

# Seymour Public Schools Curriculum

## French II

The second year of French presents the student with the challenge of more extensive conversation with emphasis on the idiomatic expressions needed to sustain an adequate level of fluency for simple conversation. The students will work to build vocabulary, strengthen concepts of grammar, and become familiar with the highlights of French culture, history, and the country itself.

# Seymour Public Schools Curriculum

**Subject Title**  
**French II-Unit 1**

In this preliminary unit, students will be reviewing topics learned in their first year of French including, but no limited to: question formation, adjectives, contractions, object pronouns, articles, irregular verbs *avoir/être* and regular verbs.

<b>Grade:</b> 10	<b>Subject:</b> French II
<b>CSDE Standard</b>	<b>Communication</b> <b>Interpersonal mode; Presentational mode ;Interpretive mode</b>
<b>Enduring Understanding</b>	<b>Effective communication allows those engaged to understand one another</b>
<b>Essential Questions</b>	<b>How do I use another language to communicate with one another?</b>
<b>Content Standard:</b>	<ul style="list-style-type: none"> <li>• Identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the target culture.</li> <li>• Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English.</li> <li>• Use information acquired from other school subjects to complete activities in the world language classroom.</li> <li>• Use their target language skills and demonstrate cultural understanding while participating in career exploration, volunteer experiences, school-to-work projects or school/individual exchanges with homestay.</li> <li>• Demonstrate the ability to access information about the target language and culture(s) from various sources, including the Internet, with assistance if necessary.</li> <li>• Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.</li> <li>• Communicate with members of the target culture and interpret information regarding topics of personal, community or world interest.</li> <li>• Demonstrate the ability to access information about the target language and culture(s) from various</li> </ul>

# Seymour Public Schools Curriculum

	<p>sources, including the Internet, with assistance if necessary.</p> <ul style="list-style-type: none"> <li>• Use appropriate gestures, when necessary, to make their messages comprehensible.</li> <li>• Exchange thoughts about people, activities and events in their personal lives or communities.</li> <li>• Exchange opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures.</li> <li>• Recognize that there are often multiple ways to express an idea in the target language.</li> </ul>		
<p><b>Performance Expectations (Student outcomes)</b></p>	<ul style="list-style-type: none"> <li>• How do I use my understanding of culture to communicate and function appropriately in another culture?</li> <li>• How do I use another language to communicate with others?</li> <li>• How do I demonstrate an understanding of the similarities, differences and interactions across languages?</li> <li>• How do I present information, concepts and ideas in another language in a way that is understood?</li> </ul>		
<p style="text-align: center;"><b>Strategies/Modes (examples)</b></p> <ul style="list-style-type: none"> <li>• Whole class instruction,</li> <li>• Pair and group work</li> <li>• Reciprocal teaching</li> <li>• Differentiation</li> </ul>	<p style="text-align: center;"><b>Materials/Resources (examples)</b></p> <ul style="list-style-type: none"> <li>• Overhead projector</li> <li>• Text</li> <li>• DVDs</li> <li>• Workbook</li> <li>• Supplemental workbook</li> <li>• Supplemental worksheets</li> </ul>	<p style="text-align: center;"><b>Assessments (examples)</b></p> <ul style="list-style-type: none"> <li>• Test</li> <li>• Quizzes</li> <li>• Homework</li> <li>• Dialogues</li> </ul>	

**Subject Title**  
**French II-Unit 2**

# Seymour Public Schools Curriculum

In this unit, French II students will continue to review basic topics from French I, including, but not limited to: formality when addressing someone, question formation, adjectives that precede nouns, and contractions. Students will also learn about furniture and rooms in a home, places in town, and travel.

