

**Geneva CUSD 304**  
**Content-Area Curriculum Frameworks**  
**Grades 6-12**  
**World Language**

<p style="text-align: center;"><b><i>Mission Statement</i></b></p>	<p>Our goal is for students to become global citizens who possess both the skills and the desire to communicate and thrive in an increasingly diverse world and to acquire an understanding and respect for other cultures.</p>
<p style="text-align: center;"><b><i>Course Sequence</i></b></p>	<p><u>French</u> French I French II or French II Honors French III or French III Honors French IV AP French</p> <p><u>German</u> German I German II or German II Honors German III German IV AP German</p> <p><u>Spanish</u> Spanish I Spanish II or Spanish II Honors Spanish III or Spanish III Honors Spanish IV Spanish V or AP Spanish</p>

### *Course Framework*

<b>Course Title</b>	<b>French II</b>
<b>Grade Level</b>	9-12
<b>Semesters (1-2-3-4)</b>	2 semesters
<b>Prerequisite</b>	French I with a C average strongly recommended
<b>Course Description</b>	Along with an in-depth review of first-year grammar, structure and vocabulary students in French II continue to develop the linguistic and cultural skills essential for a sound foundation in the language. Students move into more advanced grammatical concepts, including the passé composé, reflexive verbs, and object pronouns. Students are exposed to more target language in context through listening and speaking activities, in addition to demonstrating their abilities through formal and informal assessments, projects and skits. Students develop comprehension skills through the video series which complements the textbook, <i>Bien Dit!</i>
<b>District-approved Materials and/or Resources</b>	DeMado, Champeny, Ponterio, Ponterio. <i>Bien Dit!</i> . Holt, Rinehart and Winston: Austin, Texas; 2008

<b>Unit of Study: major topics</b>	<b>Chapitre 1 “Ma famille et Mes Copains ”</b>	<b>Resources that will support Instruction:</b> Textbook: Bien Dit 2 Workbook Bien Dit 2 DVD and audio CD's Assessment program
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<ul style="list-style-type: none"> <li>• 28.A.2a -- comprehend illustrated stories, audiovisual programs, or websites.</li> <li>• 28.A.2b -- follow instructions in the target language, given one step at a time, for a wide range of activities.</li> <li>• 28.B.2a -- pose questions spontaneously in structured situations.</li> <li>• 28.B.2b – produce language using proper pronunciation, intonation and inflection</li> <li>• 28.C.2a -- Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words.</li> <li>• 28.C.2b -- Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.</li> <li>• 28.D.2a -- write on familiar topics using appropriate grammar, punctuation and capitalization.</li> <li>• 28.D.2b -- Present a simple written or oral report on familiar topics</li> <li>• 28.D.2c -- Present an original production (e.g. TV commercials, ads, skits, songs) using known vocabulary and grammatical structures.</li> <li>• 29.A.2 -- demonstrate activities (e.g., games, songs and role playing) associated with the target language</li> </ul>	
<b>Objectives</b>	<b><i>Skill Attainment</i></b> <ul style="list-style-type: none"> <li>• Comprehension: Students will learn to describe themselves and ask about others. Students will learn to talk about likes and dislikes. Students will learn to inquire and tell when they do things.</li> <li>• Thematic Vocabulary: describing friends and family, after-school activities</li> <li>• Accuracy of Expression: Regular <b>–er, -ir, and –re verbs</b>. Irregular verbs <b>avoir and être</b>. Irregular verbs <b>dormir, sortir, and partir</b>. Irregular adjectives <b>beau, nouveau, and vieux</b>.</li> <li>• Cultural links: Families in Morocco, family and after-school activities, cafés</li> </ul>	

