

**DAWN MICHAEL  
CURRICULUM GUIDE – FRENCH 2**

This curriculum guide is based on the template provided by ODE, and is built on Ohio’s World Language Standards. It is based on the Model Curriculum provided by ODE for Level 2.

SCHOOL YEAR: 2019-20

Language / Level: French 2

Final Targeted Proficiency Level: **Novice High**

PLEASE NOTE: For much of the 2<sup>nd</sup> semester, students will be working with Level 3 (and some 4 material). THIS COUNTS FOR ‘STRETCH’ FOR OTES. Students will still be assessed using Level 2 rubrics, but opportunities will be presented on assessments for students to attempt higher level skills for WEIGHTED credit on the test (DIFFERENTIATED ASSESSMENT).

[Ohio’s World Language Standards](#)

<b>UNITS</b> <i>(Title, theme, topics, etc.)</i>	
1. Review – Review of key topics and functions from Level 1 (include Unit 6/Ch 6) - Francais Interactif Ch 1-6	4. Daily Life – Health and Self-care- Francais Interactif Ch 4 & 10
2. Families and Communities – Holidays, Rites and Customs - Francais interactif Ch 7	5. Contemporary Life – Schooling/Education* (May be mini-unit dependent on time) - Francais interactif Ch 11
3. Contemporary Life - Housing - Francais interactif Ch 8	6. Future Plans - Career Connections & Social relationships – Professions, Love & Money -Francais interactif Ch 12 & 13

**CULTURAL KNOWLEDGE AND UNDERSTANDINGS**

*(Cultures Standard; Intercultural Can-Do Statements)*

<p><b>Ohio's New Learning Standards: K-12 World Languages (9-12)</b>  <b>Cultures Standard: Gain and use knowledge and understanding of other cultures</b></p> <p>Through the target language, students examine the relationship among the products, practices and perspectives of the target culture(s). Students enhance their understanding by making cultural comparisons and developing cultural insights. The examination of products and practices in relation to shared cultural perspectives enables learners to understand authentic cultural contexts and use acceptable language and behavior in those contexts. As they become globally competent citizens, students learn that language and culture are inextricably linked. As they participate in multilingual communities and various cultures at home and around the world, both in person and via technology, they come to understand and abide by the constraints and freedoms afforded to individuals in the target culture(s) and their own.</p> <p>1. Analyze and explain relationships among products, practices and perspectives and compare them across cultures.</p> <p>2. Experience the target language and culture(s) and share information and personal reactions with others.</p>	<p><b>Novice Level NCCSSFL Interculturality Can-Do Statements</b></p> <ol style="list-style-type: none"> <li>1) I can identify some common products related to home and community life of other cultures and my own.</li> <li>2) I can identify some common practices related to home and community life of other cultures and my own.</li> <li>3) I can identify some beliefs and values related to age, gender, social class and ethnicity.</li> <li>4) I can identify some characteristics of national identity.</li> <li>5) I can identify ways in which cultures are globalized.</li> <li>6) I can imitate some simple patterns of behavior in familiar settings across cultures.</li> <li>7) I can use memorized language and very basic cultural knowledge to interact with others.</li> <li>8) I can use memorized language, and very basic knowledge of the culture to accomplish simple, routine tasks.</li> </ol>
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<b>Unit #1: Review of Key Topics from Level 1 (including Unit 6)</b>	
<p><b>Unit Overview:</b>  <i>Theme, topic, essential question(s), etc.</i></p>	<p>See Level 1 Curriculum</p>
<p><b>Standards and Competencies:</b></p>	<p>See Ohio's World Language Standards for Grades 9-12</p>

