



Manhattan Center for Science and Math High School

LOTE Department Curriculum

Content/Discipline FRENCH 2

<http://mcsmportal.net>

Marking Period 1

Topic and Essential Question : La Famille

<b>Unit/Topics</b>	<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How is your family similar and different from French families?</li><li>• What are different ways we ask for and provide information in French?</li><li>• How would you describe your family?</li></ul>
<b>SWBAT/Objectives</b>	<i>Students will be able to ...</i> <ul style="list-style-type: none"><li>• identify different members of the family</li><li>• identify family pets</li><li>• ask for information</li><li>• give information</li><li>• explain something</li><li>• describe physical traits</li><li>• describe character</li><li>• review age/birthdays</li><li>• review asking/telling the date</li><li>• tell location</li><li>• use other expressions that use 'avoir'</li><li>• conjugate the irregular verb 'être'</li><li>• use possessive adjectives</li><li>• make agreements with adjectives (gender/plurality)</li><li>• identify how French families differ from families in the United States</li></ul>
<b>Vocabulary/Key Terms</b>	Qui sont les membres de ta famille? Tu ressembles à qui? Tu vas où en vacances? Tu préfères quel mois?
<b>Assessments:</b>	Speaking and culture skills are assessed through: <ul style="list-style-type: none"><li>✓ Student-to-student dialogue practices</li><li>✓ Identifying family members in a family tree</li></ul>

	<p>Listening and culture skills are assessed through:</p> <ul style="list-style-type: none"> <li>✓ Textbook DVD program</li> <li>✓ Listening to authentic French speakers through a variety of exercises</li> <li>✓ Dialogues</li> </ul> <p>Writing and culture skills are assessed through:</p> <ul style="list-style-type: none"> <li>✓ Worksheets</li> <li>✓ Graphic Organizers</li> <li>✓ Verb Tic-Tac-Toe</li> <li>✓ Pictionary (vocabulary dictionary)</li> <li>✓ Paragraph writing (50+ words)</li> </ul> <p>Reading and culture are assessed through:</p> <ul style="list-style-type: none"> <li>✓ Dialogues</li> <li>✓ Cultural readings</li> </ul> <p>Speaking, Listening, Reading, Writing and Culture are assessed through:</p> <ul style="list-style-type: none"> <li>✓ Vocabulary quizzes and Unit Exams</li> </ul> <p><b><u>Project:</u></b></p> <ul style="list-style-type: none"> <li>✓ Ma Famille Imaginaire</li> </ul> <p>Create an imaginary family by cutting out pictures of different people (celebrities, cartoons, etc.). For each person, state their name, age, hair/eye color, and 1-2 character traits</p>
<p><b>Common Core Standards:</b></p>	<p>COMMON CORE STANDARDS:</p> <p>CCS ELA Informational Text</p> <p>2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>CCS ELA Writing</p> <p>1. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and</p>

<p><b>Differentiated Instruction:</b></p>	<p>audience.  CCS ELA Speaking and Listening  1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  1e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.  5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>DIFFERENTIATED INSTRUCTION</b></p> <p><b>ELLs:</b>  Students will be able to make linguistic connections between French and their home language and English.  Skill expectations are the same recognizing that individual students will have areas of strength and weakness in each of the four domains: speaking, listening, reading, and writing.  Students will also write reflective essays in their journals on linguistic and cultural connections.</p> <p><b>SWDs:</b>  Depending on individual student strengths and areas of need, specific comprehension and writing strategies will be employed. These include scaffolding, chunking material, graphic organizers, non-linguistic representations of vocabulary, and Venn diagrams.  Skill expectations are the same recognizing that individual students will have areas of strength and weakness in each of the four domains: speaking, listening, reading, and writing.  Since several assessments are group assignments, students will be paired with a student who has demonstrated the ability to work well with others and help them do their best. The small groups will also be strategically chosen for cooperative learning strengths.</p> <p><b>High-Achievers:</b>  Students have the opportunity to access different resource reading materials for this unit in multiple reading levels, from basic to materials written for native high school speakers.  Students are expected to meet all skills goal with greater focus on their individual areas of strength and weakness in each of the four domains: speaking, listening, reading, and writing.  Project assessments allow students to present their work in a variety of presentation formats; i.e., text, video, PowerPoint.</p>
<p><b>Resources/Books</b></p>	<p>C'est a Toi Level 1 with video and audio resources by EMC Publishing, French-English and French dictionaries</p>

