Date: March 2016  
Proposed Grade Level(s): 9-12  
Grading: A-F and 1-7 (MYP)  
CTE Sector / Pathway: N/A  
Course Length: 1 year  
Subject Area: Language Acquisition (World Languages)  
Credits: 5/semester  
Articulation Units: N/A  
Specialized Program: IB/MYP

Prerequisite(s): Completion of French 1 with consistent scores of 6 and above on IB MYP criterion rubrics, a B grade or better in French 1 course, and teacher recommendation.

Intent to Pursue ‘A-G’ College Prep Status: Yes

**COURSE DESCRIPTION:**

Honors French 2 is a combination of the French 2 curriculum and a more advanced level of study designed to prepare students for the IB Diploma Programme French courses in the 11th and 12th grade. The course completes the introduction to the language and culture of the French-speaking world, begun in French 1, and emphasizes the four skills of the language learning: listening, reading, speaking, and writing. Through the use of the textbook program, audio, video, multimedia and authentic resources from the French-speaking world, each student has the opportunity to gain mastery of everyday French and to learn skills that will enable him/her to function in a French-speaking environment. While enrolling in Honors French 2 does not guarantee admission into the IB Diploma Programme, the more rigorous pacing and training in the target language will prepare students for the more advanced curriculum at the DP level.

**GENERAL GOALS/ESSENTIAL QUESTIONS:**

The Honors French 2 class will primarily focus on building fluency and the four language skills, speaking, listening, reading and writing. The course will cover the same units as French 2, as well as two additional units, and will go more in depth in grammar and structure to better prepare students for the International Baccalaureate Diploma Programme course.

The selected resource; *T’es Branché?* supports student acquisition of the skills and knowledge to meet Common Core standards by:

- Providing engaging and relevant activities that allow students to develop the essential skills needed for success.
- Providing a framework for students to see writing as a process with the end goal of articulating their ideas into words.
- Developing literacy strategies that can be applied to French and English literature and expository works.
- Designing the program around evidence of what works in the classroom: research-based practices such as designing instruction with the end in mind, scaffolding activities to prepare students for increasing levels of rigor, integrating strategies that help students “learn how to learn”.

According to the writing strand in the Common Core Standards for English Language Arts, Literacy in History/Social Studies, Science and Technical Subjects, students should demonstrate increasing sophistication in all aspects of Language use, from vocabulary to syntax to the development and organization of ideas.
Upon successful completion of this course, the student will be able to discuss and describe:

1. What do young people do in the summer in other cultures?
2. What stories does Paris tell about art and architecture?
3. How do the routines of people in other cultures differ from mine?
4. How does the past shape us?
5. What do you need to know to travel successfully?
6. How do other cultures enrich our lives?
7. How do smaller communities enrich a country’s culture?
8. What are the benefits of encountering other cultures?

COMMON CORE STATE STANDARD READING COMPONENT:

Reading is an active skill. Students must take an active role in the reading process, constantly inferring, deducing, anticipating, guessing, predicting, checking and asking themselves questions about the text. Students read more complex texts written by native speakers. As students’ progress, readings come from original texts, such as realia, ads, poetry, and narratives that are introduced with reading strategies and are combined with achievable comprehension tasks.

CCSS ELA standards supported by this course include:

Reading Comprehension:
Students will
• Create pertinent questions related to level-appropriate text;
• Demonstrate an ability to comprehend and interpret informational text, such as expository passages, persuasive essays, and written instructions;
• Be able to critique the internal logic of a text and evaluate the credibility of an author’s arguments
• Prepare a bibliography for a report using a variety of sources;
• Synthesize content from several sources or works by a single author and be able to paraphrase ideas and connect them to other sources;
• Extend ideas presented in primary or secondary sources;
• Demonstrate use of more sophisticated learning tools by following technical directions.

Literary Response and Analysis:
Students will
• Articulate relationship between expressed purpose and characteristics of form in literature;
• Determine character traits;
• Study universal themes by comparing different works and be able to support ideas expressed in such works;
• Analyze author’s development of time and sequence, including use of such literary devices as foreshadowing and flashback;
• Recognize and understand the significance of various literary devices, including imagery, symbolism, and allegory;
• Interpret and evaluate impact of ambiguities, contradictions, ironies, and incongruities, voice and persona, and the function of dialogue, soliloquies, and other dramatic devices in literary works;
• Analyze relation of literary themes to issues of an historical period.