<i>Grade levels: <a href="#">9–12</a></i>	
<b>Communicative Goal:</b> <i>What will students be able to do by the end of this unit?</i>	Students will be at Novice Mid level for Interpretive skills, Novice Low/Mid for Interpersonal and Presentational
<b><a href="#">Integrated Performance Assessment (IPA):</a></b> <i>End-of-unit assessment: interpretive, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i>	Review Test IPA
<b>Proficiency Level of Tasks in This Unit:</b>  <a href="#">Standards Alignment Tools</a>	Novice Low and Mid
<b>Learning Targets — Communication:</b> <i>Interpretive, interpersonal and presentational <a href="#">Can-Do Statements</a></i>	See Level 1 Can Do Statements
<b>Learning Targets — Culture:</b> <i>Intercultural <a href="#">Can-Do Statements</a></i>	Novice Intercultural
<b>Language Functions, Structures, Vocabulary:</b>  <i>Overview of the content students will know by the end of this unit</i>	
<b><a href="#">Authentic/Other Resources:</a></b> <i>What types of audio, video or text are related to this unit's theme or topic?</i>	<ul style="list-style-type: none"> <li>● <a href="#">Francais interactif</a> Ch 1-6– videos – native/non-native speakers interviews</li> <li>● Francais progressif – Vocabulaire &amp; Grammaire – Debutant complet &amp; Debutant</li> <li>● TV5 resources/videos</li> </ul>

	<ul style="list-style-type: none"> <li>• Television broadcasts/videos/commercials from French/Quebecois TV stations</li> <li>• EdPuzzles</li> <li>• Film: <u>Le petit Nicolas</u></li> </ul>
<p><b><u>Pre-Assessment of Prior Knowledge:</u></b>  <i>How will students show what they already know about this topic?</i></p>	French 2 Pre-Assessment for teacher SLO
<p><b><u>Instructional Strategies and Resources:</u></b>  <i>Overview of helpful instructional strategies for this unit (communication, diverse learners, technology, career connections, etc.)</i></p>	<p>Français interactif – online resources  EdPuzzles  Tex’s French Grammar  Quizlet flashcards/activities  Duolingo – self-paced, gamified language learning app</p>
<p><b><u>Formative Assessments:</u></b>  <i>Overview of tasks that will check for understanding and guide instruction during this unit</i></p>	<p>Daily interactive/gamified interpretive practice via Quizlet, Quizizz, Gimkit  Daily formative writing or speaking practice  Formative assessments: vocabulary, grammar in context, listening/reading comprehension</p>
<b><u>Unit 2: Families and Communities- Holidays, Rites &amp; Customs</u></b>	
<p><b><u>Unit Overview:</u></b>  <i>Theme, topic, essential question(s), etc.</i></p>	Students will learn to talk about French holidays and traditions, and how to describe childhood memories of holidays/celebrations.
<p><b>Standards and Competencies:</b>  Grade levels: <b><u>9–12</u></b></p>	
<p><b>Communicative Goal:</b>  <i>What will students be able to do by the end of this unit?</i></p>	Students will be able to recognize and use some words to describe holiday celebrations. Students will be able to use some past tense verbs with only occasional accuracy to discuss memories of past holidays.
<p><b><u>Integrated Performance Assessment (IPA):</u></b></p>	Ch 7 IPA Les fetes

<p><i>End-of-unit assessment: interpretive, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p>	
<p><b>Proficiency Level of Tasks in This Unit:</b></p> <p><a href="#"><u>Standards Alignment Tools</u></a></p>	<p>Novice High – Intermediate Low (ABOVE LEVEL)</p>
<p><b>Learning Targets — Communication:</b></p> <p><i>Interpretive, interpersonal and presentational <a href="#"><u>Can-Do Statements</u></a></i></p>	<p>Interpretive (Novice High)</p> <p>1) I can sometimes understand simple questions or statements on familiar topics.</p> <p>2) I can understand simple information when presented with pictures and graphs.</p> <p>5) I can sometimes understand short, simple descriptions with the help of pictures or graphs.</p> <p>Interpersonal (Novice High)</p> <p>11) I can make plans with others.</p> <p>12) I can interact with others in everyday situations.</p> <p>Presentational (Novice High)</p> <p>15) I can write about a familiar experience or event using practiced material.</p> <p>19) I can tell about a familiar experience or event using phrases and simple sentences.</p> <p>Interpretive (Intermediate Low)</p> <p>3) I can understand questions and simple statements on everyday topics when I am part of the conversation.</p> <p>Interpersonal (Intermediate Low)</p> <p>7) I can have a simple conversation on a number of everyday topics.</p> <p>Presentational (Intermediate Low)</p> <p>10) I can write about people, activities, events, and experiences</p> <p>15) I can talk about people, activities, events, and experiences.</p>
<p><b>Learning Targets — Culture:</b></p> <p><i>Intercultural <a href="#"><u>Can-Do Statements</u></a></i></p>	<p>Novice #2, 4,6</p> <p>Intermediate #1, 3, 5, 6</p>

