

Modern Foreign Language Level II

Course Description

In Level II foreign language, students continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of the language, understanding oral and written messages in the foreign language, and making oral and written presentations in the foreign language. They begin to show a greater level of accuracy when using basic language structures and are exposed to more complex features of the language. They continue to focus on communicating about their immediate world and daily life activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on the use of the foreign language in the classroom as well as on the use of authentic materials to learn about the culture.

Teachers are REQUIRED to use the assessment program that accompanies the textbooks as the MINIMUM baseline standard for evaluation of each chapter's objectives.

The computer test bank and alternate

assessments should not to be used as the primary evaluation of student performance.

Chapter objective checklists for each unit taught will be required paperwork and kept in each teacher's evaluation notebook.

Evidence such as student work, integrate reports, and administrative observations may also be required at the time of post observation interviews and summative evaluations.

	<i>National Standards for Foreign Language</i>
<p>COMMUNICATION <i>Communicate in Languages Other Than English</i></p>	<p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>
<p>CULTURES <i>Gain Knowledge and Understanding of Other Cultures</i></p>	<p>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p>
<p>CONNECTIONS <i>Connect with Other Disciplines and Acquire Information</i></p>	<p>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p>
<p>COMPARISONS <i>Develop Insight into the Nature of Language and Culture</i></p>	<p>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>
<p>COMMUNITIES <i>Participate in Multilingual Communities at Home & Around the World</i></p>	<p>Standard 5.1: Students use the language both within and beyond the school setting.</p> <p>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>

General Review for Starters				
15 - 55 minute class periods M-F/ 8- 90 minute class periods AB block				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p>1.1 Interpersonal Model basic conversation skills.</p> <p>1.2 Interpretive Read, listen, watch Read questions and use pictures to create scenarios to describe the vocabulary being reviewed. Discuss grammar, culture, and French manners.</p>	<p>1.3 Presentational Present information, tell about, tell Tell about school, family and homes, errands, trips, and sports in French.</p>	<p>2.1 Practices and Perspectives Discuss, investigate, research Read about schools, family and homes, errands, trips, and sports in France..</p> <p>2.2 Products and Perspectives Discuss, investigate, research Discuss and investigate a French schools, family and homes, errands, trips, and sports.</p>	<p>3.1 Cross-Curricular</p> <p>3.2 Target Culture Acquire, research Acquire information about French stores and shopping habits</p>	<p>4.1 Language Compare forms and use of verb, agreement of adjectives with nouns, idiomatic expressions using faire, avoir, prendre, and aller. Compare the use of grammar in French and in English.</p> <p>4.2 Culture Compare families in France with those in the United States.</p>
				<u>Communities</u>
				<p>5.1 Beyond the School Use, utilize, find, search out Use the acquired language through blogs, e-mails, telephone conversations, finding articles about Francophone places and finding items labeled in French.</p>
<u>Essential Structures</u>		<u>Vocabulary Strands</u>	<u>Discrete Skills Assessments</u>	<u>Integrated Skills Assessments</u>
<p>The verbs <i>être</i> and <i>aller</i>. Agreement of adjectives. Contractions of à and de and definite articles. The regular <i>-er</i> verbs. The partitive. The verbs <i>avoir</i> and <i>faire</i>. The verbs <i>pouvoir</i> and <i>vouloir</i>. The infinitive. The verb <i>prendre</i> and associated verbs. The regular <i>-ir</i> and <i>-re</i> verbs. The verbs <i>sortir</i>, <i>partir</i>, <i>dormir</i>, and <i>servir</i>. The <i>passé composé</i> of regular and irregular verbs using <i>avoir</i> as the helping verb.</p>		<p>Review descriptive adjectives and vocabulary related to school. Review family and home vocabulary. Review vocabulary related to shopping in French. Review travel vocabulary. Review sports vocabulary.</p>	<p>Textbook Assessment program as minimum standard evaluation.</p> <p>Teacher generated items for review, recycling and remediating.</p>	<p>Chapter or nine week projects and performance assessments.</p>