<b>Grade: 10</b>	<b>Subject: French II-Unit 2</b>
<b>CSDE Standard</b>	<b>Communication Interpersonal mode; Presentational mode ;Interpretive mode</b>
<b>Enduring Understanding</b>	<b>Effective communication allows those engaged to understand one another</b>
<b>Essential Questions</b>	<b>How do I use another language to communicate with one another?</b>
<b>Content Standard:</b>	<ul style="list-style-type: none"> <li>• Exchange thoughts about people, activities and events in their personal lives or communities.</li> <li>• Exchange opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures.</li> <li>• Recognize that there are often multiple ways to express an idea in the target language.</li> <li>• Identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the target culture.</li> <li>• Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English.</li> <li>• Use information acquired from other school subjects to complete activities in the world language classroom.</li> <li>• Use their target language skills and demonstrate cultural understanding while participating in career exploration, volunteer experiences, school-to-work projects or school/individual exchanges with home stay.</li> <li>• Demonstrate the ability to access information about the target language and culture(s) from various sources, including the Internet, with assistance if necessary.</li> <li>• Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.</li> <li>• Communicate with members of the target culture and interpret information regarding topics of</li> </ul>

# Seymour Public Schools Curriculum

	<p>personal, community or world interest.</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to access information about the target language and culture(s) from various sources, including the Internet, with assistance if necessary.</li> <li>• Use appropriate gestures, when necessary, to make their messages comprehensible.</li> </ul>		
<b>Performance Expectations (Student outcomes)</b>	<ul style="list-style-type: none"> <li>• How do I use my understanding of culture to communicate and function appropriately in another culture?</li> <li>• How do I use another language to communicate with others?</li> <li>• How do I demonstrate an understanding of the similarities, differences and interactions across languages?</li> <li>• How do I present information, concepts and ideas in another language in a way that is understood?</li> </ul>		
<p style="text-align: center;"><b>Strategies/Modes (examples)</b></p> <ul style="list-style-type: none"> <li>• Whole class instruction,</li> <li>• Pair and group work</li> <li>• Reciprocal teaching</li> <li>• Differentiation</li> </ul>	<p style="text-align: center;"><b>Materials/Resources (examples)</b></p> <ul style="list-style-type: none"> <li>• Overhead projector</li> <li>• Text</li> <li>• DVDs</li> <li>• Workbook</li> <li>• Supplemental workbook</li> <li>• Supplemental worksheets</li> </ul>	<p style="text-align: center;"><b>Assessments (examples)</b></p> <ul style="list-style-type: none"> <li>• Test</li> <li>• Quizzes</li> <li>• Homework</li> <li>• Dialogues</li> <li>• House project</li> </ul>	

**Subject Title  
French II-Unit 3**

**In this unit French II students will be reviewing but also be introduced to new material related to shopping, dining in restaurants, and at home.**

**New grammar topics involve higher-order thinking skills, such as proper placement of object pronouns, indirect and direct object pronouns, and partitive articles with the corresponding replacement pronoun *en*.**

# Seymour Public Schools Curriculum

<b>Grade:</b>  10	<b>Subject:</b> French II
<b>CSDE Standard</b>	<b>Communication</b> <b>Interpersonal mode; Presentational mode: Interpretive mode</b>
<b>Enduring Understanding</b>	<b>Effective communication allows those engaged to understand one another</b>
<b>Essential Questions</b>	<b>How do I use another language to communicate with one another?</b>
<b>Content Standard:</b>	<ul style="list-style-type: none"> <li>• <b>Demonstrate the ability to access information about the target language and culture(s) from various sources, including the Internet, with assistance if necessary.</b></li> <li>• <b>Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.</b></li> <li>• <b>Communicate with members of the target culture and interpret information regarding topics of personal, community or world interest.</b></li> <li>• <b>Demonstrate the ability to access information about the target language and culture(s) from various sources, including the Internet, with assistance if necessary.</b></li> <li>• <b>Use appropriate gestures, when necessary, to make their messages comprehensible.</b></li> <li>• <b>Identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the target culture.</b></li> <li>• <b>Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English.</b></li> <li>• <b>Use information acquired from other school subjects to complete activities in the world language classroom.</b></li> <li>• <b>Use their target language skills and demonstrate cultural understanding while participating in career exploration, volunteer experiences, school-to-work projects or school/individual exchanges with home stay.</b></li> <li>• <b>Exchange thoughts about people, activities and events in their personal lives or communities.</b></li> <li>• <b>Exchange opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures.</b></li> <li>• <b>Recognize that there are often multiple ways to express an idea in the target language.</b></li> </ul>