<b>Assessments</b>	<b>Performance Tasks</b>	<b>Other Evidence</b>
	<ul style="list-style-type: none"> <li>• Write a story about a friend using chapter vocabulary</li> <li>• Describe a picture in pairs</li> <li>• Writing using visual cues</li> <li>• Reading for information</li> <li>• Watch and respond to dvd</li> <li>• Audio cd activities on town</li> <li>• Describe group members using adjectives</li> <li>• Workbook activities</li> <li>• Students will create a poster of a star, with descriptors</li> <li>• Students will describe a family member</li> <li>• Listening comprehension to differentiate</li> <li>• Communication functions</li> <li>• Students will survey class members regarding activities</li> <li>• Reading: poetry of Maurice Carême</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz on vocabulary</li> <li>• Quiz on irregular verbs</li> <li>• Quiz on adjectives</li> <li>• Test on Chapitre 1</li> <li>• dictée</li> </ul>

<b>Unit of Study: major topics</b>	<b>Chapitre 2 “On fait la fête ”</b>	<b>Resources that will support Instruction:</b> Textbook: Bien Dit 2 Workbook Bien Dit 2 DVD and audio CD's Assessment program
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<ul style="list-style-type: none"> <li>• 28.A.2a -- comprehend illustrated stories, audiovisual programs, or websites.</li> <li>• 28.A.2b -- follow instructions in the target language, given one step at a time, for a wide range of activities.</li> <li>• 28.B.2a -- pose questions spontaneously in structured situations.</li> <li>• 28.B.2b -- produce language using proper pronunciation, intonation and inflection</li> <li>• 28.C.2a -- Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words.</li> <li>• 28.C.2b -- Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.</li> <li>• 28.D.2a -- write on familiar topics using appropriate grammar, punctuation and capitalization.</li> <li>• 28.D.2b -- Present a simple written or oral report on familiar topics</li> <li>• 28.D.2c -- Present an original production (e.g. TV commercials, ads, skits, songs) using known vocabulary and grammatical structures.</li> <li>• 29.A.2 -- demonstrate activities (e.g., games, songs and role playing) associated with the target language</li> </ul>	
<b>Objectives</b>	<b><i>Skill Attainment</i></b> <ul style="list-style-type: none"> <li>• Comprehension: Students will learn to wish someone a good time others. Students will learn to ask for and give advice. Students will learn to ask for help and to check to see if things have been done.</li> <li>• Thematic Vocabulary: celebrations and party preparations</li> <li>• Accuracy of Expression: <b>Direct and indirect object</b> pronouns (single pronouns only) The passé compose with avoir. Irregular verb <b>offrir</b>. The passé compose with être. Negative expressions.</li> <li>• Cultural links: Noël, holidays in the French-speaking world.</li> </ul>	

<b>Assessments</b>	Performance Tasks	Other Evidence
	<ul style="list-style-type: none"> <li>• Write a story about a friend using chapter vocabulary</li> <li>• Make a greeting card using chapter vocabulary</li> <li>• Describe a picture in pairs</li> <li>• Describe holiday celebrations</li> <li>• Writing using visual cues</li> <li>• Reading for information</li> <li>• Watch and respond to dvd</li> <li>• Audio cd activities on town</li> <li>• Workbook activities</li> <li>• Students will create a 3 frame comic strip</li> <li>• Students will create and perform a holiday skit</li> <li>• Listening comprehension to differentiate</li> <li>• Communication functions</li> <li>• Reading: le Réveillon en fête</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz on vocabulary</li> <li>• Quiz on irregular verb</li> <li>• Quiz on passé compose</li> <li>• Quiz on direct object pronouns</li> <li>• Quiz on indirect object pronouns</li> <li>• Test on Chapitre 2</li> <li>• Dictée</li> </ul>

