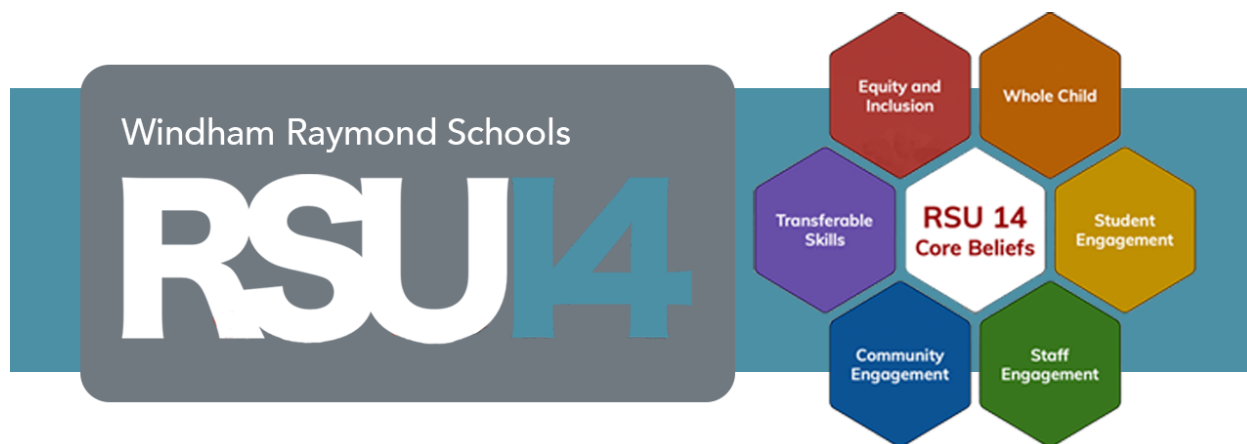




Curriculum Guide

Department: World Languages

Course Name: French 2 Honors

Instruction will focus on beginning vocabulary and grammar concepts. Students will explore units designed around (but not limited to) : sports and leisure activities, weather, celebrations, clothing and body parts, travel and the home. Students are required to do oral presentations and cultural projects.

The second year of French begins with a review of the materials covered in French I and continues with the approach used in the first year. Emphasis is on developing greater proficiency in the four skill areas in culturally authentic situations. Students are expected to speak in French more frequently than in French I. Topics will be covered at a faster pace than French 2 Academic and more in depth.

Full Year, 1 Credit

Level: Honors

[Maine Learning Results - World Languages](#)

RSU14 staff use the Maine State Learning Results to craft each course of study. The below standards and targets are aligned and are updated when changes are made at the state level.

Graduation Standards for course:

INTERPERSONAL COMMUNICATION:

- ☐ Engage in conversations and informal written correspondence on a variety of topics.
 - ☐ Ask and respond to questions about familiar topics based on their own lives and interests.
 - ☐ Express and elicit feelings and emotions in the target language.
 - ☐ Comprehend and produce vocabulary in appropriate contexts when engaged in conversations or correspondence.
 - ☐ Provide and exchange detailed information on familiar topics in formal and informal social situations.

INTERPRETIVE COMMUNICATION:

- ☐ Understand and interpret written and spoken language on a variety of topics.
 - ☐ Identify main ideas, topics and specific information in a variety of authentic auditory, written, or signed materials.
 - ☐ Apply comprehension strategies to interpret text.
 - ☐ Classical languages only - Provide literal translations of Latin and ancient Greek texts.

PRESENTATIONAL COMMUNICATION:

- ☐ Present information, concepts and ideas, orally and in writing, to an audience of listeners or readers on a variety of topics.
 - ☐ Read authentic passages aloud with appropriate pronunciation, phrasing and intonation.
 - ☐ Narrate stories about experiences or events familiar to them orally or in sign language.*
 - ☐ Write narrative and expository/ informational compositions in the target language.
 - ☐ Deliver oral/signed presentations related to the culture in which the target language is spoken.

COMPARISON OF PRACTICES, PRODUCTS, AND PERSPECTIVES:

- ☐ Compare the nature of language and the culture(s) of the target language with one's own.
 - ☐ Compare the target language with English to better understand language systems.
 - ☐ Describe practices and perspectives of a culture(s) in which the target language is spoken.
 - ☐ Identify and explain how perspectives of a culture(s) are related to cultural practices of a culture(s) in which the target language is spoken.

- ☐ Explain how products such as political structures, historical artifacts, literature, and/or visual and performing arts reflect the perspectives of a culture(s) in which the target language is spoken.
- ☐ Explain how products, practices, and perspectives of a culture in which the target language is spoken contribute to the culture in which the student lives.

COMMUNITIES:

- ☐ Encounter and use the target language both in and beyond the classroom for personal enjoyment and life-long learning.
 - ☐ Identify connections between target language and another content area using either English or the target language.
 - ☐ Use their knowledge of the target language to identify and make connections with specialized vocabulary used in various fields of study.
 - ☐ Explain the importance of culture and language acquisition in a 21st century global economy.
 - ☐ Use language within and beyond the school setting.

21st Century Skills/Guiding Principles for course:

A Clear and Effective Communicator who:

- ☐ Uses a variety of modes of expression: Spoken, written and visual, and performing including the use of technology to create and share the expressions)
- ☐ Uses evidence and logic appropriately in communication.

A Self-Directed and Lifelong Learner who:

- ☐ Applies knowledge in new contexts

An Integrative and Informed Thinker who:

- ☐ Gains and applies knowledge across disciplines and learning contexts and to real-life situations with and without technology.

A Creative and Practical Problem Solver who:

- ☐ Observes and evaluates situations to define problems.

Curriculum Activities/ Units may include:

Website activities (these are just a few samples)

- > Grammar “stations”
- > Journal writing
- > Paired conversations

Curriculum Materials may include:

Websites: Vista Higher Learning, Conjuguemos, This is Language, Quizlet
Readers: Pobre Ana, Las Piratas