Leisure Time				
15 - 55 minute class periods M-F/ 8- 90 minute class periods AB block				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p>1.1 Interpersonal</p> <p>Discuss movies, plays and museums. Express what happens to you or someone else. Refer to people and things already mentioned.</p> <p>1.2 Interpretive</p> <p>Read, listen, watch Read questions and use pictures to create scenarios to describe movies, movie theaters, plays, theaters, and museums: paintings and sculptures. Read about people from cultural activities in France. Listen to and understand information describing movies, plays, theaters, and museums.</p>	<p>1.3 Presentational</p> <p>Present information, tell about, tell Tell about favorite genres of films. Tell about favorite films. Tell whether one likes the theater and what likes about the theater. Tell about taste in art. Present information about someone you know well in class. Draw something and present it to the class: classmates critique the work. Present information about what one does in one's free time. Describe a trip to a museum.</p>	<p>2.1 Practices and Perspectives</p> <p>Discuss, investigate, research Read about leisure time activities in France. Research French museums and artists.</p> <p>2.2 Products and Perspectives</p> <p>Discuss, investigate, research Discuss and investigate a French artist.</p>	<p>3.1 Cross-Curricular</p> <p>Connect French class with art and social studies class.</p> <p>3.2 Target Culture</p> <p>Acquire, research Acquire information about French museums and artists.</p>	<p>4.1 Language Compare forms and use of verbs to express knowing facts and being acquainted with people and things in French and English Compare the use and placement of object pronouns in French and English.</p> <p>4.2 Culture Compare leisure time/cultural activities in the United States and France.</p>
				<u>Communities</u>
				<p>5.1 Beyond the School</p> <p>Use, utilize, find, search out Use the acquired language through blogs, e-mails, telephone conversations, finding articles about Francophone places and finding items labeled in French.</p> <p>5.2 Lifelong Enrichment Awareness of the rich cultural materials available in France.</p>
<u>Essential Structures</u>		<u>Vocabulary Strands</u>	<u>Discrete Skills Assessments</u>	<u>Integrated Skills Assessments</u>
<p>The verbs <u>savoir</u> and <u>connaître</u>. The pronouns me, te, nous, vous. The pronouns le, la, l', les</p>		<p>Cultural activities. Movies, plays museums.</p>	<p>Textbook Assessment program as minimum standard evaluation.</p> <p>Teacher generated items for review, recycling and remediating.</p>	<p>Chapter or nine week projects and performance assessments.</p>

Health and Medical Care					
15 - 55 minute class periods M-F/ 8- 90 minute class periods AB block					
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>	
<p>1.1 Interpersonal</p> <p>Tell how to describe an illness. Demonstrate how to give commands. Refer to people, places, and things already mentioned.</p> <p>1.2 Interpretive</p> <p>Read, listen, watch Read questions and use pictures to create scenarios to describe a visit to the doctor and to the pharmacy. Read about doctors making house calls in France. Listen to and understand information describing illness, medicines, and visits to the doctor and pharmacy.</p>	<p>1.3 Presentational</p> <p>Present information, tell about, tell Tell about one's health. Tell about one's visits to the doctor and the pharmacy when one is ill. Describe a visit to the doctor while on a visit to France. Describe gifts given to friends or relatives using indirect object pronouns. Describe a personal illness: cold symptoms and other minor ailments.</p>	<p>2.1 Practices and Perspectives</p> <p>Discuss, investigate, research Read about leisure a doctor's visit in France. Investigate the French medical system.</p> <p>2.2 Products and Perspectives</p> <p>Discuss, investigate, research Discuss French attitudes to medical issues.</p>	<p>3.1 Cross-Curricular</p> <p>Connect French class with health class.</p> <p>3.2 Target Culture</p> <p>Acquire, research Acquire information about French museums and artists</p>	<p>4.1 Language Compare forms and use of verbs to express suffering and opening in French and English. Compare the use and placement of object pronouns in French and English. Compare the command forms in French and English.</p> <p>4.2 Culture Compare attitudes towards medical issues between France as compared to those in the United States</p>	
				<u>Communities</u>	
				<p>5.1 Beyond the School Use, utilize, find, search out Use the acquired language through blogs, e-mails, telephone conversations, finding articles about Francophone places and finding items labeled in French.</p> <p>5.2 Lifelong Enrichment Able to seek medical care when traveling in France and to express minor ailments to medical personnel.</p>	
<u>Essential Structures</u>		<u>Vocabulary Strands</u>	<u>Discrete Skills Assessments</u>	<u>Integrated Skills Assessments</u>	
<p>The verbs souffrir and ouvrir. The pronouns lui and leur. The imperative. The pronoun en.</p>		<p>Health and medicine. Prescriptions.</p>	<p>Textbook Assessment program as minimum standard evaluation. Teacher generated items for review, recycling and remediating.</p>	<p>Chapter or nine week projects and performance assessments.</p>	