<p><b>Language Functions, Structures, Vocabulary:</b></p> <p><i>More or less may be included.</i>  <b>LEXIS/STRUCTURES TAUGHT IN CONTEXT OF COMMUNICATION</b> w “focus on form” explicit instruction as needed</p>	<p>Vocabulary: Holidays, expressions/greetings for holidays, rites and customs, related verbs</p> <p>LEXIS: je fête, j’ai fêté, je fêteis; j’offre, j’ai offert, j’offrais; on fête, on fêtait, on offre, on a offert, on offrait; il y avait; c’était</p>
<p><b>Authentic/Other Resources:</b></p> <p><i>What types of audio, video or text are related to this unit’s theme or topic?</i></p>	<ul style="list-style-type: none"> <li>● Français interactif videos</li> <li>● Français Progressif – Vocabulaire &amp; Grammaire – Debutant Complet/Debutant</li> <li>● TV5</li> <li>● TF1</li> <li>● Marmiton</li> <li>● Film: Indochine</li> </ul>
<p><b>Pre-Assessment of Prior Knowledge:</b></p> <p><i>How will students show what they already know about this topic?</i></p>	
<p><b>Formative Assessments:</b></p> <p><i>Overview of tasks that will check for understanding and guide instruction during this unit</i></p>	<p>Daily interactive/gamified interpretive practice via Quizlet, Quizizz, Gimkit</p> <p>Daily formative writing or speaking practice</p> <p>Formative assessments: vocabulary, grammar in context, listening/reading comprehension</p>
<p><b>Unit 3 – Contemporary Life: Housing</b></p>	
<p><b>Unit Overview:</b></p> <p><i>Theme, topic, essential question(s), etc.</i></p>	<p>Compare and contrast French homes with American housing.  Learn to describe student’s own home.</p>
<p><b>Standards and Competencies:</b></p> <p><i>Grade levels: <b>9–12</b></i></p>	
<p><b>Communicative Goal:</b></p> <p><i>What will students be able to do by the end of this unit?</i></p>	<p>Students will be able to describe where they live, including rooms, and furnishings. They will also learn to discuss chores, and how to tell someone to do something.</p>
	<p>Ch 8 IPA Housing</p>

<p><b><u>Integrated Performance Assessment (IPA):</u></b>  <i>End-of-unit assessment: interpretive, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p>	
<p><b>Proficiency Level of Tasks in This Unit:</b>  <u>Standards Alignment Tools</u></p>	<p>Novice High/Intermediate Low</p>
<p><b>Learning Targets — Communication:</b>  <i>Interpretive, interpersonal and presentational <u>Can-Do Statements</u></i></p>	<p>NOVICE HIGH  Interpretive  1) I can sometimes understand simple questions or statements on familiar topics.  2) I can understand simple information when presented with pictures and graphs.  5) I can sometimes understand short, simple descriptions with the help of pictures or graphs.  6) I can sometimes understand the main idea of published materials.</p> <p>Interpersonal  9) I can exchange information using texts, graphs, or pictures.  13) I can write information about my daily life in a letter, blog, discussion board, or email message.  23) I can present basic information about things I have learned using phrases and simple sentences.</p> <p>INTERMEDIATE LOW  Interpretive  1) I can understand the basic purpose of a message.  5) I can identify some simple information needed on forms.  6) I can identify some information from news media.</p> <p>Interpersonal  8) I can ask and answer questions on factual information that is familiar to me.</p> <p>Presentational  12) I can write about topics of interest.  13) I can write basic instructions on how to make or do something.  19) I can express my preferences on topics of interest.</p>
	<p>Novice #1, 2</p>