<b>Unit of Study: major topics</b>	<b>Chapitre 3 “Faisons les courses ”</b>	<b>Resources that will support Instruction:</b> Textbook: Bien Dit 2 Workbook Bien Dit 2 DVD and audio CD's Assessment program
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<ul style="list-style-type: none"> <li>• 28.A.2a -- comprehend illustrated stories, audiovisual programs, or websites.</li> <li>• 28.A.2b -- follow instructions in the target language, given one step at a time, for a wide range of activities.</li> <li>• 28.B.2a -- pose questions spontaneously in structured situations.</li> <li>• 28.B.2b -- produce language using proper pronunciation, intonation and inflection</li> <li>• 28.C.2a -- Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words.</li> <li>• 28.C.2b -- Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.</li> <li>• 28.D.2a -- write on familiar topics using appropriate grammar, punctuation and capitalization.</li> <li>• 28.D.2b -- Present a simple written or oral report on familiar topics</li> <li>• 28.D.2c -- Present an original production (e.g. TV commercials, ads, skits, songs) using known vocabulary and grammatical structures.</li> <li>• 29.A.2 -- demonstrate activities (e.g., games, songs and role playing) associated with the target language</li> </ul>	
<b>Objectives</b>	<b><i>Skill Attainment</i></b> <ul style="list-style-type: none"> <li>• Comprehension: Students will learn to ask about food preparation. Students will learn to make requests. Students will learn to ask where things are in a store. Students will learn to shop for groceries.</li> <li>• Thematic Vocabulary: fruits, vegetables and cooking. Food shopping.</li> <li>• Accuracy of Expression: <b>The pronoun en. The partitive. The pronoun y.</b> Question formation. Placement of object pronouns (single pronouns only). Contractions with <b>à</b> and <b>de</b>.</li> <li>• Cultural links: the metric system, typical foods of Québec, shopping.</li> </ul>	

Assessments	Performance Tasks	Other Evidence
	<ul style="list-style-type: none"> <li>• Write a shopping list for a recipe using chapter vocabulary</li> <li>• Create an ad for a marché en plein air</li> <li>• Describe a picture in pairs</li> <li>• Describe regional dishes and ingredients</li> <li>• Writing using visual cues</li> <li>• Reading for information</li> <li>• Watch and respond to dvd</li> <li>• Audio cd activities on town</li> <li>• Workbook activities</li> <li>• Students will create a 3 frame comic strip</li> <li>• Students will create and present a regional dish</li> <li>• Listening comprehension to differentiate</li> <li>• Communication functions</li> <li>• Students will write and conduct a survey on food preferences</li> <li>• Students will create and perform a shopping skit</li> <li>• Reading: La rue des abesses</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz on vocabulary</li> <li>• Quiz on the partitive</li> <li>• Quiz on contractions, questions</li> <li>• Quiz on object pronoun en</li> <li>• Quiz on object pronoun y</li> <li>• Test on Chapitre 3</li> <li>• Dictée</li> </ul>



<b>Unit of Study: major topics</b>	<b>Chapitre 4 “Au lycée ”</b>	<b>Resources that will support Instruction:</b> Textbook: Bien Dit 2 Workbook Bien Dit 2 DVD and audio CD’s Assessment program
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<ul style="list-style-type: none"> <li>• 28.A.2a -- comprehend illustrated stories, audiovisual programs, or websites.</li> <li>• 28.A.2b -- follow instructions in the target language, given one step at a time, for a wide range of activities.</li> <li>• 28.B.2a -- pose questions spontaneously in structured situations.</li> <li>• 28.B.2b – produce language using proper pronunciation, intonation and inflection</li> <li>• 28.C.2a -- Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words.</li> <li>• 28.C.2b -- Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.</li> <li>• 28.D.2a -- write on familiar topics using appropriate grammar, punctuation and capitalization.</li> <li>• 28.D.2b -- Present a simple written or oral report on familiar topics</li> <li>• 28.D.2c -- Present an original production (e.g. TV commercials, ads, skits, songs) using known vocabulary and grammatical structures.</li> <li>• 29.A.2 -- demonstrate activities (e.g., games, songs and role playing) associated with the target language</li> </ul>	
<b>Objectives</b>	<b><i>Skill Attainment</i></b> <ul style="list-style-type: none"> <li>• Comprehension: Students will learn to ask how something turned out. Students will learn to wonder what happened. Students will learn to ask for information and to express frustration..</li> <li>• Thematic Vocabulary: School places and events. Computer terms</li> <li>• Accuracy of Expression: <b>Object pronouns with the passé composé. Quelqu’un, quelque chose, ne ... personne, ne ... rien, ne ... que.</b> The irregular verbs <b>recevoir</b> and <b>suivre</b>.</li> <li>• Cultural links: School, diplomas, teachers, computer, web sites in French-speaking countries, especially Quebec.</li> </ul>	

