

Perris Union High School District

Course of Study

A. COURSE INFORMATION		
Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">French II</div> <input type="checkbox"/> New <input type="checkbox"/> Revised	Subject Area: <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input checked="" type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	Grade Level <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
If revised previous course name if changed <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	Is this classified as a Career Technical Education course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Transcript Course Code/Number: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">100321 / 100322</div> (To be assigned by Educational Services)	Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Meets UC/CSU Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Was this course <u>previously approved by UC</u> for PUHSD? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (Will be verified by Ed Services)	Credential Required to teach this course: <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Single Subject: French</div> <div style="background-color: yellow; text-align: center; font-weight: bold; font-size: small;">To be completed by Human Resources only.</div> <div style="display: flex; justify-content: space-between; align-items: center; margin-bottom: 5px;"> <div style="border: 1px solid black; padding: 2px; width: 60%; text-align: center;"> </div> <div style="border: 1px solid black; padding: 2px; width: 30%; text-align: center;"> 5/17/22 </div> </div> <div style="display: flex; justify-content: space-between; font-size: small; margin-bottom: 5px;"> Signature Date </div> <div style="display: flex; justify-content: center; align-items: center; margin-bottom: 5px;"> CalPADS CODE <div style="border: 1px solid black; padding: 2px; text-align: center; width: 100px;">9131</div> </div>	
Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Submitted by: Ann Campbell Site: PVHS Date: 5-16-22	Unit Value/Length of Course: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		5/18/22
Asst. Superintendent of Educational Services		5/19/22
Governing Board		

Prerequisite(s) (REQUIRED):
Grade of “C” or better in French 1.
Corequisite(s) (REQUIRED):
N/A
Brief Course Description (REQUIRED):
<p>This course is designed as the second part of a four-year sequence. Students entering French 2 should have knowledge of present tense verb conjugations, noun/adjective agreement, definite and indefinite articles and thematic vocabulary presented in French 1. Students should be able to write a brief paragraph on a given topic (description of yourself and your surroundings, school and weekend activities) and comfortably answer basic questions orally in French.</p> <p>In French 2, students are further exposed to the French speaking areas of the world and course content furthers the development of skills in listening, speaking, reading and writing. Emphasis is placed on expanded vocabulary development (e.g., home, family, school...); the verb conjugations in present, passé composé, imparfait, with an introduction to the future and conditional tenses; and expanded grammatical structures (e.g., possessive adjectives, object pronouns).</p>

B. COURSE CONTENT

Course Purpose (REQUIRED):
<i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i>
The purpose of this course is to enable students to continue proficiency in the French language through a linguistic, communicative and cultural approach. French 2 emphasizes the development of interpretive listening and reading, interpersonal communication and presentational speaking and writing. Cross-cultural understanding is promoted, and real-life applications are practiced and assessed throughout the course.
Course Outline (REQUIRED):
<i>Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.</i>
Textbook: T'es Branché 2
Unité 1: Comment je passe l'été
Essential Question: What do young people do in the summer in other cultures?

Leçon A

Vocabulary	Holidays in France, Quebec, and the United States
Functions	Ask someone if they celebrate a particular holiday, ask when something takes place and respond
Culture	La Francophonie: Quebec city; 400th anniversary of the founding of Quebec; celebrations in Quebec and France, singer Coeur de Pirate
Structure	Present tense of regular -er, -ir, and -re verbs/ negation/ possessive adjectives/ forming questions/ dates

Leçon B

Vocabulary	Television program/ television professions
Functions	Ask for an opinion/ give an opinion/ find out what someone is thinking/ agree or disagree
Culture	La Francophonie: Luxemburg, French and Luxembourg TV channels/ Reality shows in France
Structure	Present tense of the irregular verbs avoir and être/ indefinite articles in negative sentences/ demonstrative adjectives/ agreement and position of adjectives/ comparative of adjectives