<b>Learning Targets — Culture:</b>  <i>Intercultural <a href="#">Can-Do Statements</a></i>	Intermediate #2
<b>Language Functions, Structures, Vocabulary:</b>  <i>More or less may be included. LEXIS/STRUCTURES TAUGHT IN CONTEXT OF COMMUNICATION w “focus on form” explicit instruction as needed</i>	Vocabulary: types of homes, rooms, furniture, domestic chores, relevant adjectives and verbs  LEXIS: j’habite, j’habitais, tu habites, tu habitais, il y a, il y avait; fais/faites (imperative)
<b><a href="#">Authentic/Other Resources:</a></b> <i>What types of audio, video or text are related to this unit’s theme or topic?</i>	<ul style="list-style-type: none"> <li>● Français interactif Ch 8</li> <li>● Français progressif Vocabulaire &amp; Grammaire – Debutant complet &amp; Debutant</li> <li>● TV5</li> <li>● TF1</li> <li>● Film: ???</li> </ul>
<b><a href="#">Pre-Assessment of Prior Knowledge:</a></b> <i>How will students show what they already know about this topic?</i>	Pre-Assessment Ch 8
<b><a href="#">Formative Assessments:</a></b> <i>Overview of tasks that will check for understanding and guide instruction during this unit</i>	Daily interactive/gamified interpretive practice via Quizlet, Quizizz, Gimkit Daily formative writing or speaking practice Formative assessments: vocabulary, grammar in context, listening/reading comprehension
<b>Unit 4: Daily Life – Health and Self-Care</b>	
<b><a href="#">Unit Overview:</a></b> <i>Theme, topic, essential question(s), etc.</i>	What is a healthy lifestyle? What are the healthy and unhealthy choices we make in our life? How do we care for ourselves each day? What are our daily routines, including hygiene?
<b>Standards and Competencies:</b>  <i>Grade levels: <a href="#">9–12</a></i>	
<b>Communicative Goal:</b> <i>What will students be able to do by the end of this unit?</i>	Students will be able to talk about what they and others do to care for themselves (usually in complete sentences). Students will be able to identify the parts of the body (list, label), and describe

	health problems (phrases or sentences). Students will be able to identify healthy vs unhealthy behaviors.
<p><b><u>Integrated Performance Assessment (IPA):</u></b>  <i>End-of-unit assessment: interpretive, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p>	Separate proficiency based assessments on topics.
<p><b>Proficiency Level of Tasks in This Unit:</b>  <u>Standards Alignment Tools</u></p>	Novice High/Intermediate Low (ABOVE LEVEL)
<p><b>Learning Targets — Communication:</b>  <i>Interpretive, interpersonal and presentational <u>Can-Do Statements</u></i></p>	<p>NOVICE HIGH  Interpretive  1) I can sometimes understand simple questions or statements on familiar topics.  2) I can understand simple information when presented with pictures and graphs.  5) I can sometimes understand short, simple descriptions with the help of pictures or graphs.</p> <p>Interpersonal  8) I can exchange some personal information.  9) I can exchange information using texts, graphs, or pictures.</p> <p>Presentational  16) I can write basic information about things I have learned.</p> <p>INTERMEDIATE LOW (ABOVE LEVEL!!!)  Interpretive  3) I can understand questions and simple statements on everyday topics when I am part of the conversation.  4) I can understand messages in which the writer tells or asks me about topics of personal interest.  6) I can identify some information from news media.</p> <p>Presentational  19) I can express my preferences on topics of interest.</p>
<b>Learning Targets — Culture:</b>	Novice 1, 2, 5, 8

