

**EL DORADO UNION HIGH SCHOOL DISTRICT
EDUCATIONAL SERVICES
Course of Study Information Page**

COURSE TITLE French 2			
DISTRICT COURSE NUMBER (#0402)		4-DIGIT STATE COURSE CODE (COMPLETED BY SILT) 2204	
Rationale:	French 2 is a required course for admission to most universities. The ability to communicate in a second language enables students to build a foundation for interpersonal understanding and global awareness and to build an intellectual base for further studies.		
Course Description that will be in the Course Directory:	French 2 continues to develop the four skills of communication (listening, speaking, reading and writing) and to deepen knowledge of cultures of the French-speaking world. Students are provided language-use activities that enable them to function in common daily settings for which they have rehearsed; understand learned words and phrases in unfamiliar texts (oral/written) and produce learned words and phrases; deal with discrete elements of life, comprehend and produce memorized material orally and in writing; and comprehend and be understood by sympathetic French speakers.		
How Does this Course align with or meet State and District content standards?	Units of study parallel the World Language Content Standards for California Public Schools.		
NCLB Core Subjects:	<i>Select up to two that apply:</i> <input type="checkbox"/> Arts <input type="checkbox"/> Economics <input type="checkbox"/> English <input checked="" type="checkbox"/> Foreign Language <input type="checkbox"/> Geography <input type="checkbox"/> Civics and Government <input type="checkbox"/> History <input type="checkbox"/> Mathematics <input type="checkbox"/> Reading / Language Arts <input type="checkbox"/> Science <input type="checkbox"/> Not Core Subject		
CDE CALPADS Course Descriptors: (See Page 2 for Definitions)	CTE TECH PREP COURSE INDICATORS <input type="checkbox"/> Tech Prep (32) (Higher Ed) <input type="checkbox"/> Tech Prep & ROP(33) (Higher Ed) <input type="checkbox"/> ROP (30) <input checked="" type="checkbox"/> N/A	CTE COURSE CONTENT CODE <input type="checkbox"/> CTE Introductory (01) <input type="checkbox"/> CTE Concentrator (02) <input type="checkbox"/> CTE Completer (03) <input type="checkbox"/> Voc Subject _____ <input checked="" type="checkbox"/> N/A	INSTRUCTIONAL LEVEL CODE <input type="checkbox"/> Remedial (35) <input type="checkbox"/> Honors UC-Certified (39) <input type="checkbox"/> Honors Non UC-Certified (34) <input type="checkbox"/> College (40) <input checked="" type="checkbox"/> N/A
Length of Course:	<input type="checkbox"/> Year <input type="checkbox"/> Semester		
Grade Level(s):	<input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12		
Credit:	<input checked="" type="checkbox"/> Number of credits: 10 <input checked="" type="checkbox"/> Meets graduation requirements (subject Foreign Language) <input type="checkbox"/> Request for UC "a-g" requirements CSU/UC requirement _____		<input checked="" type="checkbox"/> College Prep
Prerequisites:	Grade "C" or better in French 1: interest in French language and culture.		
Department(s):	World Language		
District Sites:	EDHS, ORHS, PHS, UMHS, Virtual Academy, MVHS, VHS		
Board of Trustees COS Adoption Date:	5/13/2014		

Textbooks / Instructional Materials:	T'es branche? Level 2, Toni Theisen & Jacques Pecheur, EMC Publishing, 2014, 978-0-82196-905-2
Funding Source:	General Fund
Board of Trustees Textbook Adoption Date:	5/13/2014

Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

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Course Title: French (#0402)

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Department: **World Language**

Course Title: **French 2**

Course Number: **#0402**

Unit Title: **Daily Life at Home**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Content 1.1 Students address discrete elements of daily life.

Communication 1.0 Students use formulaic language, 1.1 Engage in oral, written conversations, 1.4 List, identify and enumerate.

Cultures 1.0 Students use appropriate responses to rehearsed cultural situations, 1.2 Recognize similarities and differences in the target cultures and between students' own cultures, 1.3 Identify cultural borrowing.

Structures 1.0 Students use orthography, phonology to understand words and phrases in context, 1.2 Identify similarities and differences in the orthography, phonology of the languages the students know.