Telecommunications				
23 or 24 50- minute class periods M-F/ 12 or 13 90-minute class periods AB block				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p>1.1 Interpersonal Describe habitual and continuous actions in the past. Narrate in the past.</p> <p>1.2 Interpretive Read, listen, watch Read questions and use pictures to create scenarios about habitual, continuous past actions. Read about the telephones of today and in the past in France. Listen to and understand information describing technology, telephones, and continuous past actions.</p>	<p>1.3 Presentational Present information, tell about, tell Tell about using the computer and the steps to follow. Tell how to send a fax. Tell how to make a phone call from a public phone. Narrate in the past. Tell what one used to do when one was young. Describe a visit to the doctor while on a visit to France. Describe gifts given to friends or relatives using indirect object pronouns. Describe a personal illness: cold symptoms and other minor ailments.</p>	<p>2.1 Practices and Perspectives Discuss, investigate, research Read about French phones of today and the past. Investigate the French phone system.</p> <p>2.2 Products and Perspectives Discuss, investigate, research Discuss the French phone system of today and the past.</p>	<p>3.1 Cross-Curricular Connect French class with technology classes.</p> <p>3.2 Target Culture Acquire, research Acquire information about the French phone system.</p>	<p>4.1 Language Compare forms and use of the imperfect tense in French and English.</p> <p>4.2 Culture Compare the French phone system with that in the United States.</p>
				<u>Communities</u>
				<p>5.1 Beyond the School Use, utilize, find, search out Use the acquired language through blogs, e-mails, telephone conversations, finding articles about Francophone places and finding items labeled in French.</p> <p>5.2 Lifelong Enrichment Knowledge of how to use the phone in France to make a phone call.</p>
<u>Essential Structures</u>		<u>Vocabulary Strands</u>	<u>Discrete Skills Assessments</u>	<u>Integrated Skills Assessments</u>
The <i>imparfait</i> . The uses of the <i>imparfait</i> .		Technology. Telecommunications.	Textbook Assessment program as minimum standard evaluation. Teacher generated items for review, recycling and remediating.	Chapter or nine week projects and performance assessments.

Vacations and Travel				
23 or 24 50- minute class periods M-F/ 12 or 13 90-minute class periods AB block				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p>1.1 Interpersonal Describe past events. Identify cities, countries, and continents.</p> <p>1.2 Interpretive Read, listen, watch Read questions and use pictures to create scenarios about past actions. Read fairy tales to differentiate between past tenses. Read about the trains of today and yesterday in France. Listen to and understand information describing trains and geographical places.</p>	<p>1.3 Presentational Present information, tell about, tell Tell about traveling by train in France. Tell about traveling by airplane. Tell a story in the past using both the <i>imparfait</i> and the <i>passé composé</i> to describe past actions. Tell a story in the past using two past tense verbs in the same sentence.</p>	<p>2.1 Practices and Perspectives Discuss, investigate, research Read about French trains of today and the past. Investigate the French rail system.</p> <p>2.2 Products and Perspectives Discuss, investigate, research Discuss the French use of travel as opposed to vehicle and plane travel</p>	<p>3.1 Cross-Curricular Connect French class with social studies classes: l'archéologie.</p> <p>3.2 Target Culture Acquire, research Acquire information about the French rail system.</p>	<p>4.1 Language Compare forms and use of the <i>passé composé</i> and <i>imparfait</i> tense in French and English. Compare prepositions of place in French and English. Compare the use of the verb "venir" in French and English. Compare narration in the past in French and English.</p> <p>4.2 Culture Compare the French use of the rail system with that of Americans.</p>
				<u>Communities</u>
				<p>5.1 Beyond the School Use, utilize, find, search out Use the acquired language through blogs, e-mails, telephone conversations, finding articles about Francophone places and finding items labeled in French.</p> <p>5.2 Lifelong Enrichment Knowledge of how to use the train when traveling in France.</p>
<u>Essential Structures</u>		<u>Vocabulary Strands</u>	<u>Discrete Skills Assessments</u>	<u>Integrated Skills Assessments</u>
Comparing the <i>imparfait</i> and the <i>passé composé</i> . Narrating in the past. The verb <i>venir</i> . Using prepositions with cities, countries and continents.		Train travel. Air travel.	Textbook Assessment program as minimum standard evaluation. Teacher generated items for review, recycling and remediating.	Chapter or nine week projects and performance assessments.

