

## Foreign Language Department Guide French II Honors Overview

### Course Description: French II Honors

French II Honors is offered to students in classes 9-12 who have outstanding achievement in French I and who have been recommended by the French I teacher. The class meets 4 days out of seven for 60 minutes and one day for 100 minutes in a seven day cycle. All students are required to take both a mid-term and a final exam which each count for 10% of the semester average.

This accelerated course is designed for highly motivated students who have demonstrated strong mastery of the basic vocabulary and grammatical structures of French I. It builds on the program begun in French I, adding new vocabulary and more complex grammatical structures while at the same time reinforcing what has been previously learned. As in the past, the four skills of reading, writing, speaking and listening will be continually emphasized. The primary language of instruction and of class activities is French. During the course of the year, students will be further exposed to French culture, family life, Francophone regions, and certain aspects of French history. Directed compositions are frequently assigned as well as oral presentations.

Successful completion of the course, with a recommended grade of C or better, allows the student to continue on to French III. Students with a B average or better will be recommended for French III Honors and students in CP must earn an A or better and agree to summer study in order to move up to French III Honors.

**Prerequisite:** - A or better in French I  
-Recommendation of French I teacher  
-Writing sample

### Major Course Objectives

**When students have completed French II Honors, they will know and be able to:**

1. Perform all of the objectives of French I.
2. Relate a story in the past, both orally and in written form using good sequencing and good transitional words.
3. Initiate and sustain a controlled conversation.
4. Deliver a brief description of a geographical location that has been previously studied.
5. Make excuses.
6. Express feelings.
7. Give a more detailed description of every day life.
8. Express an opinion or judgment.
9. Give and ask directions.
10. Describe an event or a person with more ample use of adjectives.
11. Demonstrate a more heightened knowledge of present, past and immediate future tenses.
12. Demonstrate control of structures and knowledge of appropriate vocabulary in a guided composition of at least 150 words.
13. Discuss knowledgeably Francophone countries and regions of France, noting particularly the similarities to and differences from their own culture.
14. Read and understand more complex dialogues, stories, and informational texts as well as excerpts of original literature.
15. Memorize and recite poems and dialogues.

### Relationship to the Massachusetts Curriculum Framework

Students fulfill the requirements of the **Communication Strand (Standards 1-3)** as they do the following using selected words, phrases and expressions with no major repeated patterns of error:

1. Perform French I Learning Standards.
2. Ask and respond to questions to gain or clarify information (1, 2)
3. Exchange opinions and ideas about people, activities or events. (1, 3)
4. Discuss class reading. (1)
5. Read authentic and adapted materials such as advertisements and brochures (2)
6. Begin to understand learned expressions, sentences, questions and polite commands in messages. (2)
7. Write simple paragraphs. (3)
8. Read and interpret signs, simple stories, poems and informational texts. (2)
9. Describe more fully people, places and things. (3)
10. Write greeting cards, notes, letters and e-mails. (3)

Students fulfill the requirements of the **Culture Strand (Standard 4)** as they do the following using selected words, phrases and expressions with no major repeated patterns of error in the target language, and English when necessary:

1. Perform French I Learning Standards
2. Interact appropriately in social and cultural activities such as exchanges in a restaurant, at a bus stop, in a store or in a classroom.
3. Identify distinctive cultural aspects of the target culture in stories, dramas, films, news reports, and photographs.
4. Identify distinctive cultural products from the target culture such as toys, clothes, foods, currencies, games, traditional crafts and musical instruments.
5. Begin to identify some historical and/or cultural figures from the target culture by their accomplishments.
6. Identify on maps and globes the locations of countries where French is used.

