



French II

Overarching Standards

CMC.1.FIL.6	Use reading and listening strategies to enhance comprehension	<p>Reading: Students use skimming and scanning techniques two online authentic current event magazine articles per week (French Newspapers). They must make lists of cognates and write a summary of each in French.</p> <p>Listening: Students use a native-speaker level recorded newsmagazine (<u>Champs-Élysées</u>) with scripts, using these techniques.</p>
	<i>cognates</i>	
	visual clues	
	contextual clues	
	predicting skimming and scanning	
CMC.1.FLL.7	Obtain main idea(s) and specific information from a variety of sources and related visuals	Students use a higher-level book (<u>Triangle</u>) and extra sources.
CMC.1.FLL.10	Draw inferences based on oral, written, and/or visual messages	Students manipulate the messages in person, number, and tense orally and in writing.
CMC.2.FIL.1	Initiate original conversation using learned vocabulary and grammar concepts (e.g., role-play)	Students bring to class at least twice a week either a question or a statement to start a conversation at the beginning of class.
CMC.2.FIL.2	Exchange information about familiar topics	Students make presentations to the class without notes and with visuals.
	daily routine	
	school	
	past experiences	
	asking for and giving directions	
	travel	
	personal interests	
family life		
CMC.1.FIL.4	Identify a variety of <i>idiomatic expressions</i>	Students not only identify, but use these idiomatic expressions in conversations and writings (usually freewrites according to the TPRS model).
CMC.1.FIL.9	Summarize <i>authentic</i> materials	Students use higher-level authentic materials (see above).
CMC.2.FIL.7	Express feelings, opinions, viewpoints, and personal preferences	Students write short essays using more tenses and vocabulary in position papers in preparation for Advanced Placement essays. Some of these papers are written in response to a prompt from a Pre-AP text (<u>Triangle</u>) and are written expositoryly.

CMC.3.FII.2	Write lists, notes, correspondence, and short compositions	Students keep a journal with two entries per week. Students are required to use the present, past (<i>passé composé</i> , <i>imparfait</i>), future and conditional and use complex sentences with transitions.
CMC.3.FII.5	Use syntax, spelling, and pronunciation effectively according to language development level	Students memorize poems for pronunciation assessment. Students' syntax and spelling are assessed with an adapted AP Composition Rubric.
CLT.4.FII.2	Discuss various aspects of shared cultural <i>practices</i> (e.g., national celebrations)	Students do research in French on shared and different cultural practices.
CLT.4.FII.3	Discuss differences in <i>practices</i> among Francophone cultures (e.g., customs, norms, holidays, traditions)	Students describe these differences in French.
First Nine Weeks		
CMC.1.FII.1	Recognize <i>tone</i> , <i>pitch</i> , and emotion in oral communication	Students use the upper-level texts listed above.
CMC.1.FII.5	Interpret the principal message of signs, gestures, and <i>intonation</i>	
CMC.1.FII.3	Identify <i>cognates</i> , <i>false cognates</i> , and <i>borrowings</i> in <i>context</i>	
CMC.2.FII.3	Use conversational strategies to increase understanding	Students use these conversational strategies in a variety of tenses.
	request for clarification	
	asking questions	
CMC.2.FII.6	Apply ordinal and cardinal numeric concepts in <i>context</i>	

Second Nine Weeks		
CMC.3.FII.3	Demonstrate knowledge of acquired language skills through rehearsed presentations (e.g., simple plays)	Students do a project incorporating the four components for this nine weeks (e.g., <u>Paris Apartment</u> by Sue Fenton. This is presented to the class and assessed by an adapted AP Rubric.
CMC.3.FII.1	Describe settings, characters, and events	
CLT.4.FII.1	Model appropriate behaviors of the Francophone cultures (e.g., verbal and nonverbal greetings, gestures, customs)	
CLT.5.FII.3	Compare and contrast <i>products</i> among Francophone cultures (e.g., short stories, poems, fables)	
Third Nine Weeks		
CMC.1.FII.8	Identify main idea(s) and specific information from a variety of auditory sources, with or without visual clues	Students use higher-level auditory sources, e.g. <u>Dans le vent</u> .
CMC.2.FII.5	Interact in present, past, and future <i>tenses</i>	Students are required to use a more extensive vocabulary and parts of speech, such as demonstrative adjectives and pronouns, and conjunctions to extend these interactions, using graphic organizers.
	· to narrate	
	· to describe	
CLT.5.FII.1	Present research on tangible <i>products</i> of the Francophone cultures (e.g., arts and crafts representing aspects of Francophone architecture, art, foods, fashions)	Research is mostly presented in French.
	Explain intangible <i>products</i> of the Francophone cultures (e.g., laws, educational systems, philosophies, entertainment)	
CLT.5.FII.5	Interpret the written, visual, and performing arts of the Francophone cultures (e.g., plays, art, music, movies)	Students listen to contemporary music with cloze exercises targeting specific grammar components. Students are exposed to short video clips from <u>TV5 Monde</u> .
Fourth Nine Weeks		
CMC.1.FII.2	Follow multi-step directions for familiar situations	Students use a wider vocabulary for these situations and specific situations targeted by the AP Exam.
CMC.2.FII.4	Use survival phrases and gestures to acquire goods, services, and information	Students respond to situations in a higher-level text (<u>Triangle</u>) designed for AP Exam components.
CLT.5.FII.4	Discuss the relationship between environments and <i>products</i> of the Francophone cultures (e.g., relationship between geography, climate, politics, or society and <i>products</i>)	Students discuss and write about these in French when possible.