# Seymour Public Schools Curriculum

<b>Performance Expectations (Student outcomes)</b>	<ul style="list-style-type: none"> <li>• <b>How do I use my understanding of culture to communicate and function appropriately in another culture?</b></li> <li>• <b>How do I use another language to communicate with others?</b></li> <li>• <b>How do I demonstrate an understanding of the similarities, differences and interactions across languages?</b></li> <li>• <b>How do I present information, concepts and ideas in another language in a way that is understood?</b></li> </ul>		
<b>Strategies/Modes (examples)</b> <ul style="list-style-type: none"> <li>• <b>Whole class instruction,</b></li> <li>• <b>Pair and group work</b></li> <li>• <b>Reciprocal teaching</b></li> <li>• <b>Differentiation</b></li> </ul>	<b>Materials/Resources (examples)</b> <ul style="list-style-type: none"> <li>• <b>Overhead projector</b></li> <li>• <b>Text</b></li> <li>• <b>DVDs</b></li> <li>• <b>Workbook</b></li> <li>• <b>Supplemental workbook</b></li> <li>• <b>Supplemental worksheets</b></li> </ul>	<b>Assessments (examples)</b> <ul style="list-style-type: none"> <li>• <b>Test</b></li> <li>• <b>Quizzes</b></li> <li>• <b>Homework</b></li> <li>• <b>Dialogues</b></li> <li>• <b>Group restaurant presentation</b></li> </ul>	

Subject Title  
French II-Unit 4

In this unit, French II students will learn about themes related to travel, including but not limited to: making suggestions where they want to go; emphasizing their preferences; using reflexive verbs to talk about themselves and others; and tell how often that they do certain activities.

<b>Grade:</b>  10	<b>Subject:</b> French II
<b>CSDE Standard</b>	<b>Communication</b> Interpersonal mode; Presentational mode; Interpretive mode

# Seymour Public Schools Curriculum

<b>Enduring Understanding</b>	<b>Effective communication allows those engaged to understand one another</b>
<b>Essential Questions</b>	<b>How do I use another language to communicate with one another?</b>
<b>Content Standard:</b>	<ul style="list-style-type: none"> <li>• Exchange thoughts about people, activities and events in their personal lives or communities.</li> <li>• Exchange opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures.</li> <li>• Recognize that there are often multiple ways to express an idea in the target language.</li> <li>• Use their target language skills and demonstrate cultural understanding while participating in career exploration, volunteer experiences, school-to-work projects or school/individual exchanges with home stay.</li> <li>• Demonstrate the ability to access information about the target language and culture(s) from various sources, including the Internet, with assistance if necessary.</li> <li>• Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.</li> <li>• Communicate with members of the target culture and interpret information regarding topics of personal, community or world interest.</li> <li>• Identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the target culture.</li> <li>• Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English.</li> <li>• Use information acquired from other school subjects to complete activities in the world language classroom.</li> </ul>
<b>Performance Expectations (Student outcomes)</b>	<ul style="list-style-type: none"> <li>• How do I use my understanding of culture to communicate and function appropriately in another culture?</li> <li>• How do I use another language to communicate with others?</li> <li>• How do I demonstrate an understanding of the similarities, differences and interactions across languages?</li> <li>• How do I present information, concepts and ideas in another language in a way that is understood?</li> </ul>



# Seymour Public Schools Curriculum

Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
<ul style="list-style-type: none"> <li>• Whole class instruction,</li> <li>• Pair and group work</li> <li>• Reciprocal teaching</li> <li>• Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• Overhead projector</li> <li>• Text</li> <li>• DVDs</li> <li>• Workbook</li> <li>• Supplemental workbook</li> <li>• Supplemental worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• Test</li> <li>• Quizzes</li> <li>• Homework</li> <li>• Dialogues</li> <li>• City plans and maps</li> <li>• Country maps</li> </ul>

Subject Title  
French II-Unit 5

In this unit, French II students will express concern and sympathy for others; give excuses for themselves or others; congratulate and reprimand someone; talk about their school day, and relate past events.