Leçon C

Vocabulary	Rides and attractions at amusement parks
Functions	Inquire about future plans/ respond
Culture	French fair la Fête des Loges/ amusement park and other attractions in France/ la Francophonie: La Ronde
Structure	Present tense of the irregular verbs aller and faire/ de and à + definite article/ the irregular verb venir and venir de + infinitive/ telling time

Unité 2**Leçon A**

Vocabulary	Art terms/ Types of paintings
Functions	Describe a painting
Culture	The Louvre, Musée d'Orsay, Centre Pompidou

Structure	Present tense of the irregular verbs suivre/ passe compose with avoir/ present tense of the irregular verbs mettre, prendre, and voir
Leçon B	
Vocabulary	Places in the neighborhood
Functions	Say I'm lost/ tell someone not to worry/ ask for directions/ give directions
Culture	Paris's newest arrondissements/ Le Quartier latin/ Saint-Germain des Près
Structure	Present tense of irregular verbs vouloir, pouvoir, devoir, and falloir/ irregular past participles/ imperative
Leçon C	
Vocabulary	Modes of Transportation/ Versailles
Functions	Ask about transportation/ respond
Culture	Tourist office/ the RER/ Versailles
Structure	Present tense of the irregular verbs partir and sortir/ passe compose with être/ superlative of adjectives
Unité 3	
Leçon A	
Vocabulary	Toiletries/ daily routine
Functions	Complain/ Respond to a complaint/ Express frustration/ respond
Culture	La Francophonie: Cameroon, goals of the community of La Francophonie
Structure	Present tense of reflexive verbs/ irregular plural forms of nouns and adjectives
Leçon B	
Vocabulary	Household chores/ household items
Functions	Make comparisons/ respond to comparisons/ express injustice
Culture	La Francophonie: Ivory Coast; artists from the Ivory Coast/ African immigrants in France today

Structure	
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Leçon C

Vocabulary	Expressions with reflexive verbs
Functions	Find out if someone remembers something/ recount past events
Culture	La Francophonie: Senegal; Griots' singer Youusou N'Dour
Structure	Passé composé of reflexive verbs

Unité 4

Leçon A

Vocabulary	Farm animals/ farm work
Functions	reminisce/ describe past events
Culture	Agriculture in France/ world ranking of France's agriculture products/ French rural life today
Structure	Imperfect tense/ present tense of the irregular verb croire

Leçon B

Vocabulary	Professions of the past
Functions	Say what used to be
Culture	Montmartre/ Toulouse- Lautrec
Structure	Il y a + time/ imparfait and passé composé

Leçon C

Vocabulary	University life
Functions	Make a suggestion
Culture	Demonstrations/ May 1968/ University of Vincennes-Saint-Denis
Structure	Si on + imparfait

Writing Assignments (REQUIRED):

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

Unité 1: Leçon A

Students will write a skit about selecting dates for a fundraising event. They will then write a report to the youth group leader explaining which dates were suggested and which one was retained and why. (p. 18)

Unité 1: Leçon B

With a partner, students will create a TV commercial for a real or imaginary product they wish to sell in France. (p.37)

Unité 1: Leçon C

Students will research a Francophone location at a festive time of year. They will have to create/ write a presentation about when different holidays and celebrations take place in that location and explain how they are typically celebrated. They need to include information about where people go to celebrate, what they do, and how it compares to a similar American holiday. (p.58)

Unité 2: Leçon A

Students will research the Musée Marmottan Monet and select a painting that interests them. Then they will prepare a presentation/ writing to explain the painting, artist, and things that influenced the artist. (p. 81)

Unité 2: Leçon B

Students will write questions in French to interview a classmate. They will then complete the interview and write a paragraph about the student's interests. (p.98)

Unité 2: Leçon C

Students will pretend to be writing a piece for a travel blog after a recent trip to Paris. They will select two or three quartiers and highlight the diversity of each and what each has to offer, including behind the scenes information about what locals do there. (p. 120)

Unité 3: Leçon A

In groups, students will write and then play the roles of reporter and interviewee. They will then write the results of the interview. (p.144)

