

French II A/B

COURSE DESCRIPTION

French II A/B

Students continue their introduction to French with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. The course consists of 180 lesson days formatted in an intuitive calendar view, which can be divided into two 90-day semesters and represents an ideal blend of language learning pedagogy and online learning. Each week consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering major French-speaking areas across the globe, and assessments. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

COURSE OBJECTIVES

The High School French II course helps students:

- Engage in language learning
- Master common vocabulary terms and phrases
- Comprehend a wide range of grammar patterns
- Instigate and continue simple conversations, and respond appropriately to basic conversational prompts
- Generate language incorporating basic vocabulary and a limited range of grammar patterns
- Read, write, speak, and listen for meaning in basic French
- Analyze and compare cultural practices, products, and perspectives of various French-speaking countries
- Regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions

COURSE SYLLABUS

STUDENT EXPECTATIONS

This course requires the same level of commitment from you as a traditional classroom course would. Throughout the course, you are expected to spend approximately 5–7 hours per week online on the following activities:

- Interactive lessons that include a mixture of instructional videos and tasks
- Assignments in which you apply and extend learning in each lesson
- Assessments, including quizzes, tests, and cumulative exams

Citizenship

Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student's responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of NUVHS through their conduct and behavior. Students are expected to abide by all NUVHS policies and regulations. Any form of academic dishonesty, or inappropriate conduct by students or applicants may result in penalties ranging from warning to dismissal, as deemed appropriate by NUVHS.

Communication

Throughout this course students will need to be in close contact with their instructor and fellow students. Students are expected to communicate via course message and electronic discussion boards. Therefore, students should plan on checking their course messages at least three times a week and participate in the discussion boards during the weeks they are live.

Instructors strongly encourage and welcome open communication. Clear, consistent, and proactive communication will ensure a successful experience in this course. It is the student's responsibility to notify the instructor immediately if and when a personal situation occurs that affects his/her performance in this class. Being proactive with communication will result in a quick solution to any problems that may occur.



COURSE SYLLABUS

SCOPE AND SEQUENCE

Semester 1

	Vocabulary Topic	Grammar Pattern	Stretch Activity	Culture
Week 1	Verb review Alphabet	Verb review Present tense	<i>Focus on Scene</i>	France
Week 2	Verb review Guide to French Rhythm & Accents	Past tense (passé composé)	<i>Chatter at a Royal Ball</i>	France
Week 3	Numbers & ordinal numbers review	Adjectives that precede the nouns	<i>Focus on the Language</i>	France
Week 4	Food	Forms of quel & lequel Verbs that end with -ir	<i>Focus on Action</i>	Belgium
Week 5	Health	Negative expressions	<i>Chatter at a Royal Ball</i>	Belgium
Week 6	Family	Stress pronouns	<i>A Geography Lesson</i>	Luxembourg
Week 7	Professions	The verb penser	<i>Story Time: Little Red Riding Hood</i>	Luxembourg
Week 8	Descriptions Colors review	Indirect object pronouns	<i>Questions of a Child</i>	Monaco
Week 9	Midterm Review and Test - no topics			



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Week 10	Pastimes	Adverbs of frequency review	<i>What a Beautiful Sight</i>	Monaco
Week 11	The Body	Reflexive verbs	Story Time: <i>The Three Bears</i>	Canada
Week 12	Holidays and celebrations	Relative pronouns <i>ce qui</i> & <i>ce que</i>	<i>A Geometry Lesson</i>	Canada
Week 13	At home	Prepositions	<i>A Little Boy and a Flower</i>	Switzerland
Week 14	At school	Direct & indirect subject pronouns review	<i>A Geography Lesson</i>	Switzerland
Week 15	Car	Where things are (<i>être situé</i>)	<i>In the Aquarium</i>	Martinique
Week 16	In the city	transportation	<i>Focus on a Scene</i>	Martinique
Week 17	Proverbs	Past tense with reflexive verbs (<i>passé composé</i>)	Story Time: <i>The Story of the Three Thieves</i>	Madagascar
Week 18	Final Review and Test- no topics			

Semester 2

	Vocabulary Topic	Grammar Pattern	Stretch Activity	Culture
Week 1	Verb list	Review of <i>lequel</i>	<i>In the Chemistry Classroom</i>	Madagascar