Students fulfill the requirements of the **Comparisons Strand (Standards 5, 6)** when they do the following using selected words, phrases, and expressions with no major patterns of error:

1. Perform French I Learning Standards. (5, 6)
2. Recognize and identify in French grammatical categories such as tense, gender, agreement in French and English. (5)
3. Analyze how idiomatic expressions work in both languages. (5)
4. Describe the patterns of behavior of Francophone and French cultures, and compare and contrast them with those of their own culture. (6)
5. Identify and discuss cultural characteristics and traditions of the target culture, including folktales, music, visual arts, and theater and compare and contrast to cultural characteristics of their own culture. (6)

Students fulfill the requirements of the **Connections Strand (Standard 7)** when they do the following using selected words, phrases, and expressions with no major patterns of error:

1. Obtain more detailed information and knowledge related to other disciplines from sources in the target language. Examples of this include obtaining geographical information on printed maps and travel guides or Internet Resources and using this information to achieve the learning standards from the Geography Strand of the History and social Science Framework. Learning song or poetic lyrics written in the target language and applying the learning standards of the Music Strand of the Arts Framework when singing.

Students fulfill the requirements of the **Communities Strand (Standard 8)** when they do the following using selected words, phrases, and expressions with no major patterns of error:

1. Apply knowledge of the target language and culture beyond the classroom setting. Examples of this include conversing with speakers of the target language, reading and writing e-mails or letters to speakers of French.

### **Assessment Tools**

#### **Success in French II Honors will be assessed by the following methods:**

1. Vocabulary/grammar quizzes and tests.
2. Skit presentations.
3. Prepared dialogues.
4. Dictées to test spelling and grammar.
5. Cloze exercises to determine comprehension of songs or conversations.
6. Oral questions to which students write or speak responses in complete sentences.
7. Role-playing using appropriate vocabulary in social situations.
8. Questions on current events from the French-speaking world.
9. Map identification of Francophone countries and capitals.
10. Internet activities.
11. Games such as bingo, flyswatter, concentration.
12. Oral interviews.
13. Written compositions on a variety of topics.
14. Major oral and written description of Scituate.
15. Reports and posters on cultural traditions and celebrations in French.
16. Discussion in French of the role of Francophone countries in today's global economy, and in the European Union.

### **Instructional Strategies**

#### **Foreign Language Teachers will employ a variety of strategies to meet the diverse learning needs of their students. These strategies include**

1. the use of French as the priority language in all classes.
2. lecture and note-taking with the aid of pertinent information written on the board.
3. the use of pictures, posters, transparencies, and film segments to illustrate grammatical structures and stimulate conversation.
4. the physical manipulation of words and parts of sentences to practice new structures.
5. the use of white boards to demonstrate comprehension of stories, and to drill vocabulary and grammar.
6. the use of songs, taped conversations, and recited poetry to practice auditory comprehension and reinforce new material.
7. role playing to reinforce new material as well as to demonstrate control of vocabulary and structures.
8. carousel brain-storming to review learned material.
9. visits by native speakers to speak about customs of countries where the French is spoken.
10. memorization and recitation of prose passages or poetry for pronunciation practice.

11. physical demonstration of actions and key vocabulary by students or teacher to relate a concept or story.
12. oral and written completion exercises or substitution exercises.
13. the use of board games to review vocabulary.
14. regular journaling
15. dictations
16. battleship, jeopardy, pictionary, memory, charades, placemat, relay races, flyswatter to practice vocabulary and grammatical structures.
17. micrologs

### **Materials and Resources**

*Discovering French Blanc*, 2004, McDougall Littell

Images Deux, reader, McDougall Littell

Ancillary Materials: Workbook, DVD, Audio cassettes, Teacher Resource Book, Comunipac, Activités pour tous, chansons, transparencies

### **Relationship to the High School Expectations:**

Given a basic vocabulary and grammatical structures suitable to Level II Honors, the student will be able to be:

- An effective reader of French.
- An effective writer of French.
- An effective speaker/presenter/performer of selected topics.
- An effective problem solver when decoding grammar and comparing cultures.
- An effective information seeker when preparing short French presentations.
- Interact in French with the community at large through excursions and guest speakers.