<b>Grade: 10</b>	<b>Subject: French II</b>
<b>CSDE Standard</b>	<b>Communication Interpersonal mode; Presentational mode ;Interpretive mode</b>
<b>Enduring Understanding</b>	<b>Effective communication allows those engaged to understand one another</b>

# Seymour Public Schools Curriculum

<b>Essential Questions</b>	<b>How do I use another language to communicate with one another?</b>		
<b>Content Standard:</b>	<ul style="list-style-type: none"> <li>• Expressing concern for someone</li> <li>• Inquiring</li> <li>• Expressing satisfaction and frustration</li> <li>• Sympathizing and consoling someone</li> <li>• Giving reasons and making excuses</li> <li>• Congratulating and reprimanding someone</li> <li>• Using the <i>passé composé</i> with both <i>avoir</i> and <i>être</i></li> <li>• Describing the school day in both present and past tense</li> </ul>		
<b>Performance Expectations (Student outcomes)</b>	<ul style="list-style-type: none"> <li>• How do I use my understanding of culture to communicate and function appropriately in another culture?</li> <li>• How do I use another language to communicate with others?</li> <li>• How do I demonstrate an understanding of the similarities, differences and interactions across languages?</li> <li>• How do I present information, concepts and ideas in another language in a way that is understood?</li> </ul>		
	<b>Strategies/Modes (examples)</b> <ul style="list-style-type: none"> <li>• Whole class instruction,</li> <li>• Pair and group work</li> <li>• Reciprocal teaching</li> <li>• Differentiation</li> </ul>	<b>Materials/Resources (examples)</b> <ul style="list-style-type: none"> <li>• Overhead projector</li> <li>• Text</li> <li>• DVDs</li> <li>• Workbook</li> <li>• Supplemental workbook</li> <li>• Supplemental worksheets</li> </ul>	<b>Assessments (examples)</b> <ul style="list-style-type: none"> <li>• Test</li> <li>• Quizzes</li> <li>• Homework</li> <li>• Dialogues</li> </ul>

# Seymour Public Schools Curriculum

Subject Title  
French II-Unit 6

In this unit French II students will be expressing their opinions-both positive and negative; asking for information, and expressing disbelief and doubt about what is told to them. They will also describe what activities they participated in over the past weekend.

<b>Grade: 10</b>	<b>Subject: French II</b>
<b>CSDE Standard</b>	<b>Communication Interpersonal mode; Presentational mode ;Interpretive mode</b>
<b>Enduring Understanding</b>	<b>Effective communication allows those engaged to understand one another</b>
<b>Essential Questions</b>	<b>How do I use another language to communicate with one another?</b>
<b>Content Standard:</b>	<ul style="list-style-type: none"><li>• <b>Identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the target culture.</b></li><li>• <b>Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English.</b></li></ul>

# Seymour Public Schools Curriculum

	<ul style="list-style-type: none"> <li>• Use information acquired from other school subjects to complete activities in the world language classroom.</li> <li>• Use their target language skills and demonstrate cultural understanding while participating in career exploration, volunteer experiences, school-to-work projects or school/individual exchanges with homestay.</li> <li>• Demonstrate the ability to access information about the target language and culture(s) from various sources, including the Internet, with assistance if necessary.</li> <li>• Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.</li> <li>• Communicate with members of the target culture and interpret information regarding topics of personal, community or world interest.</li> <li>• Demonstrate the ability to access information about the target language and culture(s) from various sources, including the Internet, with assistance if necessary.</li> <li>• Use appropriate gestures, when necessary, to make their messages comprehensible.</li> <li>• Exchange thoughts about people, activities and events in their personal lives or communities.</li> <li>• Exchange opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures.</li> <li>• Recognize that there are often multiple ways to express an idea in the target language.</li> </ul>
<p><b>Performance Expectations (Student outcomes)</b></p>	<ul style="list-style-type: none"> <li>• How do I use my understanding of culture to communicate and function appropriately in another culture?</li> <li>• How do I use another language to communicate with others?</li> <li>• How do I demonstrate an understanding of the similarities, differences and interactions across languages?</li> <li>• How do I present information, concepts and ideas in another language in a way that is understood?</li> </ul>

# Seymour Public Schools Curriculum

Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
<ul style="list-style-type: none"> <li>• Whole class instruction,</li> <li>• Pair and group work</li> <li>• Reciprocal teaching</li> <li>• Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• Overhead projector</li> <li>• Text</li> <li>• DVDs</li> <li>• Workbook</li> <li>• Supplemental workbook</li> <li>• Supplemental worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• Test</li> <li>• Quizzes</li> <li>• Homework</li> <li>• Dialogues</li> </ul>

Subject Title  
French II-Unit 7

In this unit French II students will be expressing concern for others, especially for an illness or injury; offering encouragement to recover; and giving advice to have better short or long-term health. They will learn health expressions, parts of the body, and healthy eating habits. They will also see the relationship between sports and injury.