Settings 1.0 Students use language in highly predictable common daily settings, 1.1 Recognize age-appropriate cultural or language-use opportunities outside the classroom.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

French 2 students will continue to develop and apply vocabulary and grammar concepts learned in French 1 while being able to communicate messages on predictable, everyday topics dealing with daily life at home in the present and past tenses. Students will be able to recognize and produce vocabulary and phrases about their **daily routine and health**. They do so primarily through the use of isolated words, phrases or sentences that have been encountered, memorized and recalled.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Teachers will use direct instruction, blended learning, collaborative learning and a variety of vocabulary acquisition strategies to engage students in the recognition and production of vocabulary and grammar related to daily life at home. Some example activities may include, but are not limited to: reading, writing, speaking and listening activities such as songs, choral readings, movement activities, videos, PowerPoints, audio sources, authentic materials, web-based activities, drawings, games, stories, short compositions, repetition techniques and dialogues.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students will be assessed throughout the unit on a daily basis through formative assessments which may include but are not limited to: white board activities, web-based evaluations, verbal responses, teacher observation, dialogues, daily warm-ups and in class writing, listening, speaking and reading practice. Students will be assessed at the end of the unit through summative assessments which may include but are not limited to: oral presentations, projects and written exams.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Students who do not master unit formative and summative assessments will be offered a variety of opportunities to review and strengthen their understanding and production of content related to daily life at home which may include but are not limited to: opportunities to develop acquisition of vocabulary through tutoring, textbook web-based resources, teacher student conferences and pairing of struggling students with students that have shown understanding of the content of daily life at home.

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Department: **World Language**

Course Title: **French 2**

Course Number: **#0402**

Unit Title: **Daily Life in a School Setting**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Content 1.1 Students address discrete elements of daily life.

Communication 1.0 Students use formulaic language, 1.1 Engage in oral, written conversations, 1.2 Interpret written and spoken language. 1.3 Present to an audience of listeners or readers. 1.4 List, identify and enumerate. 1.5 Identify learned words, signs and phrases in authentic texts, 1.6 Reproduce and present a written or oral product in a culturally authentic way.

Cultures 1.0 Students use appropriate responses to rehearsed cultural situations, 1.2 Recognize similarities and differences in the target cultures and between students' own cultures, 1.3 Identify cultural borrowing.

Structures 1.0 Students use orthography and phonology to understand words and phrases in context, 1.1 Use orthography and phonology to produce words and phrases in context. 1.2 Identify similarities and differences in the orthography, phonology of the languages the students know.

Settings 1.0 Students use language in highly predictable common daily settings, 1.1 Recognize age-appropriate cultural or language-use opportunities outside the classroom

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

French 2 students will continue to develop and apply vocabulary and grammar concepts learned in French 1 while being able to communicate messages on predictable, everyday topics dealing with daily life in a school setting in the present and past tenses. Students will be able to recognize and produce vocabulary and phrases about their extra-curricular activities (sports teams, clubs, visual and performing arts, etc), use of technology and media and other activities in the classroom. They do so primarily through the use of isolated words, phrases or sentences that have been encountered, memorized and recalled.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Teachers will use direct instruction, blended learning, collaborative learning and a variety of vocabulary acquisition strategies to engage students in the recognition and production of vocabulary and grammar related to daily life in a school setting. Some example activities may include, but are not limited to: reading, writing, speaking and listening activities such as songs, choral readings, movement activities, videos, PowerPoints, audio sources, authentic materials, web-based activities, drawings, games, stories, short compositions, repetition techniques and dialogues.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students will be assessed throughout the unit on a daily basis through formative assessments which may include but are not limited to: white board activities, web-based evaluations, verbal responses, teacher observation, dialogues, daily warm-ups and in class writing, listening, speaking and reading practice. Students will be assessed at the end of the unit through summative assessments which may include but are not limited to: oral presentations, projects and written exams.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments. Students who do not master unit formative and summative assessments will be offered a variety of opportunities to review and strengthen their understanding and production of content related to daily life in a school setting which may include but are not limited to: opportunities to develop acquisition of vocabulary through tutoring, textbook web-based resources, teacher student conferences and pairing of struggling students with students that have shown understanding of the content of daily life in a school setting.

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Department: **World Language**

Course Title: **French 2**

Course Number: **#0402**

Unit Title: **Community and the World**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Content 1.1 Students address discrete elements of daily life.

Communication 1.0 Students use formulaic language, 1.1 Engage in oral, written conversations, 1.2 Interpret written and spoken language. 1.3 Present to an audience of listeners or readers. 1.4 List, identify and enumerate. 1.5 Identify learned words, signs and phrases in authentic texts, 1.6 Reproduce and present a written or oral product in a culturally authentic way.

