

**CURRICULUM FRAMEWORK**

**CONTENT AREA: FOREIGN LANGUAGE**

**GRADE LEVEL/COURSE: FRENCH II**

What is to be taught/ measured	TIME PERIOD 1	TIME PERIOD 2	TIME PERIOD 3	TIME PERIOD 4
<p><b>STANDARDS/BENCHMARKS</b></p> <p><i>(What should students know or do by the end of a unit(s) in this time period? How could they be grouped into units of instruction?)</i></p> <p>1. Students communicate in a foreign language while demonstrating literacy in all four essential skills:</p> <p>1.1 Listening 1.2 Speaking 1.3 Reading 1.4 Writing</p> <p>2. Students acquire and use knowledge of other cultures while developing foreign language skills.</p>	<p>1.1 Listening</p> <p>a. identifies the main idea from simple instructions or comprehends basic survival situations and familiar topics such as school, leisure time, and family life</p> <p>b. Obtains meaning from simple conversation at a normal rate of speech</p> <p>c. Identifies the main idea and/or specific information from listening situations, live or recorded, such as stories, films, dialogue, songs, poems, plays, and conversations</p> <p>1.2 Speaking</p> <p>a. Apply pronunciation and intonation patterns</p> <p>b. Describes and narrates with learned vocabulary</p> <p>c. Expresses and justifies simple opinions</p> <p>d. Maintains brief conversatins on familiar topics</p> <p>e. Asks and answers complex questions</p> <p>1.3 Reading</p> <p>a. Comprehends main idea in reading selections based on familiar vocabulary</p> <p>b. Responds to the reading reflection</p> <p>c. Analyzes cultural elements found in reading material</p> <p>1.4 Writing</p> <p>a. Writes descriptions, narratives, and expresses and justifies opinions</p> <p>b. Obtains and reports factual information</p>			<p>→</p> <p>→</p> <p>→</p> <p>→</p>

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	<p>c. Develops and organizes ideas, planning, drafting, revising, proofreading/ editing own written work and of other students</p> <p>d. Uses expanded vocabulary and complex grammatical structures</p> <p>2 Culture</p> <p>a. Discusses components of culture being studied</p> <p>b. Uses culturally appropriate language and gestures to interact with peers and adults</p> <p>c. Expresses themselves in writing in a culturally appropriate manner</p>			
<p><b>PERFORMANCE ASSESSMENT</b>  <i>(How do we know students have mastered the benchmarks- what forms of assessment meet the requirements of the benchmark?)</i>                  Criteria for assessment</p> <ul style="list-style-type: none"> <li>-Impact of performance</li> <li>-Work quality and craftsmanship</li> <li>-Adequacy of methods and behaviors</li> <li>-Validity of content</li> <li>-Degree of expertise</li> </ul> <p><b>VALIDATION</b>                  Isolated skill performances, tests, quizzes etc.</p>	<p>1.1, 1.2, 1.3, 1.4 Students will present and record original works while other students listen. Students critique in written and oral form themselves and others</p> <p>1.2,1.3,1.4 Students read “Ca Va” magazine, translate articles, respond orally and in writing, and express opinions about articles</p> <p>1.1 Students interpret complex directions given by teacher</p>			<p>1.1, 1.2, 1.3, 1.4 Students will write and illustrate an original children’s book in French utilizing skills and vocabulary learned while learning new vocabulary. They will practice reading their books with proper accent . Other students will listen to and translate stories. Students will present books to elementary students.</p>
<p><b>TOPICAL or CURRICULUM ALIGNMENT</b></p> <p>Ex: Genres and materials  <i>(What learning experiences will help students master the benchmarks in this time period?)</i></p>	<p>1. La Trousaunt present day and Celtic time</p> <p>2. Culture days</p> <p>3. “Ca Va” magazine</p>	<p>1. La Cuisine Francaise (history of cooking)</p> <p>2. Culture days- Impressionism</p>	<p>1. Study of Versailles (Louis XIII, XIV, XV)</p> <p>2. Culture days</p>	<p>1. Culture days</p>

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<p><b>COMPETENCIES</b> <i>(What lifelong competencies can be integrated to help develop these? Problem solving, communication, technology)</i></p>	<ol style="list-style-type: none"> <li>1. Analyzing and critiquing</li> <li>2. Recall</li> <li>3. Technology –tape recorders, video camera</li> </ol>	<hr/>	<hr/>	<hr/>
<p><b>INSTRUCTIONAL STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Listening tests</li> <li>2. Writing of increasingly complex sentences</li> <li>3. Translation exercises</li> <li>4. Create impressionistic painting and describe, analyze</li> <li>5. Oral presentations</li> <li>6. Art integration</li> <li>7. French Journals</li> </ol>	<hr/>	<hr/>	<hr/>