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Week 2	False cognates	Demonstrative pronouns	<i>Voice in the Darkness</i>	Gabon
Week 3	Vacation	The future tense	<i>A Lazy Son</i>	Gabon
Week 4	Shopping & money	Asking for permission	<i>Chatter at a Royal Ball</i>	Seychelles
Week 5	Nature	Conjunctions	<i>The Crocodile</i>	Seychelles
Week 6	Music	Adverbs that end with -ment	<i>Story Time: The Farmer and the Turnip</i>	Senegal
Week 7	Clothing	The use of Il est interdit....	<i>The Story of Chicken Little</i>	Senegal
Week 8	Work	The use of Il faut...	<i>No One Pays Any Attention to Me!</i>	Mauritius
Week 9	Midterm Review and Test - no topics			
Week 10	Social issues part 1	Verbs <i>savoir</i> versus <i>connaître</i> (to know)	<i>Conversation Snatches</i>	Mauritius
Week 11	Social issues part 2	Past tense with <i>avoir</i> (<i>passé composé</i>) regular & irregular verbs	<i>A Beautiful Girl at the University</i>	Djibouti
Week 12	<i>Avoir & Etre</i> expressions	Past tense with <i>être</i> (<i>passé composé</i>) regular & irregular verbs	<i>Openers and Rejoinders</i>	Djibouti



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Week 13	Measurements	Indirect object pronouns in the past tense (<i>passé composé</i>)	<i>Second Meeting at the University</i>	St Pierre et Miquelon
Week 14	Technology	Direct object pronouns in the past tense (<i>passé composé</i>)	<i>Isabelle and Vincent</i>	St Pierre et Miquelon
Week 15	Love & Dating part 1	The past tense (<i>Imparfait</i>)	<i>Chatter at a Royal Ball</i>	French Polynesia
Week 16	Love & Dating part 2	The use of <i>Imparfait</i> versus <i>passé composé</i>)	<i>Afanti and the Pauper</i>	French Polynesia
Week 17	Everyday expressions	<i>Y</i> and <i>En</i>	<i>The Hare and the Tortoise</i>	Ivory Coast
Week 18	Final Review and Test- no topics			

*For a general description of “Stretch” Activities, see heading under Recurring Content.

COURSE SYLLABUS

HOW YOU WILL BE GRADED

For critical thinking questions, there are no right or wrong answers. For example, a question on your thoughts on why you think people are shy is a pretty open-ended type of question. Grades will be based on the depth of personal insight you present. **Do not simply agree or disagree** with an insight question. We are looking for critical thinking and possibly a related personal experience with the question.

It is important to provide detailed answers for insight/opinion questions.

For review questions, you should be produce a more academic answer. For example, "What two categories are norms divided into?" This type of direct question requires a specific answer. Please use full sentences and proper grammar.

When submitting paragraphs, use these guidelines.

1. The first, second or last sentence contains the main idea and key words from the question or assigned topic.
2. Paragraph contains one to three explanatory sentences.
3. Paragraph contains two to four sentences about specific details related to question.
4. Details are colorful, interesting and appropriate.
5. Paragraph ends with a good closing sentence that refers to the main idea without repeating it.
6. Free of spelling and grammatical errors.

GRADE SCALE

The following grading scale will be used to determine your final letter grade.

Letter Grade	Percentage Earned
A	95%+
A-	90% - 94.9%
B+	87% - 89.9%
B	84% - 86.9%
B-	80% - 83.9%
C+	77% - 79.9%
C	74% - 76.9%
C-	70% - 73.9%
D+	67% - 69.9%
D	64% - 66.9%
D -	60% - 63.9%
F	59% and lower

COURSE SYLLABUS

EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLRs)

Engaged Learners

- Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
- Develop an understanding of their own preferred learning styles to enhance their overall academic potential
- Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

Critical Thinkers

- Effectively analyze and articulate sound opinions on a variety of complex concepts
- Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
- Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

Effective Communicators

- Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
- Express concepts and ideas in a variety of forms
- Enhance communication skills through the use of media rich or other technology resources

Global Citizens

- Appreciate the value of diversity
- Understand the range of local and international issues facing today's global community
- Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century