

MOSCOW SCHOOL DISTRICT
CURRICULUM GUIDE
Subject/Course: World Languages – French: Level 2
Grades 7-12

The student is expected to know content and apply skills from Level 1.

Standard 1: Acquisition and use of language.

Comprehend and communicate in the target language through listening, reading, writing, and speaking. Level 2 students use the four language acquisition skills with an expanded, but still basic, vocabulary. Students comprehend aural input in longer and more complex pieces (up to several minutes of input at a time). Students follow classroom directions given in the target language. Students read longer (100 to 250 word) passages, which contain both familiar and unfamiliar vocabulary, and use a variety of strategies to decipher the unfamiliar pieces. Students write paragraph length texts about a variety of familiar topics, in a variety of tenses. Students engage in more extended conversation about rehearsed topics with the teacher and respond to unrehearsed but familiar questions with appropriate language. Students present rehearsed information orally. All student output in the second year should be comprehensible to a sympathetic native speaker and/or teacher of the language.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of high school)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 1</i>
Goal 1.1: Listening	<ul style="list-style-type: none"> • 7-12.WL2.1.1.1 Comprehend expanding vocabulary in isolation and in context. • 7-12.WL2.1.1.2 Follow general classroom instruction in the target language. • 7-12.WL2.1.1.3 Distinguish if an action described is taking place in the past, present, or future. • 7-12.WL2.1.1.4 Comprehend speech in a variety of forms (e.g., regional accents, teacher talking in varying rates of delivery). 	<p>Most classroom instructions are given in French, with the exception of complex grammar explanations.</p> <p>Students indicate comprehension of tenses by simple hand signals to indicate past, present future. Students listen to audio tapes and guest speakers from a variety of francophone countries.</p>	Bon Voyage (BV) Audio Activities Workbook pp A1-A57.	Glencoe <i>Bon Voyage Level 2</i> Vocabulary Chapters 1-14
Goal 1.2: Speaking	<ul style="list-style-type: none"> • 7-12.WL2.1.2.1 Engage in an extended conversation about rehearsed topics. 	Example: Students make a pretend hotel reservation by calling the teacher (who plays the role of the receptionist) on the telephone.		

	<ul style="list-style-type: none"> • 7-12.WL2.1.2.2 Retell stories and present information (e.g., from texts, visual clues, Internet sources). • 7-12.WL2.1.2.3 Read texts aloud. • 7-12.WL2.1.2.4 Respond to familiar, unrehearsed questions and situations using appropriate target language. 	<p>Students describe artwork, scenes and short film clips to each other, and attempt to replicate the drawings based on their descriptions.</p> <p>Students read the script of the opera: “<u>Les Parapluies de Cherbourg</u>,” prior to watching the film.</p> <p>Weekly partners review of French I Oral Exam Questions and Hot Seat Game.</p>		
Goal 1.3: Reading	<ul style="list-style-type: none"> • 7-12.WL2.1.3.1 Read and comprehend short passages consisting of familiar vocabulary. • 7-12.WL2.1.3.2 Read and comprehend short passages that contain some unfamiliar vocabulary. • 7-12.WL2.1.3.3 Scan authentic sources to gain specific information through visual clues and cognates. • 7-12.WL2.1.3.4 Read more complex, annotated passages with supplied vocabulary. 	<p>Textbook-based activities.</p> <p>Readings: <i>Le petit Nicolas</i> and poetry.</p> <p>Students research and present current events through internet news services.</p> <p>Selected poems and short stories in <i>Litterature Francophone</i>, by Nathan.</p>	<i>Bon Voyage</i> (BV) Text Activities and Written Activities Workbook pp 1-170.	
Goal 1.4: Writing	<ul style="list-style-type: none"> • 7-12.WL2.1.4.1 Write in a variety of forms and a minimum of two tenses using acquired vocabulary structures. • 7-12.WL2.1.4.2 Create paragraph-length writings about familiar topics. 	<p>Students write summaries of French Films: <i>Les parapluies de Cherbourg</i>, <i>Au Revoir les Enfants</i>, <i>Cyrano de Bergerac</i>, <i>la Bataille d’Algers</i> ; and of class field trips.</p>		

Standard 2: Critical Thinking

Analyze, modify, and manipulate language elements. Level 2 students recognize and derive meaning from correctly used language elements and manipulate these elements to create texts with meaning. Students create output in speech and writing, which demonstrates improving use of grammar elements, in all tenses taught (past, present, future, etc.) and for nouns and pronouns. Students express preferences in several ways, ask a variety of questions, and express a variety of needs and wishes.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of high school)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 2</i>
Goal 2.1: Analysis of Language Elements and Products	<ul style="list-style-type: none"> ● 7-12.WL2.2.1.1 Recognize appropriate verb endings in all tenses learned. ● 7-12.WL2.2.1.2 Recognize and derive meaning from correctly used language elements (e.g., nouns, pronouns, articles, adjectives, adverbs, prepositions). ● 7-12.WL2.2.1.3 Predict meaning of unfamiliar words based on context and word families. 	<p>Verb drills with white boards and spinner games.</p> <p>Cognate activities based on selected texts.</p>	<p><i>Bon Voyage</i> (BV) Text Activities and Written Activities Workbook pp 1-170.</p>	<p>State does not have vocabulary for this grade level.</p>
Goal 2.2: Modification and Manipulation of Language Elements and Products	<ul style="list-style-type: none"> ● 7-12.WL2.2.2.1 Manipulate language structures to demonstrate comparative and superlative relationships. ● 7-12.WL2.2.2.2 Use language structures to express degrees of preference or differences (e.g., “I like hamburgers,” “I prefer hamburgers to hotdogs”). ● 7-12.WL2.2.2.3 Use language-specific structures to show roles of nouns, pronouns, adjectives, and adverbs in context (e.g., subject, possessive, object). 	<p>Text and workbook activities. Oral practice in classroom.</p>		

Standard 3: History, Geography, and Culture

Demonstrate an understanding of the historical, geographical, and cultural contexts of the target language. Level 2 students recall the basic geography and history of the target cultures, and furthermore have a deeper understanding of selected regions, persons, and events in the target culture. Students discuss some of the cultural features of the regions in the target language.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of high school)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 3</i>
Goal 3.1: Historical Context	<ul style="list-style-type: none"> 7-12.WL2.3.1.1 Analyze the impact of selected historical figures and events on the target culture. 	<i>Lectures culturelles</i> and <i>Lectures supplémentaires</i> at the end of each chapter.	<i>Bon Voyage</i> Text activities.	State does not have vocabulary for this grade level.
Goal 3.2: Geographical Context	<ul style="list-style-type: none"> 7-12.WL2.3.2.1 Examine geopolitical regions selected from the target culture (e.g., focus on a city, geographical entity.) 	Student presentations on the art of various francophone countries.		
Goal 3.3: Cultural Context	<ul style="list-style-type: none"> 7-12.WL2.3.3.1 Identify unique cultural aspects of regions in the target culture (e.g., food, holidays, customs, celebrations.) 	French food days. Student power-point presentations on the variety of religions practiced in francophone countries.		