<b>Grade:</b> 10	<b>Subject:</b> French II
<b>CSDE Standard</b>	<b>Communication</b> Interpersonal mode; Presentational mode ;Interpretive mode
<b>Enduring Understanding</b>	<b>Effective communication allows those engaged to understand one another</b>
<b>Essential Questions</b>	<b>How do I use another language to communicate with one another?</b>

# Seymour Public Schools Curriculum

<b>Content Standard:</b>	<ul style="list-style-type: none"> <li>• <b>Communicate with members of the target culture and interpret information regarding topics of personal, community or world interest.</b></li> <li>• <b>Demonstrate the ability to access information about the target language and culture(s) from various sources, including the Internet, with assistance if necessary.</b></li> <li>• <b>Use appropriate gestures, when necessary, to make their messages comprehensible.</b></li> <li>• <b>Exchange thoughts about people, activities and events in their personal lives or communities.</b></li> <li>• <b>Exchange opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures.</b></li> <li>• <b>Recognize that there are often multiple ways to express an idea in the target language</b></li> <li>• <b>Identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the target culture.</b></li> <li>• <b>Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English.</b></li> <li>• <b>Use information acquired from other school subjects to complete activities in the world language classroom.</b></li> <li>• <b>Use their target language skills and demonstrate cultural understanding while participating in career exploration, volunteer experiences, school-to-work projects or school/individual exchanges with home stay.</b></li> <li>• <b>Demonstrate the ability to access information about the target language and culture(s) from various sources, including the Internet, with assistance if necessary.</b></li> <li>• <b>Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.</b></li> </ul>
<b>Performance Expectations (Student outcomes)</b>	<ul style="list-style-type: none"> <li>• <b>How do I use my understanding of culture to communicate and function appropriately in another culture?</b></li> <li>• <b>How do I use another language to communicate with others?</b></li> <li>• <b>How do I demonstrate an understanding of the similarities, differences and interactions across languages?</b></li> <li>• <b>How do I present information, concepts and ideas in another language in a way that is understood?</b></li> </ul>

# Seymour Public Schools Curriculum

Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
<ul style="list-style-type: none"> <li>• Whole class instruction,</li> <li>• Pair and group work</li> <li>• Reciprocal teaching</li> <li>• Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• Overhead projector</li> <li>• Text</li> <li>• DVDs</li> <li>• Workbook</li> <li>• Supplemental workbook</li> <li>• Supplemental worksheets</li> <li>• Review games-<i>Simon dit; Scarecrow</i></li> </ul>	<ul style="list-style-type: none"> <li>• Test</li> <li>• Quizzes</li> <li>• Homework</li> <li>• Dialogues</li> </ul>

## Subject Title French II-Unit 8

In this unit French II students will express their sadness about missing someone in their past; reminiscing about their childhood; reassuring and giving comfort to someone; and inquiring about past events. They will also describe places that they have been to with adjectives of description and describe childhood activities and playmates.

<b>Grade:</b> 10	<b>Subject:</b> French II
<b>CSDE Standard</b>	<b>Communication</b> Interpersonal mode; Presentational mode ;Interpretive mode
<b>Enduring Understanding</b>	Effective communication allows those engaged to understand one another
<b>Essential Questions</b>	How do I use another language to communicate with one another?
<b>Content Standard:</b>	<ul style="list-style-type: none"> <li>• Communicate with members of the target culture and interpret information regarding topics of personal, community or world interest.</li> </ul>