Homework: Per Teacher



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LOTE Department Curriculum

Content/Discipline FRENCH 2

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Marking Period 2

Topic and Essential Question : Tu viens d'où ? & On fait les magasins.

<b>Unit/Topics</b>	<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• What is a profession that you would like to pursue and what would you need to study in order to be successful in that career?</li><li>• What is important to know about the geography of France and its surrounding neighbors?</li><li>• What are similarities and differences in popular clothing trends amongst American and French teens?</li><li>• How have French fashion designers influenced the fashion industry?</li><li>• What information would you need to know to engage in a conversation with a salesperson in a French clothing store?</li></ul>
<b>SWBAT/Objectives</b>	<i>Students will be able to ...</i> <ul style="list-style-type: none"><li>• identify nationalities</li><li>• ask and tell where someone is from</li><li>• identify professions</li><li>• to ask for and give information</li><li>• explain something</li><li>• express emotions</li><li>• conjugate the irregular verb 'venir'</li><li>• use the preposition 'de' with definite articles</li><li>• form questions</li><li>• distinguish the difference between 'C'est' vs. 'Il/Elle est'</li><li>• use the interrogative adjective 'quel'</li><li>• conjugate the irregular verb 'faire'</li><li>• review weather/seasons</li><li>• identify the geography of France and its neighboring countries</li><li>• identify different articles of clothing / accessories</li><li>• identify different stores to purchase clothing</li><li>• express likes / dislikes</li><li>• express intentions</li><li>• inquire about and compare prices</li><li>• choose and purchase items</li></ul>

	<ul style="list-style-type: none"> <li>• inquire about a specific size</li> <li>• use ‘aller + infinitive’ to express the near future</li> <li>• use the preposition ‘à’ with definite articles</li> <li>• identify colors</li> <li>• use irregular adjectives</li> <li>• correctly position adjectives</li> <li>• present tense of verbs ‘acheter’ and ‘préférer’</li> <li>• present tense of regular –RE verbs</li> <li>• identify clothing trends in France</li> </ul>
<b>Vocabulary/Key Terms</b>	<p>Tu viens d’où?          Quelle est la profession de tes parents?          Tu desires être quelle profession? Pourquoi?          Est-ce que tu aimes faire les magasins?          Qu’est-ce que tu portes aujourd’hui? En hiver / été?</p>
<b>Assessments:</b>	<p>Speaking and culture skills are assessed through:</p> <ul style="list-style-type: none"> <li>✓ Student-to-student dialogue practices</li> <li>✓ Talking about countries on a map</li> </ul> <p>Listening and culture skills are assessed through:</p> <ul style="list-style-type: none"> <li>✓ Textbook DVD Program</li> <li>✓ Listening to authentic French speakers through a variety of exercises</li> <li>✓ Dialogues</li> </ul> <p>Writing and culture skills are assessed through:</p> <ul style="list-style-type: none"> <li>✓ Worksheets</li> <li>✓ Graphic Organizers</li> <li>✓ Verb Tic-Tac-Toe</li> <li>✓ Pictionary (vocabulary dictionary)</li> <li>✓ Labeling a map of France and Western Europe</li> <li>✓ Paragraph Writing (50+ words)</li> </ul> <p>Reading and culture are assessed through:</p> <ul style="list-style-type: none"> <li>✓ Dialogues</li> <li>✓ Cultural readings</li> <li>✓ Identifying country flags</li> </ul> <p>Speaking, Listening, Reading, Writing and Culture are assessed through:</p> <ul style="list-style-type: none"> <li>✓ Vocabulary quizzes and Unit Exams</li> </ul>

**Project:**

Create a Career Poster. Tell which career you would like to pursue as you get older and which classes you would need to take in order to be successful in that career. Be sure to have an illustration.