Intercultural <a href="#">Can-Do Statements</a>	
<p><b>Language Functions, Structures, Vocabulary:</b></p> <p><i>More or less may be included.</i>  <b>LEXIS/STRUCTURES TAUGHT IN CONTEXT OF COMMUNICATION</b> w “focus on form” explicit instruction as needed</p>	<p>Vocabulary: daily routine and hygiene, pastimes (fitness related), health and well-being, body parts, relevant adjectives and verbs, interrogative expressions, impersonal expressions</p> <p>LEXIS: je me (veille, leve, lave, etc); je fais, je joue; j’ai fait, j’ai joué; tu fais, tu joues; il faut, il faut que, il est nécessaire de</p>
<p><b><a href="#">Authentic/Other Resources:</a></b>  <i>What types of audio, video or text are related to this unit’s theme or topic?</i></p>	<ul style="list-style-type: none"> <li>● Francais interactif Ch 10</li> <li>● Francais progressif – Grammaire &amp; vocabulaire - Debutant</li> <li>● TV5</li> <li>● TF1</li> <li>● Film: <u>TBD</u></li> </ul>
<p><b><a href="#">Pre-Assessment of Prior Knowledge:</a></b>  <i>How will students show what they already know about this topic?</i></p>	Pre-Assessment
<p><b><a href="#">Formative Assessments:</a></b>  <i>Overview of tasks that will check for understanding and guide instruction during this unit</i></p>	<p>Daily interactive/gamified interpretive practice via Quizlet, Quizizz, Gimkit</p> <p>Daily formative writing or speaking practice</p> <p>Formative assessments: vocabulary, grammar in context, listening/reading comprehension</p>
<b><u>Unit 5: Contemporary Life - Schooling *</u></b>	
<p><b><a href="#">Unit Overview:</a></b>  <i>Theme, topic, essential question(s), etc.</i></p>	<p>How does the education system in France differ from that in the US? What are the impacts of the education system on society, and vice versa? How do the differences in education systems reflect greater social differences between our cultures?</p>
<p><b>Standards and Competencies:</b></p> <p><i>Grade levels: <a href="#">9–12</a></i></p>	
<p><b>Communicative Goal:</b>  <i>What will students be able to do by the end of this unit?</i></p>	<p>Students will be able to talk about their current and future studies, using relevant vocabulary, and usually complete sentences.</p>

<p><b><u>Integrated Performance Assessment (IPA):</u></b>  <i>End-of-unit assessment: interpretive, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p>	<p>IPA Ch 11</p>
<p><b>Proficiency Level of Tasks in This Unit:</b>  <u>Standards Alignment Tools</u></p>	<p>NOVICE HIGH/INTERMEDIATE LOW          (Some grammar topics dealing with hypothesis lead to Advanced level usages, but students will only be expected to recognize these expressions)</p>
<p><b>Learning Targets — Communication:</b>  <i>Interpretive, interpersonal and presentational <u>Can-Do Statements</u></i></p>	<p>NOVICE HIGH          Interpretive          2) I can understand simple information when presented with pictures and graphs.          6) I can sometimes understand the main idea of published materials.</p> <p>Interpersonal          8) I can exchange some personal information.</p> <p>Presentational          13) I can write information about my daily life in a letter, blog, discussion board, or email message.          17) I can ask for information in writing.          18) I can present information about my life using phrases and simple sentences.          22) I can give basic instructions on how to make or do something using phrases and simple sentences.</p> <p>INTERMEDIATE LOW (above level)          Interpretive          3) I can understand questions and simple statements on everyday topics when I am part of the conversation.          5) I can identify some simple information needed on forms.</p> <p>Interpersonal          7) I can have a simple conversation on a number of everyday topics.</p> <p>Presentational          13) I can write basic instructions on how to make or do something.          16) I can express my needs and wants.</p>