COMMON CORE STATE STANDARD WRITING COMPONENT:

Writing assignments in the Honors French 2 are designed to increase the student’s literacy, and to guide students carefully through the pre-writing, writing, and editing processes. The aim of writing assignments is to facilitate proficient use of vocabulary and grammatical structures in a personalized context. Writing tasks will
be modeled on a variety of text types, to begin building writing competencies, in preparation for the DP course. The primary text contains a writing program that engages students with written and oral activities that allow the students to make connections between English and French writing, thus transferring their French writing abilities into English classes. The transfer of writing skills prepares students to meet if not exceed the writing performance expectations outlined in the writing strand of the CCSS (as follows).

Students will:
• Combine the narrative, expository, persuasive, and descriptive styles to produce texts of at least 250-300 words in length;
• Create documents that provide clear information, use appropriate vocabulary, and follow conventional style;
• Write documents that report information logically and accurately;
• Demonstrate a command of standard French;
• Demonstrate knowledge of organizational, research, and drafting strategies.

CCSS Written Conventions:
Students will:
• Correctly identify and use clauses, phrases, and the mechanics of punctuation;
• Show knowledge of proper French usage, including grammar, paragraph, and sentence structure, and diction;
• Use correct manuscript format that includes page presentation, pagination, spacing, and margins.

COMMON CORE STATE STANDARD SPEAKING AND LISTENING COMPONENTS:

Oral proficiency activities combine all of the main elements in the units of study; functions, topics, vocabulary, and structures; in the context of role-playing, discussion, debate, partner work and group activities. These activities give students a chance to integrate what they have learned into real communication with others, and to improve their abilities to clearly communicate their thoughts and opinions. The Honors French 2 course will also incorporate additional spontaneous communication activities to increase the student’s understanding and responding skills in unscripted exchanges.

CCSS Listening and Speaking Strategies
Students will:
• Be able to recognize and utilize elements of a variety speeches, reports, and other audio sources;
• Use clear and appropriate evidence in proof of thesis for oral presentations;
• Use props, visual aids, and electronic media to enhance presentation appeal;
• Analyze arguments and be able to identify specific strategies within them.

Speaking Applications
Students will:
• Deliver narrative, expository, and/or descriptive presentations;
• Deliver persuasive arguments;
• Prepare relevant questions and make notes of responses;
• Respond correctly and effectively to questions of both a recall and analytical nature;
• Use accurate descriptions of appearance, concrete detail, sensory detail, and shifting perspectives and points of view.

CTE INDUSTRY SECTOR / PATHWAY / STANDARDS: (if applicable)
Not Applicable
DETAILED UNITS OF INSTRUCTION:

Units have been designed based on the International Baccalaureate Middle Years Programme Unit Planner and incorporate the International Baccalaureate Learner Profile (LP)