Cultures 1.0 Students use appropriate responses to rehearsed cultural situations, 1.2 Recognize similarities and differences in the target cultures and between students' own cultures, 1.3 Identify cultural borrowing.

Structures 1.0 Students use orthography and phonology to understand words and phrases in context, 1.1 Use orthography and phonology to produce words and phrases in context. 1.2 Identify similarities and differences in the orthography, phonology of the languages the students know.

Settings 1.0 Students use language in highly predictable common daily settings, 1.1 Recognize age-appropriate cultural or language-use opportunities outside the classroom.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

French 2 students will continue to develop and apply vocabulary and grammar concepts learned in French 1 while being able to communicate messages on predictable, everyday topics that relate to their community and the world in the present and past tenses. Students will be able to recognize and produce vocabulary and phrases which may include but are not limited to: errands and shopping, ordering food, travel and transportation, giving and receiving directions and public services. They do so primarily through the use of isolated words, phrases or sentences that have been encountered, memorized and recalled.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Teachers will use direct instruction, blended learning, collaborative learning and a variety of vocabulary acquisition strategies to engage students in the recognition and production of vocabulary and grammar related to their community and the world. Some example activities may include, but are not limited to: reading, writing, speaking and listening activities such as songs, choral readings, movement activities, videos, PowerPoints, audio sources, authentic materials, web-based activities, drawings, games, stories, short compositions, repetition techniques and dialogues.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students will be assessed throughout the unit on a daily basis through formative assessments which may include but are not limited to: white board activities, web-based evaluations, verbal responses, teacher observation, dialogues, daily warm-ups and in class writing, listening, speaking and reading practice. Students will be assessed at the end of the unit through summative assessments which may include but are not limited to: oral presentations, projects and written exams.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments. Students who do not master unit formative and summative assessments will be offered a variety of opportunities to review and strengthen their understanding and production of content related to their community and the world which may include but are not limited to: opportunities to develop acquisition of vocabulary through tutoring, textbook web-based resources, teacher student conferences and pairing of struggling students with students that have shown understanding of the content of community and the world.

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Department: **World Language**

Course Title: **French 2**

Course Number: **#0402**

Unit Title: **Relationships**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Content 1.1 Students address discrete elements of daily life.

Communication 1.0 Students use formulaic language, 1.1 Engage in oral, written conversations, 1.2 Interpret written and spoken language. 1.3 Present to an audience of listeners or readers. 1.4 List, identify and enumerate. 1.5 Identify learned words, signs and phrases in authentic texts, 1.6 Reproduce and present a written or oral product in a culturally authentic way.

Cultures 1.0 Students use appropriate responses to rehearsed cultural situations, 1.2 Recognize similarities and differences in the target cultures and between students' own cultures, 1.3 Identify cultural borrowing.

Structures 1.0 Students use orthography and phonology to understand words and phrases in context, 1.1 Use orthography and phonology to produce words and phrases in context. 1.2 Identify similarities and differences in the orthography, phonology of the languages the students know.

Settings 1.0 Students use language in highly predictable common daily settings, 1.1 Recognize age-appropriate cultural or language-use opportunities outside the classroom

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

French 2 students will continue to develop and apply vocabulary and grammar concepts learned in French 1 while being able to communicate messages on predictable, everyday topics that relate to relationships in the present and past tenses. Students will be able to recognize and produce vocabulary and phrases which may include but are not limited to: extended family, professions, nationalities, and biographical information. They do so primarily through the use of isolated words, phrases or sentences that have been encountered, memorized and recalled.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Teachers will use direct instruction, blended learning, collaborative learning and a variety of vocabulary acquisition strategies to engage students in the recognition and production of vocabulary and grammar related to relationships.

Some example activities may include, but are not limited to: reading, writing, speaking and listening activities such as songs, choral readings, movement activities, videos, PowerPoints, audio sources, authentic materials, web-based activities, drawings, games, stories, short compositions, repetition techniques and dialogues.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students will be assessed throughout the unit on a daily basis through formative assessments which may include but are not limited to: white board activities, web-based evaluations, verbal responses, teacher observation, dialogues, daily warm-ups and in class writing, listening, speaking and reading practice. Students will be assessed at the end of the unit through summative assessments which may include but are not limited to: oral presentations, projects and written exams.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments. Students who do not master unit formative and summative assessments will be offered a variety of opportunities to review and strengthen their understanding and production of content related to relationships which may include but are not limited to: opportunities to develop acquisition of vocabulary through tutoring, textbook web-based resources, teacher student conferences and pairing of struggling students with students that have shown understanding of the content of relationships.