Speaking and culture skills are assessed through:

- ✓ Student-to-student dialogue practices
- ✓ Identify different types of clothing in the French magazine, 'Paris Match'

Listening and culture skills are assessed through:

- ✓ Textbook DVD Program
- ✓ Listening to authentic French speakers through a variety of exercises
- ✓ Listening to an advertisement from a French clothing store
- ✓ Dialogues

Writing and culture skills are assessed through:

- ✓ Worksheets
- ✓ Graphic Organizers
- ✓ Verb Tic-Tac-Toe
- ✓ Pictionary (vocabulary dictionary)
- ✓ Paragraph Writing (50+ words)

Reading and culture are assessed through:

- ✓ Dialogues
- ✓ Cultural readings

Speaking, Listening, Reading, Writing and Culture are assessed through:

- ✓ Vocabulary quizzes and Unit Exams

**Project:**

Create a Clothing Poster Board. You will be given a member of a family (un oncle, un bébé, un enfant, une grand-mère). List and illustrate as many articles of clothing that this person could wear.

**Common Core Standards:**

COMMON CORE STANDARDS:

CCS ELA Informational Text

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court

<p><b>Differentiated Instruction:</b></p>	<p>opinion differs from that of a newspaper).</p> <p>CCS ELA Writing</p> <p>1. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCS ELA Speaking and Listening</p> <p>1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>1e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p> <p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>DIFFERENTIATED INSTRUCTION</b></p> <p><b>ELLs:</b></p> <p>Students will be able to make linguistic connections between French and their home language and English.</p> <p>Skill expectations are the same recognizing that individual students will have areas of strength and weakness in each of the four domains: speaking, listening, reading, and writing.</p> <p>Students will also write reflective essays in their journals on linguistic and cultural connections.</p> <p><b>SWDs:</b></p> <p>Depending on individual student strengths and areas of need, specific comprehension and writing strategies will be employed. These include scaffolding, chunking material, graphic organizers, non-linguistic representations of vocabulary, and Venn diagrams.</p> <p>Skill expectations are the same recognizing that individual students will have areas of strength and weakness in each of the four domains: speaking, listening, reading, and writing.</p> <p>Since several assessments are group assignments, students will be paired with a student who has demonstrated the ability to work well with others and help them do their best. The small groups will also be strategically chosen for cooperative learning strengths.</p> <p><b>High-Achievers:</b></p> <p>Students have the opportunity to access different resource reading materials for this unit in multiple reading levels, from basic to materials written for native high school speakers.</p> <p>Students are expected to meet all skills goal with greater focus on their individual areas of strength and weakness in each of the four domains: speaking, listening, reading, and writing.</p> <p>Project assessments allow students to present their work in a variety of presentation formats; i.e., text, video, PowerPoint.</p>
<p><b>Resources/Books</b></p>	<p>C'est a Toi Level 1 with video and audio resources by EMC Publishing, French-English and French dictionaries</p>

Homework: Per Teacher



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Marking Period 3

Topic and Essential Question : On fait les courses.