# Seymour Public Schools Curriculum

	<ul style="list-style-type: none"> <li>• <b>Demonstrate the ability to access information about the target language and culture(s) from various sources, including the Internet, with assistance if necessary.</b></li> <li>• <b>Use appropriate gestures, when necessary, to make their messages comprehensible.</b></li> <li>• <b>Exchange thoughts about people, activities and events in their personal lives or communities.</b></li> <li>• <b>Exchange opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures.</b></li> <li>• <b>Recognize that there are often multiple ways to express an idea in the target language</b></li> <li>• <b>Identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the target culture.</b></li> <li>• <b>Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English.</b></li> <li>• <b>Use information acquired from other school subjects to complete activities in the world language classroom.</b></li> <li>• <b>Use their target language skills and demonstrate cultural understanding while participating in career exploration, volunteer experiences, school-to-work projects or school/individual exchanges with home stay.</b></li> <li>• <b>Demonstrate the ability to access information about the target language and culture(s) from various sources, including the Internet, with assistance if necessary.</b></li> <li>• <b>Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.</b></li> </ul>
<b>Performance Expectations (Student outcomes)</b>	<ul style="list-style-type: none"> <li>• <b>How do I use my understanding of culture to communicate and function appropriately in another culture?</b></li> <li>• <b>How do I use another language to communicate with others?</b></li> <li>• <b>How do I demonstrate an understanding of the similarities, differences and interactions across languages?</b></li> <li>• <b>How do I present information, concepts and ideas in another language in a way that is understood?</b></li> </ul>



# Seymour Public Schools Curriculum

Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
<ul style="list-style-type: none"> <li>• Whole class instruction,</li> <li>• Pair and group work</li> <li>• Reciprocal teaching</li> <li>• Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• Text</li> <li>• DVDs</li> <li>• Workbook</li> <li>• Supplemental workbook</li> <li>• Supplemental worksheets</li> <li>• Overhead projector</li> </ul>	<ul style="list-style-type: none"> <li>• Test</li> <li>• Quizzes</li> <li>• Homework</li> <li>• Dialogues</li> <li>• Essay on childhood events</li> <li>• Map of capitals of Francophone Africa</li> </ul>

Subject Title  
French II-Unit 9

In this unit French II students will continue to express sentiments about their childhood and tell personal stories based on fictional and/or actual events. They will express interest, express belief or doubt when hearing others' stories. They will learn expressions on how to begin, continue, or end a story. They will also compare the two tenses of *l'imparfait* and *passé composé*, both which express the past tense have different usages.

<b>Grade:</b> 10	<b>Subject:</b> French II
<b>CSDE Standard</b>	<b>Communication</b> Interpersonal mode; Presentational mode ;Interpretive mode
<b>Enduring Understanding</b>	Effective communication allows those engaged to understand one another
<b>Essential Questions</b>	How do I use another language to communicate with one another?

# Seymour Public Schools Curriculum

<p><b>Content Standard:</b></p>	<ul style="list-style-type: none"> <li>• Exchange thoughts about people, activities and events in their personal lives or communities.</li> <li>• Exchange opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures.</li> <li>• Recognize that there are often multiple ways to express an idea in the target language</li> <li>• Identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the target culture.</li> <li>• Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English.</li> <li>• Communicate with members of the target culture and interpret information regarding topics of personal, community or world interest.</li> <li>• Demonstrate the ability to access information about the target language and culture(s) from various sources, including the Internet, with assistance if necessary.</li> <li>• Use appropriate gestures, when necessary, to make their messages comprehensible.</li> <li>• Use information acquired from other school subjects to complete activities in the world language classroom.</li> <li>• Use their target language skills and demonstrate cultural understanding while participating in career exploration, volunteer experiences, school-to-work projects or school/individual exchanges with home stay.</li> <li>• Demonstrate the ability to access information about the target language and culture(s) from various sources, including the Internet, with assistance if necessary.</li> <li>• Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.</li> </ul>
<p><b>Performance Expectations (Student outcomes)</b></p>	<ul style="list-style-type: none"> <li>• How do I use my understanding of culture to communicate and function appropriately in another culture?</li> <li>• How do I use another language to communicate with others?</li> <li>• How do I demonstrate an understanding of the similarities, differences and interactions across languages?</li> <li>• How do I present information, concepts and ideas in another language in a way that is understood?</li> </ul>