IB Learners strive to be:
- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

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<th>Unit Title</th>
<th>Global Context</th>
<th>Inquiry Questions</th>
<th>Contents</th>
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| How I spend time during the Summer      | Personal and Cultural Expression | • What is the purpose of leisure activities in a country’s culture, and how are our leisure activities an expression of ourselves?  
• How do your interests compare to those of a French speaking teenager?  
• What structures do we use and what word choices do we make to describe ourselves, our family and communicate what we do in our free time? | Vocabulary:  
• Holidays in France and Quebec  
• TV programs and movies  
• Hobbies/Leisure activities (review)  
• Amusement park rides and attractions  
Structure:  
• Present tense of regular verbs ending in -er, -ir and -re  
• Negation  
• Possessive adjectives  
• Forming questions  
• Dates  
• Present tense of the irregular verbs avoir and etre  
• Indefinite articles in negative sentences  
• Demonstrative adjectives  
• Agreement and position of adjectives  
• Comparative adjectives  
• Present tense of the irregular verbs aller and faire  
• De and à + definite articles  
• The irregular verb venir and venir de+ infinitive  
• Telling time  
Culture:  
• La Francophonie(les fêtes)  
• Celebrations in Quebec and France  
• native singer Samian  
• Luxemburg TV channels  
• Reality shows in France  
• French fair la Fete des Loges  
• Amusement Parks and other attraction in France |
| In the Capital  
*What stories does Paris tell about art and architecture?* | Personal and Cultural Expression | Vocabulary:  
*• How do we define beauty in art and architecture?  
• How does our point of view and context affect the way we see and appreciate art and architecture?  
• What language forms do we use to discuss and compare aesthetic properties of art and architecture?  
• What stories does Paris tell about art and architecture?* | Structure:  
*• Present tense of the irregular verb suivre  
• Passé composé with avoir  
• Present tense of the irregular verbs mettre, prendre, and voir  
• Present tense of the irregular verbs vouloir, pouvoir, devoir, and falloir  
• Irregular past participles  
• Imperative  
• Present tense of the irregular verbs partir and sortir  
• Passé composé with être  
• Superlative of adjectives* |
| --- | --- | --- |
| Daily Life  
*How do the routines of people in other cultures differ from mine?* | Personal and cultural expression | Vocabulary:  
*• What idioms are used to describe daily routines and activities?  
• How does your daily routine compare to teens of the target culture?  
• How is daily routine affected by other cultural, environmental, or social factors?* | Structure:  
*• Present tense of reflexive verbs  
• Irregular plural forms of nouns and adjectives  
• Present tense of the irregular verb’s asseoir  
• The imperative of reflexive verbs  
• Passé composé of reflexive verbs* |
|  |  | Culture:  
*La Francophonie:*  
• Cameroon  
• Goals of the community of la
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<td>• Artists from the Ivory Coast</td>
<td>• What structures do we use in French to describe events in the past?</td>
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<td>• Africa today</td>
<td>• How does the past shape us?</td>
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<td>• African immigrants in France today</td>
<td>• Was life in the &quot;good old days&quot; better or worse than life now?</td>
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<td>• Senegal</td>
<td><strong>Vocabulary:</strong></td>
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<td>• Senegalese artists</td>
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<td>• professions of the past</td>
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<td>• adjectives to describe people and things in the past</td>
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<td>• Present tense of the irregular verb croire</td>
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<td>• Il y a + time</td>
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<td>• Imperfect and passé composé</td>
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<td>• Si on + imperfect</td>
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<td><strong>Culture:</strong></td>
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<td>• Agriculture in France</td>
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<td>• World ranking of France’s agricultural products</td>
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<td>• French rural life today</td>
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<td>Orientation in space and time</td>
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<td>• What structures do students use to talk about specific things that happened in the past?</td>
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<td>• How do students determine the past tense forms that are used when talking about things in the past?</td>
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<td>• In what way do our past</td>
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<td><strong>Vocabulary:</strong></td>
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<td>• airport vocabulary</td>
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<td>• cars, types of cars, parts of a car</td>
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<td>• hotel room vocabulary</td>
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<td>• breakfast foods</td>
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<td><strong>Structure:</strong></td>
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<td>• Direct object pronouns</td>
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<td>• Direct object pronouns in the passé composé</td>
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<td><strong>Culture:</strong></td>
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</tbody>
</table>
| **Maghreb Art**  
*How do other cultures enrich our lives?* | **Personal and Cultural Expression** | **Vocabulary:**  
- Things we read and write (types of books, correspondence etc.)  
- musical instruments and music genres  
- accessories and fabrics  
- jewelry  
**Structure:**  
- Présent tense of the irregular verbs lire, écrire, savoir, connaitre, recevoir, ouvrir  
**Culture:**  
La Francophonie:  
- Morocco  
- French language comic books  
- Algeria  
- Raï music  
- Singer Faudel  
- North African music instruments  
- Tunisia  
- Souks  
- Henna decoration in North Africa  
- Le racisme expliqué à ma fille by Tahar Ben Jelloun  
- Indigènes, French film about North African soldiers |
| **En Province**  
*How do smaller communities enrich a country’s culture?* | **Orientation in time and space** | **Vocabulary:**  
- French regions and their adjectives  
- Meals, foods, courses of a meal  
- things to eat at a crêperie  
- regional specialties  
**Structure:**  
- The relative pronouns qui and que  
- The partitive article  
- The pronoun en  
- Interrogative pronouns  
- Stress pronouns |
|  |  | experiences affect our daily life?  
- Air France  
- Airports in Paris  
- Bordeaux  
- Peugeot-Citroën and Renault car companies  
- Learning to drive in France  
- Hotels, inns, and bed & breakfasts in France  
- Les Nubians, hip-hop group from Bordeaux  
- Which cultural practices enrich our lives?  
- How do we express our beliefs and values?  
- What kind of stories can art from various cultures teach us?  
- How does French influence the English Language?  
- How do communities in French-speaking countries affect us?  
- How do past experiences affect our daily life? |
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<th>The Caribbean</th>
<th>Personal and cultural expression</th>
<th>Vocabulary:</th>
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<td><em>What are the benefits of encountering other cultures?</em></td>
<td>● What does Haitian culture teach us?</td>
<td>● Flora and fauna in Guadeloupe</td>
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<td>● How does our own artistic creation help us discover and express ideas and feelings?</td>
<td>● Carnival de Martinique</td>
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<td>● How do different ways of life change our own lives?</td>
<td>● weddings</td>
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<td>● water management terminology</td>
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<td>● seafood</td>
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**Culture:**
- Alsace
- Strasbourg
- Kabylie in Algeria
- Normandy
- Rouen
- Brittany
- Saint-Malo
- Youth hostels
- French influence on the English language
- Bayeux tapestry
- Claude Monet
- museum in Giverny
- Food specialties of Brittany