<p><b>Learning Targets — Culture:</b> <i>Intercultural <u>Can-Do Statements</u></i></p>	<p>Novice #1, 3 Intermediate 2, 3, 4</p>
<p><b>Language Functions, Structures, Vocabulary:</b> <i>More or less may be included. LEXIS/STRUCTURES TAUGHT IN CONTEXT OF COMMUNICATION w “focus on form” explicit instruction as needed</i></p>	<p>Vocabulary: secondary and superior education vocabulary, subjects and courses, relevant adjectives and verbs  LEXIS: j’étudie, j’étudierai, je suis, je suivrai, je sais, je connais, il faut, il faudra</p>
<p><b>Authentic/Other Resources:</b> <i>What types of audio, video or text are related to this unit’s theme or topic?</i></p>	<p>Francais interactif Ch 11 Francais progressif – Vocabulaire &amp; Grammaire - Debutant TV5 Film: Entre les murs</p>
<p><b>Pre-Assessment of Prior Knowledge:</b> <i>How will students show what they already know about this topic?</i></p>	<p>Pre-Assessment Ch 11</p>
<p><b>Formative Assessments:</b> <i>Overview of tasks that will check for understanding and guide instruction during this unit</i></p>	<p>Daily interactive/gamified interpretive practice via Quizlet, Quizizz, Gimkit Daily formative writing or speaking practice Formative assessments: vocabulary, grammar in context, listening/reading comprehension</p>
<p><b>Unit 6: Future Plans - Career Connections &amp; Social relationships – Professions, Love &amp; Money -Francais interactif Ch 12 &amp; 13</b></p>	
<p><b>Unit Overview:</b> <i>Theme, topic, essential question(s), etc.</i></p>	<p>What will my future hold? What will life be like for me in 10 years? May include: Which professions interest me? How do I prepare myself for a profession? How do working conditions and attitudes towards work differ in France?What do I value more in life: emotional security or financial security? What are the things I need to do to be financially secure? What are the things that are important to me in a love relationship?</p>
<p><b>Standards and Competencies:</b>  <i>Grade levels: <u>9–12</u></i></p>	
<p><b>Communicative Goal:</b> <i>What will students be able to do by the end of this unit?</i></p>	<p>Students will be able to describe the profession(s) they hope to pursue and what they will need to study. Students will be able to predict their family and professional status 10 years into the future.</p>

<p><b><u>Integrated Performance Assessment (IPA):</u></b>  <i>End-of-unit assessment: interpretive, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p>	<p>Final project: Ma vie en 10 ans - presentational writing &amp; speaking</p>
<p><b>Proficiency Level of Tasks in This Unit:</b>  <u>Standards Alignment Tools</u></p>	<p>NOVICE HIGH/INTERMEDIATE LOW (some advanced topics presented)</p>
<p><b>Learning Targets — Communication:</b>  <i>Interpretive, interpersonal and presentational <u>Can-Do Statements</u></i></p>	<p>NOVICE HIGH  Interpretive  1) I can sometimes understand simple questions or statements on familiar topics.  3) I can sometimes understand the main topic of conversations that I overhear.  6) I can sometimes understand the main idea of published materials.</p> <p>Interpersonal  8) I can exchange some personal information.</p> <p>Presentational  13) I can write information about my daily life in a letter, blog, discussion board, or email message.  17) I can ask for information in writing.  18) I can present information about my life using phrases and simple sentences.  21) I can present information about others using phrases and simple sentences.</p>
<p><b>Learning Targets — Culture:</b>  <i>Intercultural <u>Can-Do Statements</u></i></p>	<p>Novice 1, 2, 3  Intermediate 3, 4, 5</p>
<p><b>Language Functions, Structures, Vocabulary:</b>  <i>More or less may be included. LEXIS/STRUCTURES TAUGHT IN CONTEXT OF</i></p>	<p>Vocabulary: professional world, careers, relevant adjectives and verbs; relationship vocabulary</p> <p>LEXIS: je - rai (futur simple); il est possible que je...; je voudrais; j'aimerais</p>

<p><i>COMMUNICATION w “focus on form” explicit instruction as needed</i></p>	
<p><b><u>Authentic/Other Resources:</u></b> <i>What types of audio, video or text are related to this unit’s theme or topic?</i></p>	<p>Francais interactif Ch 12 Francais progressif Vocabulaire &amp; Grammaire Debutant TV5</p>
<p><b><u>Pre-Assessment of Prior Knowledge:</u></b> <i>How will students show what they already know about this topic?</i></p>	<p>Pre-Assessment Ch 12</p>
<p><b><u>Formative Assessments:</u></b> <i>Overview of tasks that will check for understanding and guide instruction during this unit</i></p>	<p>Daily interactive/gamified interpretive practice via Quizlet, Quizizz, Gimkit Daily formative writing or speaking practice Formative assessments: vocabulary, grammar in context, listening/reading comprehension</p>