# Seymour Public Schools Curriculum

Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
<ul style="list-style-type: none"> <li>• Whole class instruction</li> <li>• Pair and group work</li> <li>• Reciprocal teaching</li> <li>• Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• Text</li> <li>• DVDs</li> <li>• Workbook</li> <li>• Supplemental workbook</li> <li>• Supplemental worksheets</li> <li>• Overhead projector</li> </ul>	<ul style="list-style-type: none"> <li>• Test</li> <li>• Quizzes</li> <li>• Homework</li> <li>• Dialogues</li> <li>• Essay on childhood events</li> <li>• Project-&lt;&lt;Ma vie&gt;&gt;</li> </ul>

**Subject Title**  
**French II-Unit 10**

In this unit French II students will continue to show emotions with others-sympathy, regret, sorrow, etc. They will also share confidences; ask for and give advice; ask for and grant a favor; make excuses; apologize and reproach someone. They will learn vocabulary for preparing for a party. They will also learn placement of object pronouns with all of the previously learned verb tenses.

<b>Grade:</b> <b>10</b>	<b>Subject:</b> <b>French II</b>
<b>CSDE Standard</b>	<b>Communication</b> <b>Interpersonal mode; Presentational mode ;Interpretive mode</b>
<b>Enduring Understanding</b>	<b>Effective communication allows those engaged to understand one another</b>
<b>Essential Questions</b>	<b>How do I use another language to communicate with one another?</b>

# Seymour Public Schools Curriculum

<b>Content Standard:</b>	<ul style="list-style-type: none"> <li>• <b>Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past</b></li> <li>• <b>Exchange thoughts about people, activities and events in their personal lives or communities.</b></li> <li>• <b>Exchange opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures.</b></li> <li>• <b>Recognize that there are often multiple ways to express an idea in the target language</b></li> <li>• <b>Identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the target culture.</b></li> <li>• <b>Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English.</b></li> <li>• <b>Communicate with members of the target culture and interpret information regarding topics of personal, community or world interest.</b></li> <li>• <b>Demonstrate the ability to access information about the target language and culture(s) from various sources, including the Internet, with assistance if necessary.</b></li> <li>• <b>Use appropriate gestures, when necessary, to make their messages comprehensible.</b></li> <li>• <b>Use information acquired from other school subjects to complete activities in the world language classroom.</b></li> <li>• <b>Use their target language skills and demonstrate cultural understanding while participating in career exploration, volunteer experiences, school-to-work projects or school/individual exchanges with home stay.</b></li> <li>• <b>Demonstrate the ability to access information about the target language and culture(s) from various sources, including the Internet, with assistance if necessary.</b></li> </ul>
<b>Performance Expectations (Student outcomes)</b>	<ul style="list-style-type: none"> <li>• <b>How do I use my understanding of culture to communicate and function appropriately in another culture?</b></li> <li>• <b>How do I use another language to communicate with others?</b></li> <li>• <b>How do I demonstrate an understanding of the similarities, differences and interactions across languages?</b></li> <li>• <b>How do I present information, concepts and ideas in another language in a way that is understood?</b></li> </ul>

# Seymour Public Schools Curriculum

Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
<ul style="list-style-type: none"> <li>• Whole class instruction</li> <li>• Pair and group work</li> <li>• Reciprocal teaching</li> <li>• Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• Text</li> <li>• DVDs</li> <li>• Workbook</li> <li>• Supplemental workbook</li> <li>• Supplemental worksheets</li> <li>• Overhead projector</li> </ul>	<ul style="list-style-type: none"> <li>• Test</li> <li>• Quizzes</li> <li>• Homework</li> <li>• Dialogues</li> </ul>

**Subject Title**  
**French II-Geography and Culture**

In this unit on culture and geography, students should gain the skill to analyze the culture, evaluate it within its context, compare it to their culture, and develop the ability to function comfortably in that culture.

Skill and practice in the analysis of cultural phenomena equip students to enter a cultural situation, assess it, create strategies for dealing with it, and accepting it as a natural part of the people. The philosophy is to reduce the “we vs. they” approach to culture. If students are encouraged to accept and appreciate the diversity of other cultures, they will be able to develop the risk-taking strategies necessary to learn a language and to interact with people of different cultures.