Banking and the Postal System				
23 or 24 50- minute class periods M-F/ 12 or 13 90-minute class periods AB block				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p>1.1 Interpersonal</p> <p>Tell how to use expressions related to bank and postal services. Refer to people and things already mentioned. Tell what you and others do for one another. Make negative statements.</p> <p>1.2 Interpretive</p> <p>Read, listen, watch Read questions and use pictures to create scenarios about bank and postal services. Read about French disposition of money in the family: its use to describe a week, allowances given to children. Listen to and understand information describing banking and postal services.</p>	<p>1.3 Presentational</p> <p>Present information, tell about, tell <i>Tell about advertising pictures for postal services.</i> <i>Tell about teen spending habits.</i> <i>Tell about one's own spending habits.</i></p>	<p>2.1 Practices and Perspectives</p> <p>Discuss, investigate, research Read about French disposition of money. Investigate the French postal system.</p> <p>2.2 Products and Perspectives</p> <p>Discuss, investigate, research</p>	<p>3.1 Cross-Curricular</p> <p>Connect French class with economics class (government).</p> <p>3.2 Target Culture</p> <p>Acquire, research Acquire information about the French phone system.</p>	<p>4.1 Language Compare forms and use of the imperfect tense in French and English.</p> <p>4.2 Culture Compare the French phone system with that in the United States.</p>
				<u>Communities</u>
				<p>5.1 Beyond the School</p> <p>Use, utilize, find, search out Use the acquired language through blogs, e-mails, telephone conversations, finding articles about Francophone places and finding items labeled in French.</p> <p>5.2 Lifelong Enrichment Knowledge of how to mail a postcard/letter in France and how to handle monetary issues while visiting in France.</p>
<u>Essential Structures</u>		<u>Vocabulary Strands</u>	<u>Discrete Skills Assessments</u>	<u>Integrated Skills Assessments</u>
<p>Relative pronouns <u>qui</u> and <u>que</u>. Agreement of the past participle. Reciprocal actions. Negative expressions: <i>personne ne...</i> and <i>rien ne...</i> as subjects.</p>		<p>Bank and postal services.</p>	<p>Textbook Assessment program as minimum standard evaluation.</p> <p>Teacher generated items for review, recycling and remediating.</p>	<p>Chapter or nine week projects and performance assessments.</p>

Gastronomical Delights				
23 or 24 50- minute class periods M-F/ 12 or 13 90-minute class periods AB block				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p>1.1 Interpersonal</p> <p>Describe future events. Refer to people and things already mentioned. Tell what you have others do.</p> <p>1.2 Interpretive</p> <p>Read, listen, watch Read questions and use pictures to create scenarios about future actions. Read about the a gastronomic trip. Listen to and understand information describing foods, food preparation and future events.</p>	<p>1.3 Presentational</p> <p>Present information, tell about, tell Tell about foods in France. Tell about food preparation. Describe a typical American meal. Tell what will occur in the future. Tell about New Year’s resolutions. Tell what you will have someone else to for you.</p>	<p>2.1 Practices and Perspectives</p> <p>Discuss, investigate, research Read about a gastronomic trip around France. Discuss the types of foods served in regions of France.</p> <p>2.2 Products and Perspectives</p> <p>Discuss, investigate, research Discuss the importance of food in French culture.</p>	<p>3.1 Cross-Curricular</p> <p>Connect French class with English literature class.</p> <p>3.2 Target Culture</p> <p>Acquire, research Research information about French food.</p>	<p>4.1 Language Compare forms and use of the future tense in French and English. Compare the use of the faire causative in French and English. Compare the usage and placement of two or more pronouns in the same sentence in French and English.</p> <p>4.2 Culture Compare French eating habits with those in the United States.</p>
				<u>Communities</u>
				<p>5.1 Beyond the School</p> <p>Use, utilize, find, search out Use the acquired language through blogs, e-mails, telephone conversations, finding articles about Francophone places and finding items labeled in French.</p> <p>5.2 Lifelong Enrichment Knowledge of how important food is in French life..</p>
<u>Essential Structures</u>		<u>Vocabulary Strands</u>	<u>Discrete Skills Assessments</u>	<u>Integrated Skills Assessments</u>
<p>Future tense. Two pronouns in the same sentence. The verb <u>faire + infinitive</u>.</p>		<p>Foods. Food preparation.</p>	<p>Textbook Assessment program as minimum standard evaluation.</p> <p>Teacher generated items for review, recycling and remediating.</p>	<p>Chapter or nine week projects and performance assessments.</p>

