Students will learn the direct object pronouns and how to use them (COD)</b></li> <li>4. <b>Students will learn the indirect object pronouns and how to use them. (COI)</b></li> <li>5. Students will be able to how to ask for help.</li> <li>6. Students will be able to check if a job or chore has been completed.</li> <li>7. <b>Students will review the passé composé with verbs that use the auxiliary avoir.</b></li> <li>8. <b>Students will learn the verbs that use the auxiliary être in the passé composé and how to use it.</b></li> </ol> |
| <b>Essential Topic Vocabulary</b> | Celebrations and party preparations   |
| <b>Essential Question</b>         | How do culture and geography affect holidays and celebrations?  |

### **Suggested Activities:**

Nearpod, Blooket, role play, songs and short videos

### **Required Activities: Oral assessment (Flipgrid)**

Journal assignment after objective #4

Assessment (quiz) after objective #4

Journal assignment at the end of the unit

Assessment: A 30 second commercial advertising an item sold for a celebration

### **Unit 3:**

**At the completion of this unit, students will be able to ask about food preparation, shop for groceries and ask where things are in a market. (18 classes)**

|                                   |   |
|-----------------------------------|---|
| <b>Objectives</b>                 | <ol style="list-style-type: none"> <li>1. Students will be able to ask about food preparation.</li> <li>2. Students will be able to make requests at a market or when preparing a food item.</li> <li>3. <b>Students will review the partitive.</b></li> <li>4. <b>Students will learn the pronoun; y and learn how to use it.</b></li> <li>5. Students will be able to shop for groceries when going to the different French markets.</li> <li>6. Students will be able to ask how to locate different items.</li> <li>7. <b>Students will learn the pronoun en and how to use it.</b></li> <li>8. <b>Students will learn the placement of object pronouns when there are multiple pronouns in the same sentence.</b></li> </ol> |
| <b>Essential Topic Vocabulary</b> | Fruits, vegetables and cooking terms, food shopping   |

|                           |   |
|---------------------------|---|
| <b>Essential Question</b> | How do culture and geography affect grocery shopping, foods, and cooking? |
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**Suggested Activities:**

Nearpod, Blooket, role play, songs and short videos

**Required Activities:** Oral assessment (Flipgrid)

Journal assignment after objective #4

Assessment (quiz) after objective #4

Journal assignment at the end of the unit

Assessment (test) at the end of unit

**Unit 4:**

**At the completion of this unit, students will be able to wonder and ask how something turned out, ask for information and express frustration. (13 classes)**

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|-----------------------------------|---|
| <b>Objectives</b>                 | <ol style="list-style-type: none"> <li>1. Students will be able to ask how something turned out.</li> <li>2. Students will learn how to use object pronouns in the passé composé.</li> <li>3. Students will learn additional ways to make a sentence negative such as: quelqu'un, quelque chose, ne...personne, ne...rien, ne...que.</li> <li>4. Students will be able to ask for information.</li> <li>5. Students will be able to express frustration.</li> <li>6. Students will learn the verb: suivre and how to use it.</li> <li>7. Students will learn how to use depuis, il y a, and ça fait.</li> </ol> |
| <b>Essential Topic Vocabulary</b> | School places and events, computer terminology.   |
| <b>Essential Question</b>         | How do culture and geography affect education and technology?   |

**Suggested Activities:**

Nearpod, Blooket, role play, songs and short videos

**Required Activities:** Oral assessment (Flipgrid)

Journal assignment after objective #3

Assessment (quiz) after objective #3

Journal assignment at the end of the unit

Assessment (students will be required follow a guide(in French) regarding different francophone schools) at the end of unit

**Unit 5:**

**At the completion of this unit, students will be able to talk about their morning and evening routines, say when they do something and make recommendations. (18 classes)**

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|-----------------------------------|---|
| <b>Objectives</b>                 | <ol style="list-style-type: none"> <li>1. Students will be able to talk about their morning and evening routines.</li> <li>2. Students will be able to express impatience with something.</li> <li>3. <b>Students will learn about reflexive verbs and how to use them.</b></li> <li>4. <b>Students will learn the adjectives tout, tous, toute and toutes and how to use them.</b></li> <li>5. Students will be able to say when they do something.</li> <li>6. Students will be able to make recommendations.</li> <li>7. <b>Students will learn how to use reflexive verbs in the passé composé.</b></li> <li>8. <b>Students will learn how to use reflexive verbs in the imperative.</b></li> </ol> |
| <b>Essential Topic Vocabulary</b> | Morning, daily, and evening routine terms   |
| <b>Essential Question</b>         | How do culture and geography affect routines and traditions?  |