**Structure:**
- Present tense of the irregular verb vivre
- Pronoun y
- Double object pronouns
- Depuis + present tense

**Culture:**
- La Francophonie:
  - Guadeloupe
  - Parc national de la Guadeloupe
  - Green tourism
  - Martinique and its Carnival
  - Haiti
  - Toussaint Louverture
  - Haitian cuisine
  - “Prière d’un Petit enfant nègre” by Guy Tirolien
  - La Rue Cases-Nègres
  - Haitian music

**TEXTBOOKS AND RESOURCE MATERIALS:**

Textbooks

Workbook and all other ancillaries that accompany the *T’es Branché* series.

Resources
Teacher selected texts, poems, artworks, realia etc. for any unit (may vary by teacher, year, class based on student and teacher interest and focus).

**SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

The *World Language Content Standards* encompass the knowledge, skills, and abilities that all learners should acquire in a world language in the California public school system, within the Language Learning Continuum.

The *Language Learning Continuum*, a framework developed by the College Board, is used to indicate growth in linguistic and cultural proficiency in the four stages of language learning.

- **Stage I (Formulaic):** Learners understand and produce signs, words, and phrases.
- **Stage II (Created):** Learners understand and produce sentences and strings of sentences.
- **Stage III (Planned):** Learners understand and produce paragraphs and strings of paragraphs.
- **Stage IV (Extended):** Learners understand and produce cohesive texts composed of multiple paragraphs.

Within each stage, the standards are separated into five categories: Content, Communication, Cultures, Structures, and Settings.

**Content:** Language users address a wide variety of topics that are appropriate to their age and stage. As students develop their ability to communicate in the target language and culture, they are able to more fully address topics that increase in complexity along the Language Learning Continuum.

**Communication:** Real-world communication takes place in a variety of ways. It may be interpersonal.

**Cultures:** Culturally appropriate language use requires an understanding of the relationship between the products and practices of the culture and its underlying perspectives. Students must acquire the ability to interact appropriately with target culture bearers in order to communicate successfully. This category allows students to make connections and comparisons between languages and cultures.

**Structures:** The content standards use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire orthography, the writing systems of languages that have them; phonology, the sound systems of languages or parameters in American Sign Language; morphology, the rules for word formation; syntax, the principles of sentence structure; semantics, language-based meaning systems; and pragmatics, meaning systems connected to language use.

**Settings:** Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication will depend on the situation in which the language is used. Understanding social linguistic norms will assist learners in communicating effectively in real-world encounters.

**MYP Language Acquisition:**

Within this IB MYP Language Acquisition course, students will be assessed on the 4 MYP Criterions as follows:

- Criteria A: Comprehending spoken and visual text
- Criteria B: Comprehending written and visual text
- Criteria C: Communicating in response to spoken written visual text
- Criteria D: Using language in spoken and written form
DISTRICT ESLRS TO BE ADDRESSED:

Students will be:
- **Self-Directed Learners:** who take responsibility for their learning as they master the target language.
- **Effective Communicators:** who speak, write, and read and listen in the target language.
- **Constructive Thinkers:** who apply learned vocabulary and concepts to attain mastery of the target language.
- **Collaborative Workers:** who work well with peers in small and large group activities in order to practice the use of the target language.
- **Quality Producers/Performers:** who take pride in the work they complete as they continually work toward mastery of the target language.
- **Responsible Citizens:** who attend class regularly in order to contribute to not only their own, but also their peers’ learning of the target language.