Unité 3: Leçon B

Students will read the interview on pg. 158 and then write a paragraph that describes the weekly routine. (p.158)

Unité 3: Leçon C

Students will create a playlist of well-known Cameroonian, Ivorian, and Senegalese singers and groups, including musicians mentioned in the unit. For each song, they will write the singer or group's name, the title of the song, the genre of music, and their recommendation. (p.173)

Unité 4: Leçon A

Students will write five similes in French comparing people to five different animals. (p.199)

Unité 4: Leçon B

Students will write an oral history and follow the steps on pg. 213 of the textbook. They will begin with an interview, then a written draft, and then edit their draft to produce a final draft. (p.213)

Unité 4: Leçon C

Students will find four or five photos from Mai 1968. Then they will find the lyrics to a revolutionary song from that time period and use them to write a caption for each photo. Then they will describe the photo and explain the lyrics to a classmate or group. (p.228)

INSTRUCTIONAL MATERIALS (REQUIRED)	
Textbook #1	
Title: T'es Branché? 2	Edition: Second
Author: Colleen C. Josephson, Terry L. Meyers, Emily Wentworth	ISBN: 9781533816290
Publisher: EMC Publishing	Publication Date: 2019
Usage: <input checked="" type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
Textbook #2	
Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
Supplemental Instructional Materials <i>Please include online, and open source resources if any.</i>	
There are online supplemental materials from the publisher which align to the textbook.	
Estimated costs for classroom materials and supplies (REQUIRED). <i>Please describe in detail.</i> If more space is needed than what is provided, please attach backup as applicable.	
Cost for class set of textbooks: \$159 w/Six year license	Description of Additional Costs:
Additional costs:\$	
Total cost per class set of instructional materials:	\$5724 + Taxes and Shipping

Key Assignments (REQUIRED):

Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete

Unité 1: Leçon A Quiz & Writing Assignment
Unité 1: Leçon B Quiz & Writing Assignment
Unité 1: Leçon A Quiz & Writing Assignment
Unité 1: Test
Unité 2: Leçon A Quiz & Writing Assignment
Unité 2: Leçon B Quiz & Writing Assignment
Unité 2: Leçon A Quiz & Writing Assignment
Unité 2: Test
Unité 3: Leçon A Quiz & Writing Assignment
Unité 3: Leçon B Quiz & Writing Assignment
Unité 3: Leçon A Quiz & Writing Assignment
Unité 3: Test
Unité 4: Leçon A Quiz & Writing Assignment
Unité 4: Leçon B Quiz & Writing Assignment
Unité 4: Leçon A Quiz & Writing Assignment
Unité 4: Test

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be used.

Direct teaching
Small Group instruction
Scaffolding
Inquiry based learning
Total Physical Response
Cooperative Learning
Evaluation and Reflection
Deliberate Practice
Elaboration and Organization
Prior Knowledge

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

Summative Textbook Quizzes and Tests
Textbook Writing Assignments
Presentational Speaking Assignments
Classwork

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)

Week	Objective	Standard(s)	Chapter(s)	Reference
Week 1-3	Students will be able to: <ul style="list-style-type: none"> - Ask and tell when something takes place - Talk about the city of Quebec, its 400th anniversary, and some francophone holidays - Use regular verbs, possessive adjectives, and negation; ask questions; and tell dates 	1.2 2.1 2.2 1.1 4.1	Unité 1 Leçon A	T'es Branché? 2
Week 4-6	Students will be able to: <ul style="list-style-type: none"> - Ask for and give an opinion - Talk about Luxembourg, TV in France and Luxembourg, and reality programs in France. - Use demonstrative adjectives, the irregular verbs avoir and être in the present tense, indefinite articles in negative sentences, and descriptive adjectives 	1.1 1.2 1.3 2.1 2.2 3.2 4.1 4.2	Unité 1 Leçon B	T'es Branché? 2
Weeks 7-9	Students will be able to: <ul style="list-style-type: none"> - Inquire about and respond to future plans - Talk about amusement parks in France and Quebec - Talk about where I'm going and what I'm going to do there, what I'm doing, and what I've just done; use the preposition de and à with a definite article; and tell time 	1.1 1.2 1.3 2.1 2.2 3.2 4.1 4.2 5.1	Unité 1 Leçon C	T'es Branché? 2
Weeks 10-12	Students will be able to: <ul style="list-style-type: none"> - Describe a painting - Talk about different museums in Paris and the types of art they showcase - Use the past tense with avoir and the present with suivre, mettre, prendre, and voir 	1.1 1.2 1.3 2.1 2.2 3.2 4.1 4.2 5.1	Unité 2 Leçon A	T'es Branché? 2
Weeks	Students will be able to:	1.1	Unité 2	T'es Branché? 2