Although there are many ways to approach teaching culture, two effective means are questioning-in in which the teacher encourages the students to be more observant of the world around them, e.g.-realia, food, television, movies, etc. The other is by associating words with images, explaining the cultural connotation with picture and/or themes.

The countries, cities, and areas of study include, but not limited to:

- France
- Martinique
- Côte d’Ivoire
- Paris

# Seymour Public Schools Curriculum

- La Touraine
- La Provence

The topics of culture include, but not limited to:

- Traveling abroad
- Ethnic restaurants
- Houses abroad
- Notre-Dame de Chartres
- Neighborhood stores
- Typical meals in the Francophone world
- The Euro
- Flora and fauna
- The Créole language and Carnaval
- School life in France
- Types of châteaux
- Pharmacies
- Village life in Africa
- Histoires marseillaises
- Roman ruins in Provence

<b>Grade:</b> 10	<b>Subject:</b> French II-Culture and Geography
<b>CSDE Standard</b>	<ul style="list-style-type: none"> <li>• Cultures</li> <li>• Comparisons Among Cultures</li> </ul>
<b>Enduring Understanding</b>	Although cultures can be diverse, there exists many commonalities.
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do I use my understanding of culture to communicate and function appropriately in another culture?</li> <li>• How do I demonstrate an understanding of the similarities, differences and interactions across cultures?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Observe and identify tangible products of the target language, such as toys, dress, types of dwellings,</li> </ul>

# Seymour Public Schools Curriculum

<p><b>Standard:</b></p>	<p>musical instruments and typical foods.</p> <ul style="list-style-type: none"> <li>• Identify, experience or read about, and discuss expressive forms of the culture, including but not limited to literature, periodicals, films, television, websites and the fine arts, in order to explore their effects on the larger community.</li> <li>• Participate in age-appropriate cultural activities, such as games, songs, birthday celebrations, storytelling, dramatizations or role-playing of the target culture.</li> <li>• Use appropriate gestures and oral expressions for greetings, farewells and common or familiar classroom interactions of the target culture.</li> <li>• Identify, discuss and analyze various patterns of behaviors or interactions that are typical of the target culture.</li> <li>• Identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the target culture</li> <li>• Observe, identify and discuss patterns of behavior or interaction that are typical of their peer group in the target culture.</li> <li>• Identify, compare and contrast different forms of communication across cultures, including signs, symbols, advertisements, packages, displays, murals, songs and rhymes.</li> <li>• Investigate and report on cultural traditions and celebrations, such as holidays, birthdays, “coming of age” celebrations, seasonal festivals, religious ceremonies and recreational gatherings, that exist across cultures.</li> <li>• Use new and evolving information and perspectives to demonstrate understanding of the similarities and differences across cultures.</li> <li>• Analyze how other cultures view the role of the United States in the world arena.</li> <li>• Use new and evolving information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.</li> </ul>
<p><b>Performance Expectations (Student outcomes)</b></p>	<ul style="list-style-type: none"> <li>• In at least one language other than English, students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</li> <li>• In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.</li> </ul>

# Seymour Public Schools Curriculum

Strategies/Modes (example)	Materials/Resources (examples)	Assessments (examples)
<ul style="list-style-type: none"><li>• <b>Small group work</b></li><li>• <b>Differentiation</b></li><li>• <b>Word Study: developing content vocabulary</b></li><li>• <b>Homework</b></li><li>• <b>Whole class instruction</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Realia demonstrations</b></li><li>• <b>Songs</b></li><li>• <b>Stories</b></li><li>• <b>Films-<i>Jean de Florette/Manon des Sources</i></b></li><li>• <b>Video clips</b></li><li>• <b>Poetry</b></li><li>• <b>Text</b></li><li>• <b>Worksheets</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Quizzes</b></li><li>• <b>Map quizzes</b></li><li>• <b>Puzzles</b></li><li>• <b>Games</b></li><li>• <b>Worksheets</b></li><li>• <b>Homework</b></li><li>• <b>Film group work</b></li><li>• <b>Film quizzes</b></li></ul>