

Bedford High School
Foreign Language Department
Dana Curran, Interim Program Director

COURSE SYLLABUS 2015-2016

Course: 4123 FRENCH II

Periods per cycle: 4

Credit: 5

Level: College Prep

Conducted primarily in French, French II will develop the student's ability to communicate in French about everyday situations through classroom and laboratory activities. Students electing French II level 3 should have a background in basic listening, speaking, writing, and reading skills in French. These skills will be further developed and strengthened as the student increases his/her vocabulary and knowledge of the French language. Students will continue their study of various aspects of culture in the Francophone world.

Prerequisite: ▪ Successful completion of French I with a grade of 70 or better; and/or
 ▪ Teacher recommendation.

♦♦Students moving from French I to French II with a grade below 70 will have to complete summer work in order to do so and have teacher recommendation. ♦♦

I. Learning Objectives (A statement of learning objectives is a statement of changes to take place in students.)

By the completion of this course, the successful student will have learned:

Upon completion of this course students will be able to:

- Converse about a variety of topics including: one's family, professions, introducing people, one's appearance, personality, feelings and needs, weekend plans, getting around Paris, what one did, where one went, meals, ordering in a café, one's preferences, accepting and refusing invitations, and asking for assistance,
- Compose original written works, such as dialogues, poetry and short compositions.
- Conjugate *regular and select irregular verbs in the present, imperative, futur proche, passé récent, and passé composé.*
- Use the *passé composé* with verbs conjugated with *être* and *avoir*.
- Use direct and indirect object pronouns properly in both conversation and written work.
- Have a better understanding of francophone cultures.

II. Learning Experiences (A learning experience is the interaction between the learner and the external conditions in the environment to which he/she can react.)

Through the course of the year, the students will have participated in the following activities:

- Listen to class presentations, take notes, and actively participate in class work using the target language.
- Complete written assignments including textbook activities, level appropriate compositions, and projects in the target language.
- Work both in and out of the classroom on projects that focus on using the target language.
- Participate in the review of homework and class assignments, sometimes writing the assignments on the board.
- Work in pairs and groups to practice grammatical constructions, vocabulary, and conversation.
- Create dialogues that show their ability to express themselves orally.
- Participate in computer lab and language lab activities designed to reinforce grammatical concepts and vocabulary learned in individual units.
- Watch films and videos relating to the Francophone culture.
- Process their ideas on topics discussed in class, and use new vocabulary in a variety of ways.
- Read excerpts, short stories, and poems in the target language.
- Play games that enhance and reinforce vocabulary and grammatical structures.

- Participate in daily oral activities including spontaneous conversation, paired activities, role-playing, and presentations.
- Participate in art, and music activities related to the Francophone culture.

III. Course Outline (A brief outline of the major topics and units which are central to this course: the sequence of topics and units may be altered by the teacher based on the needs of students):

1. Vocabulary topics mentioned in Section I (Learning Objectives) and covered in Units 1 – 4, including:
 - Unit 1: presenting oneself and others, interacting with others, talking about oneself and others, describing one's plans
 - Unit 2: talking about weekend plans, getting from one place to another, narrating past weekend activities
 - Unit 3: planning a meal, going to a café, talking about favorite foods, shopping for food at a market
 - Unit 4: planning one's free time, talking about friends and neighborhood, discussing relations with others, reading and writing about daily events, narrating what happened.
2. Grammar covered in Units 1 – 4, including:
 - Unit 1: the irregular verbs - être, avoir, faire, aller, venir; expressions with avoir, être, faire, depuis
 - Unit 2 : the irregular verbs - mettre, permettre, promettre, voir, sortir, partir, dormir, prendre; passé composé with avoir and être, il y a + elapsed time
 - Unit 3 : the verbs - boire, préférer, vouloir, acheter, payer, devoir pouvoir; partitive article, expressions of quantity with de, il faut
 - Unit 4 : the verbs - connaître, savoir, écrire, lire, dire; object pronouns, object pronouns in commands, double object pronouns, object pronouns in the passé composé.
3. Culture as included in Units 1 – 4 of *Discovering French Blanc, Nouveau*.

IV. Course Materials: The following list represents the major texts and/or resources used in French II. Teachers also use additional supplementary texts: articles, materials and curriculum documents which they have gathered or prepared themselves and which they believe enrich and extend student learning.

Valette et Valette, *Discovering French Blanc, Nouveau* : McDougal Littell, 2007

- Textbook, workbook, audio and video materials

Foreign Language Departmental Essential Questions

- Why is it important to be able to communicate in another language?
- Why is it important to understand and respect other cultures?
- Why is it important to understand the workings of a language?