<b>Unit/Topics</b>	<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• What are some of the different establishments to purchase food in France? What can you find in each of these stores?</li><li>• What are some specialty foods from the different regions of France?</li><li>• What information would you need to know to engage in a conversation with a salesperson in a French specialty food store?</li></ul>
<b>SWBAT/Objectives</b>	<i>Students will be able to ...</i> <ul style="list-style-type: none"><li>• identify different fruits and vegetables</li><li>• identify different specialty stores in France</li><li>• ask for and give information</li><li>• express likes / dislikes</li><li>• identify objects</li><li>• ask for permission</li><li>• ask for / state prices</li><li>• compare prices</li><li>• make a complaint</li><li>• insist</li><li>• negotiate</li><li>• choose and purchase items</li><li>• present tense of the irregular verbs ‘vouloir’ and ‘pouvoir’</li><li>• use demonstrative adjectives</li><li>• use the partitive article in affirmative and negative sentences</li><li>• identify some of the specialty foods from different regions in France</li></ul>
<b>Vocabulary/Key Terms</b>	Qu'est-ce que tu vas manger ce soir? Est-ce que tu manges assez de fruits et de legumes ?
<b>Assessments:</b>	Speaking and culture skills are assessed through: <ul style="list-style-type: none"><li>✓ Student-to-student dialogue practices</li></ul>



	<ul style="list-style-type: none"> <li>✓ Identify different types of foods from a supermarket circular</li> </ul> <p>Listening and culture skills are assessed through:</p> <ul style="list-style-type: none"> <li>✓ Textbook DVD Program</li> <li>✓ Listening to authentic French speakers through a variety of exercises</li> <li>✓ Listening to an advertisement from a French clothing store</li> <li>✓ Dialogues</li> </ul> <p>Writing and culture skills are assessed through:</p> <ul style="list-style-type: none"> <li>✓ Worksheets</li> <li>✓ Graphic Organizers</li> <li>✓ Verb Tic-Tac-Toe</li> <li>✓ Pictionary (vocabulary dictionary)</li> <li>✓ Paragraph Writing (50+ words)</li> </ul> <p>Reading and culture are assessed through:</p> <ul style="list-style-type: none"> <li>✓ Dialogues</li> <li>✓ Cultural readings</li> </ul> <p>Speaking, Listening, Reading, Writing and Culture are assessed through:</p> <ul style="list-style-type: none"> <li>✓ Vocabulary quizzes, Unit Exam, and Final Exam</li> </ul> <p><b><u>Project:</u></b>  Les magasins. In pairs, students will choose a specialty store from the lesson. Design a culturally-authentic storefront for the establishment, giving it a French name. Include names, prices, and pictures of various items.</p>
<p><b>Common Core Standards:</b></p>	<p>COMMON CORE STANDARDS:</p> <p>CCS ELA Informational Text</p> <p>2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>CCS ELA Writing</p> <p>1. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>

<p><b>Differentiated Instruction:</b></p>	<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  CCS ELA Speaking and Listening  1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  1e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.  5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>DIFFERENTIATED INSTRUCTION</b></p> <p><b>ELLs:</b>  Students will be able to make linguistic connections between French and their home language and English.  Skill expectations are the same recognizing that individual students will have areas of strength and weakness in each of the four domains: speaking, listening, reading, and writing.  Students will also write reflective essays in their journals on linguistic and cultural connections.</p> <p><b>SWDs:</b>  Depending on individual student strengths and areas of need, specific comprehension and writing strategies will be employed. These include scaffolding, chunking material, graphic organizers, non-linguistic representations of vocabulary, and Venn diagrams.  Skill expectations are the same recognizing that individual students will have areas of strength and weakness in each of the four domains: speaking, listening, reading, and writing.  Since several assessments are group assignments, students will be paired with a student who has demonstrated the ability to work well with others and help them do their best. The small groups will also be strategically chosen for cooperative learning strengths.</p> <p><b>High-Achievers:</b>  Students have the opportunity to access different resource reading materials for this unit in multiple reading levels, from basic to materials written for native high school speakers.  Students are expected to meet all skills goal with greater focus on their individual areas of strength and weakness in each of the four domains: speaking, listening, reading, and writing.  Project assessments allow students to present their work in a variety of presentation formats; i.e., text, video, PowerPoint.</p>
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