

French Level 2

4831 & 4832

This is a year long course.

State Core Performance Competencies:

1. Interpretive Listening and Reading: I can interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics.
2. Interpersonal Communication: I can exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context.
3. Presentational Speaking and Writing: I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.
4. Investigation of Cultural Products and Practices: I can use my language skills to investigate the world beyond my immediate environment.
5. Understanding of Cultural Perspectives: I can use my language skills to recognize and understand others' ways of thinking as well as my own.
6. Participation in Cultural Interaction: I can use my language skills and cultural understanding to interact in a cultural context other than my own.

State Core Standards Learning Benchmarks for Novice High Proficiency Level	Unit Themes	Essential Learning Targets	Assessment
1st Term (August - October)			
<p>I can often understand words, phrases, and simple sentences related to everyday life, and sometimes understand the main topic of what is being said or when I'm reading.</p> <p>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.</p>	Le shopping	<p>I can ...</p> <ul style="list-style-type: none"> ...shop for clothing. ...use the verbs acheter (to buy) and vouloir (to want). ...use demonstrative adjectives ce, cet, cette, ces (this/that/these/those). ...shop for food. ...sequence activities with d'abord, ensuite, enfin (first, next, finally). ...use regular -re verbs. ...use expressions of quantity. ...shop for fruits and vegetables at a market. ...use the partitive articles (de-phrases meaning some or any) in affirmative and negative sentences. 	<p>Flashcards on line: show a minimum of 80% accuracy of words and expressions.</p> <p>In class oral assessments: speaking, giving answers, conversing with a partner, A/B gap of information, surveys among classmates (questioning and answering within a very familiar context).</p>

<p>I can usually handle short social interactions in everyday situations by asking and answering simple questions.</p> <p>I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.</p> <p>I can write short messages and notes on familiar topics related to everyday life.</p>			<p>Participation in team or whole class discussion on culture.</p> <p>Canvas quizzes on line: show ability to copy and produce memorized words, expressions, sentences.</p> <p>Canvas listening, reading, and writing test: show comprehension and production of vocabulary words and phrases.</p>
<p>I can identify some products and practices of cultures.</p> <p>I can identify some basic cultural beliefs and values.</p> <p>I can function at a survival level in an authentic cultural context.</p>	<p>À la maison (At home)</p> <p>This unit will overlap into 2nd Term.</p>	<p>I can ...</p> <ul style="list-style-type: none"> ...give a tour of my house or apartment. ...ask and tell where people live. ...agree and disagree. ...use ordinal numbers. ...describe meals and the table setting. ...give directions in the kitchen. ...use the comparative of adjectives. ...use the verbs devoir (to have to) and mettre (to put, put on, place, set). ...describe a bedroom & bathroom. ...talk about a computer and accessories. ...say that I don't understand. ...use the verb pouvoir (to be able to, can). 	<p>Flashcards on line: show a minimum of 80% accuracy of words and expressions.</p> <p>In class oral assessments: speaking, giving answers, conversing with a partner, A/B gap of information, surveys among classmates (questioning and answering within a very familiar context).</p> <p>Participation in team or whole class discussion on culture.</p> <p>Canvas quizzes on line: show ability to copy and produce memorized words, expressions, sentences.</p>

			Canvas listening, reading, and writing test: show comprehension and production of vocabulary words and phrases.
	2nd Term (October - January)		
	À Paris (In Paris)	<p>I can ...</p> <ul style="list-style-type: none"> ...discuss the seasons and weather conditions. ...express “I’m cold” and “I’m hot” as well as other avoir expressions. ...identify pets. ...extend, accept, and decline an invitation. ...use the verb faire (to do / to make). ...discuss places around town (and specifically Paris). ...excuse myself. ...discuss past events using the passé composé tense with avoir. ...describe people and things using irregular adjectives. ...discuss specific times in the past. ...say where people have gone using the passé composé tense with être. ...use adverbs with the passé composé to express how things happened. 	<p>Flashcards on line: show a minimum of 80% accuracy of words and expressions.</p> <p>In class oral assessments: speaking, giving answers, conversing with a partner, A/B gap of information, surveys among classmates (questioning and answering within a very familiar context).</p> <p>Participation in team or whole class discussion on culture.</p> <p>Canvas quizzes on line: show ability to copy and produce memorized words, expressions, sentences.</p> <p>Canvas listening, reading, and writing test: show comprehension and production of vocabulary words and phrases.</p>
3rd Term (January - March)			

	En forme (In shape)	<p>I can ...</p> <ul style="list-style-type: none"> ...identify parts of the body and face. ...express need and necessity. ...use the verb falloir. ...discuss health (and aches, pains, and illnesses). ...ask for and give advice. ...give commands (tu, vous, nous). ...discuss environmental problems. ...persuade someone and respond to persuasion. ...use infinitives after helping verbs. ...determine when to use des or de with plural nouns modified by adjectives. 	<p>Flashcards on line: show a minimum of 80% accuracy of words and expressions.</p> <p>In class oral assessments: speaking, giving answers, conversing with a partner, A/B gap of information, surveys among classmates (questioning and answering within a very familiar context).</p> <p>Participation in team or whole class discussion on culture.</p> <p>Canvas quizzes on line: show ability to copy and produce memorized words, expressions, sentences.</p> <p>Canvas listening, reading, and writing test: show comprehension and production of vocabulary words and phrases.</p>
	4th Term (April - June)		
	Les vacances (Vacationing)	<p>I can ...</p> <ul style="list-style-type: none"> ...discuss Canada, specifically the province of Québec. ...tell where places are located. ...use prepositions before cities, countries, and continents. ...describe the countryside and travel by train and bus. ...remind someone to do something. ...wish someone a good trip. 	<p>Flashcards on line: show a minimum of 80% accuracy of words and expressions.</p> <p>In class oral assessments: speaking, giving answers, conversing with a partner,</p>

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CURRICULUM MAP



		<p>...use negations (never, not anymore, no one, nothing). ...identify European countries and nationalities. ...ask for and give directions to places around town. ...use the superlative of adjectives.</p>	<p>A/B gap of information, surveys among classmates (questioning and answering within a very familiar context).</p> <p>Participation in team or whole class discussion on culture.</p> <p>Canvas quizzes on line: show ability to copy and produce memorized words, expressions, sentences.</p> <p>Canvas listening, reading, and writing test: show comprehension and production of vocabulary words and phrases.</p>
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