13-15	<ul style="list-style-type: none"> - Say that I am lost and ask for and give directions - Talk about famous neighborhoods of Paris. - Use the verbs vouloir, pouvoir, devoir, and falloir; use irregular past participles with the past tense of avoir; and give commands 	1.2 1.3 2.1 2.2 3.2 4.1 4.2 5.1	Leçon B	
Weeks 16-18	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Ask about transportation and say what means of transportation I am taking - Talk about tourist bureaus, the RER, and the palace of Versailles. - Use the verbs sortir and partir in the present tense, the past tense with être, and the superlative of adjectives 	1.1 1.2 1.3 2.1 2.2 3.2 4.1 4.2 5.1	Unité 2 Leçon C	T'es Branché? 2
Weeks 19-21	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Complain and respond to a complaint, and express frustration - Talk about the Republic of Cameroon and la Francophonie - Use reflexive verbs in the present tense, and irregular plural forms of nouns and adjectives 	1.1 1.2 1.3 2.1 2.2 3.2 4.1 4.2 5.1	Unité 3 Leçon A	T'es Branché? 2
Weeks 22-24	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Compare what I do with what someone else does, respond to a comparison, and express injustice - Talk about the Ivory Coast, current issues in Africa, and immigration from Africa to France - Use the imperative forms of reflexive verbs and the present tense forms of s'asseoir. 	1.1 1.2 1.3 2.1 2.2 3.2 4.1 4.2 5.1	Unité 3 Leçon B	T'es Branché? 2
Weeks 25-27	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Ask if someone remembers an event and recount past events - Talk about Senegal, the singer Youssou N'Dour, and oral storytellers called griots - Use reflexive verbs in the past tense 	1.1 1.2 1.3 2.1 2.2 3.2	Unité 3 Leçon C	T'es Branché? 2

		4.1 4.2 5.1		
Weeks 28-30	Students will be able to: <ul style="list-style-type: none"> - Reminisce and describe past events - Talk about French agriculture and rural life today - Use the imperfect tense with time expressions and use the irregular verb croire. 	1.1 1.2 1.3 2.1 2.2 3.2 4.1 4.2 5.1	Unité 4 Leçon A	T'es Branché? 2
Weeks 31-33	Students will be able to: <ul style="list-style-type: none"> - Describe past events and say what usually happened - Talk about Montmartre and Toulouse-Lautrec - Use il y a with time expressions and the imparfait and passé composé together 	1.1 1.2 1.3 2.1 2.2 3.2 4.1 4.2 5.1	Unité 4 Leçon B	T'es Branché? 2
Weeks 34-36	Students will be able to: <ul style="list-style-type: none"> - Make a suggestion, and describe a habit in the past - Talk about demonstrations in France, student protests in 1968, and two French universities - Use the irregular verb dire, and si clauses with the imperfect to make a suggestion or express a wish 	1.1 1.2 1.3 2.1 2.2 3.2 4.1 4.2 5.1	Unité 4 Leçon C	T'es Branché? 2

C. HONORS COURSES ONLY

Indicate how much this honors course is different from the standard course.

N/A

D. BACKGROUND INFORMATION

Context for course (optional)

History of Course Development (optional)