**Suggested Activities:**

Nearpod, Blooket, role play, songs and short videos

**Required Activities:** Oral assessment (Flipgrid)

Journal assignment after objective #4

Assessment (quiz) after objective #4

Journal assignment at the end of the unit

Assessment (test) at the end of unit

**Unit 6:**

**At the completion of this unit, students will be able to talk about the things they used to do when they were younger, tell of an event that took place in the past, compare life in the city versus the country. (14 classes)**

|                   |   |
|-------------------|---|
| <b>Objectives</b> | <ol style="list-style-type: none"> <li>1. Students will be able to talk about when they were a child.</li> <li>2. Students will be able to talk about an event that took place in the past.</li> <li>3. <b>Students will learn how to form and use the imparfait tense.</b></li> <li>4. <b>Students will learn when to use the imparfait versus the passé composé</b></li> <li>5. Students will learn how to compare things.</li> <li>6. Students will learn how to describe country life.</li> </ol> |
|-------------------|---|

|                                   |  |
|-----------------------------------|--|
|                                   | <b>7. Students will learn how to use the comparative with adjectives and nouns.</b><br><b>8. Students will learn how to use the superlative with adjectives.</b> |
| <b>Essential Topic Vocabulary</b> | Childhood activities, country life   |
| <b>Essential Question</b>         | How do culture and geography affect families and lifestyles?   |

**Suggested Activities:**

Nearpod, Blooket, role play, songs and short videos

**Required Activities:** Oral assessment (Flipgrid)

Journal assignment after objective #4

Assessment (quiz) after objective #4

Journal assignment at the end of the unit

Assessment (Oral presentation about one's childhood) at the end of unit

**Unit 7:**

**At the completion of this unit, students will be able to speak about things that happened in the past including describing circumstances. Students will also be able to tell what they will do in the future. (12 classes)**

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|-----------------------------------|---|
| <b>Objectives</b>                 | <b>1. Students will be able to say what happened.</b><br><b>2. Students will be able to describe certain circumstances in the past.</b><br><b>3. Students will continue to work with the passé composé versus the imparfait.</b><br><b>4. Students will work with the expression être en train de.</b><br><b>5. Students will be able to tell what they will do in the future.</b><br><b>6. Students will be able to wonder what will happen in the future.</b><br><b>7. Students will work with the future tense of regular verbs.</b><br><b>8. Students will work with the future tense of irregular verbs.</b> |
| <b>Essential Topic Vocabulary</b> | Camping terms, nature, animals and activities   |
| <b>Essential Question</b>         | How do culture and geography affect leisure and sports activities?  |

**Suggested Activities:**

Nearpod, Blooket, role play, songs and short videos

**Required Activities:** Oral assessment (Flipgrid)

Journal assignment after objective #4

Assessment (quiz) after objective #4

Journal assignment at the end of the unit

Assessment (test )at the end of the unit

### **ACTFL performance descriptors for language learners – Interpersonal**

<https://www.actfl.org/publications/guidelines-and-manuals/actfl-performance-descriptors-language-learners>

**Text type-** Understands and produces highly practiced word and phrases and an occasional sentence. Able to ask formulaic or memorized questions.

**Vocabulary** – Able to understand and produce a number of high frequency words, highly practiced expressions, and formulaic expressions.

**Communication Strategies** – May use some or all of the following strategies to maintain communication, able to:

- Imitate modeled words.
- Use facial expressions and gestures.
- Repeat words.
- Resort to first language.
- Ask for repetition.
- Indicate lack of understanding.

**Cultural Awareness** – May use culturally appropriate gestures and formulaic expressions in highly practiced applications. May show awareness of the most obvious cultural differences or prohibitions but may often miss cues indicating miscommunication.

### **ACTFL performance descriptors for language learners – Interpretive**

**Functions** – Comprehends meaning through recognition of key words and formulaic phrases that are highly contextualized. May show emerging evidence of the ability to make inferences based on prior knowledge.

**Language Control** – May derive meaning by recognizing structural patterns that have been used in familiar and some new contexts.

**Vocabulary** – Comprehends some, but not all of the time, highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions.

**Communication Strategies** - For alphabetic languages:

- Rely on recognition of cognates.
- May recognize word family roots, prefixes and suffixes.

**Cultural Awareness** – Uses own culture to derive meaning from texts that are heard, read, or viewed.

### **ACTFL performance descriptors for language learners - Presentational**

**Functions** – May show emerging evidence of the ability to express own thoughts and preferences.

**Contexts/Content** – May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and immediate environment.

**Text Type-** Produces words and phrases and highly practiced sentences or formulaic questions.

**Vocabulary** – Produces a number of high frequency words and formulaic expressions; able to use a limited variety of vocabulary on familiar topics.

**Communication Strategies** – May use some or all of the following strategies to communicate, able to:

- Rely on a practiced format.
- Use facial expression and gestures.
- Repeat words.
- Resort to first language.
- Use graphic organizers to present information.
- Support presentations speaking with visuals and notes.

**Cultural Awareness** – May use some memorized culturally appropriate gestures, formulaic expressions and basic writing conventions.