Assessments	Performance Tasks	Other Evidence
	<ul style="list-style-type: none"> <li>• Write an illustrated class guide using chapter vocabulary</li> <li>• Create a poster for our school in French</li> <li>• Describe a picture in pairs</li> <li>• Describe school activities and events</li> <li>• Writing using visual cues</li> <li>• Reading for information</li> <li>• Watch and respond to dvd</li> <li>• Audio cd activities on town</li> <li>• Workbook activities</li> <li>• Students will create a class schedule</li> <li>• Students will create a computer toolbar in French</li> <li>• Listening comprehension to differentiate</li> <li>• Communication functions</li> <li>• Students will interview a partner on school opinions</li> <li>• Students will create and perform a school skit</li> <li>• Reading: Le Hockey</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz on vocabulary</li> <li>• Quiz on negations</li> <li>• Quiz on irreg verbs ecevoir/suivre</li> <li>• Quiz on object pronouns w/pc</li> <li>• Quiz on verb ouvrir</li> <li>• Test on Chapitre 4</li> <li>• Dictée</li> </ul>

<b>Unit of Study: major topics</b>	<b>Chapitre 6 “Le bon vieux temps ” (the good old days)</b>	<b>Resources that will support Instruction:</b> Textbook: Bien Dit 2 Workbook Bien Dit 2 DVD and audio CD’s Assessment program
<b>Illinois Learning Standards, Benchmarks,  National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<ul style="list-style-type: none"> <li>• 28.A.2a -- comprehend illustrated stories, audiovisual programs, or websites.</li> <li>• 28.A.2b -- follow instructions in the target language, given one step at a time, for a wide range of activities.</li> <li>• 28.B.2a -- pose questions spontaneously in structured situations.</li> <li>• 28.B.2b – produce language using proper pronunciation, intonation and inflection</li> <li>• 28.C.2a -- Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words.</li> <li>• 28.C.2b -- Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.</li> <li>• 28.D.2a -- write on familiar topics using appropriate grammar, punctuation and capitalization.</li> <li>• 28.D.2b -- Present a simple written or oral report on familiar topics</li> <li>• 28.D.2c -- Present an original production (e.g. TV commercials, ads, skits, songs) using known vocabulary and grammatical structures.</li> <li>• 29.A.2 -- demonstrate activities (e.g., games, songs and role playing) associated with the target language</li> </ul>	
<b>Objectives</b>	<b><i>Skill Attainment</i></b> <ul style="list-style-type: none"> <li>• Comprehension: Students will learn to talk about when they were children. Students will learn how to describe an event in the past. Students will compare life in the country and in the city. Students will learn to describe life in the country.</li> <li>• Thematic Vocabulary: Childhood activities. Country life.</li> <li>• Accuracy of Expression: <b>The imparfait. The passé composé versus the imparfait. Adverb placement.</b> Comparative and superlative with adjectives. Irregular comparatives and superlatives.</li> <li>• Cultural links: Children’s games, comic books, summer camps, country versus city living.</li> </ul>	

<b>Assessments</b>	Performance Tasks	Other Evidence
	<ul style="list-style-type: none"> <li>• Write an illustrated children’s story routine using chapter vocabulary</li> <li>• Create an poster/scrapbook</li> <li>• Describe a picture in pairs</li> <li>• Describe childhood events and activities</li> <li>• Writing using visual cues</li> <li>• Reading for information</li> <li>• Watch and respond to dvd</li> <li>• Audio cd activities on town</li> <li>• Workbook activities</li> <li>• Students will participate in culturally authentic childhood games</li> <li>• Students will describe a childhood anecdote</li> <li>• Listening comprehension to differentiate</li> <li>• Communication functions</li> <li>• Students will write a past narrative about their life.</li> <li>• Students will create and perform a skit/video about childhood</li> <li>• Reading: Le matin du monde</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz on vocabulary</li> <li>• Quiz on l’imparfait</li> <li>• Quiz on comparative/superlative</li> <li>• Quiz on irregular comparatives</li> <li>• Quiz on passé compose vs imp</li> <li>• Test on Chapitre 6</li> <li>• Dictée</li> </ul>