Traveling by Car				
23 or 24 50- minute class periods M-F/ 12 or 13 90-minute class periods AB block				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p>1.1 Interpersonal</p> <p>Talk about cars and driving. Give directions on the road. Talk about what would happen under certain conditions. Describe future events. Refer to something already mentioned. Talk about driving and highways in France.</p> <p>1.2 Interpretive</p> <p>Read, listen, watch Read questions and use pictures to create scenarios about cars, driving, future events, and conditional events. Use pictures and questions to create scenarios about giving and asking for directions. Read about driving in France. Listen to and understand information describing driving, future and conditional actions, and directions.</p>	<p>1.3 Presentational</p> <p>Present information, tell about, tell Tell about driving in France. Tell about a highway near ones home. Tell about a driving trip in France. Present what would happen if another thing happened. Give instructions for a trip around France.</p>	<p>2.1 Practices and Perspectives</p> <p>Discuss, investigate, research Read about driving in France today. Investigate laws regarding driving and driving age in France.</p> <p>2.2 Products and Perspectives</p> <p>Discuss, investigate, research Discuss the driving age in France .</p>	<p>3.1 Cross-Curricular</p> <p>Connect French class with science class: L'écologie.</p> <p>3.2 Target Culture</p> <p>Acquire, research Acquire information French driving laws.</p>	<p>4.1 Language Compare forms and use of the conditional tense in French and English. Compare forms of the future and conditional tense of irregular verbs in French and English. Compare if clauses in French and English. Compare the placement and use of two pronouns in the same sentence in French and English.</p> <p>4.2 Culture Compare the French driving laws with those of the United States.</p>
<u>Essential Structures</u>		<u>Vocabulary Strands</u>	<u>Discrete Skills Assessments</u>	<u>Integrated Skills Assessments</u>
<p>The conditional tense. The future and conditional of irregular verbs. Clauses with <i>si</i>. Two pronouns in the same sentence.</p>		<p>Cars and driving. Giving directions</p>	<p>Textbook Assessment program as minimum standard evaluation.</p> <p>Teacher generated items for review, recycling and remediating.</p>	<p>Chapter or nine week projects and performance assessments.</p>

Accidents and Hospitalization				
23 or 24 50- minute class periods M-F/ 12 or 13 90-minute class periods AB block				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p>1.1 Interpersonal</p> <p>Talk about accidents and medical problems. Talk about emergency room procedures. Ask different types of questions. Tell people what to do. Compare people and things. Talk about am medical emergency in France.</p> <p>1.2 Interpretive</p> <p>Read, listen, watch Read questions and use pictures to create scenarios about accidents, medical procedures, comparing people and things. Read about an accident in France, how to summon an ambulance, and the various procedures that occur in the emergency room to care for the injured person. Listen to and understand information describing medical care, emergency room procedures.</p>	<p>1.3 Presentational</p> <p>Present information, tell about, tell Tell about an accident. Tell about the people in ones family: the most, the best, and so forth. Tell personal information about abilities in winter/summer sports. Tell about available hospital services in ones own region. Write a feature story about the services given by the EMTS and the personnel at a hospital emergency room.</p>	<p>2.1 Practices and Perspectives</p> <p>Discuss, investigate, research Read about French a trip to the hospital emergency room.</p> <p>2.2 Products and Perspectives</p> <p>Discuss, investigate, research Investigate hospital services offered in France.</p>	<p>3.1 Cross-Curricular</p> <p>Connect French class with science class: Louis Pasteur.</p> <p>3.2 Target Culture</p> <p>Acquire, research Acquire information about the French emergency system.</p>	<p>4.1 Language Compare forms and use of interrogative and relative pronouns in French and English. Compare forms and use of commands and pronouns in French and English. Compare forms and use of superlative adjectives in French and English. Compare forms of better and best in French and English.</p> <p>4.2 Culture Compare the French emergency response with that of the emergency services in the United States.</p>
				<u>Communities</u>
				<p>5.1 Beyond the School Use, utilize, find, search out Use the acquired language through blogs, e-mails, telephone conversations, finding articles about Francophone places and finding items labeled in French.</p> <p>5.2 Lifelong Enrichment How to contact emergency services if necessary while traveling in France.</p>
<u>Essential Structures</u>		<u>Vocabulary Strands</u>	<u>Discrete Skills Assessments</u>	<u>Integrated Skills Assessments</u>
Interrogative and relative pronouns. Pronouns and commands. Superlative adjectives. Expressing meilleur and mieux		Medical care. Emergency room procedures.	Textbook Assessment program as minimum standard evaluation. Teacher generated items for review, recycling and remediating.	Chapter or nine week projects and performance assessments.