

Power Standards French Level II

Indian Hill Exempted Village School District French Level II

Standard 1.1

Interpersonal Communication

Students initiate and sustain spoken or written interpersonal communication.

In order to meet this standard, a Level II student must ...

- ✓ Ask and answer questions, via written notes and oral conversation, in order to provide and obtain factual information.
- ✓ Express feelings, emotions, and personal preferences.
- ✓ Exchange opinions.
- ✓ Initiate conversation via culturally appropriate attention getting devices and basic question words.
- ✓ Use circumlocution, intonation, self-correction, and verbal cues to sustain limited conversation.

Standard 1.2

Interpretive Communication

Students listen and read for understanding.

In order to meet this standard, a Level II student must...

- ✓ Follow oral and written directions.
- ✓ Comprehend main idea and significant details in a variety of culturally-authentic media.
- ✓ Use pictures, symbols, cognates, intonation, and context clues to derive meaning.

Standard 1.3

Presentational Communication

Students present information and ideas on familiar topics to general audiences or readers.

In order to meet this standard, a Level II student must...

- ✓ Summarize main idea, characters, and supporting details in a variety of media.
- ✓ Provide personal reactions and predictions using familiar vocabulary and connect them to the text.
- ✓ Create and present written, oral, or dramatic narratives using familiar vocabulary in a single tense (present, past, or conversational future).
- ✓ Apply writing process strategies to publish a document for a range of audiences (prewriting, drafting, revising, editing, publishing).

Standards 3, 4, & 5

Connections, Comparisons, and Communities

Students connect French learning with other disciplines, develop insight into the nature of language, and participate in multilingual communities and cultures.

In order to meet this standard, a Level II student must ...

- ✓ Explain the presence and usage of many French vocabulary words in English.
- ✓ Exposure to international sports competitions.
- ✓ Exposure to international travel and study abroad programs.

Standards 2 & 4

Culture and Comparisons

Students demonstrate an understanding of the perspectives, practices, and products of the Spanish-speaking world, and develop insight into the nature of culture.

In order to meet this standard, a Level II student must...

- ✓ Recognize and use various culturally authentic names, surnames, and levels of formality in greetings and leave-takings.
- ✓ Compare the sports, leisure activities, and dating habits of French and U.S. teenagers.
- ✓ Compare food and beverage products common to and available in France with those of the U.S.
- ✓ Compare the health care practice of France and the U.S.
- ✓ Discuss a typical French home.

Language Structures French Level II

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- everything from level I (6th – 8th)
- additional irregular verbs mettre, prendre, dormir, sortir, partir, vouloir, pouvoir, and savoir
- common être verbs vs. avoir
- passé composé of regular –er, -ir, and –re verbs
- passé composé of irregular verbs avoir, être, aller, faire, mettre, prendre, dormir, sortir, partir, vouloir, pouvoir, and savoir
- pronominal verbs in present tense
- agreement and position of all adjectives
- comparatives and superlatives of regular adjectives and adverbs plus que, moins que
- interrogative pronouns qui, qui est-ce qui, que, qu'est-ce que, quoi
- object pronouns with present tense verbs, use of one pronoun only – le, lui, y, en, etc.
- use of prepositions with geographical names à, en, au, aux
- simple negations rien, jamais, personne, plus
- all regular imperatives, including mangeons, finissons
- all possessive adjectives, notre..., leur ...

Course Description:

French II furthers the study of grammar, vocabulary and an understanding of the Francophone culture. Speaking, writing, reading, and listening skills are further developed in all three communication modes: interpersonal, interpretive, and presentational.

Philosophy:

World languages provide a vital role in preparing students for life in a dynamic world. We believe in the benefits of language study at each level, up to AP and beyond.

Multicultural Perspectives: Exposure to another language gives students a unique perspective on their native tongue and culture, as well as a better appreciation of world culture.

Higher Achievement: The ability to communicate in multiple languages expands participation in local and world communities. Language study helps prepare students to become leaders without cultural and linguistic restrictions.

Lifelong skills: Our programs are designed to provide students the opportunities to develop core skills and knowledge and the proficiency necessary to apply them in a variety of settings. In order to make these benefits accessible to all learners, we apply modifications and differentiations to content and pacing.

Instructional strategies:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort, setting and achieving goals
- Technology as a tool for measuring growth
- Homework and guided practice
- Nonlinguistic representations
- Graphic organizers
- Feedback and reflections
- Generating and testing hypotheses
- Cues, questions and advance organizers
- Formative and summative assessments

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French Level II Topics:

- expand and deepen level I topics
- health and fitness
- dining out
- home life and daily routine
- leisure time
- travel and transportation

French Level I (6th-8th) Topics:

- alphabet and accents
- classroom objects and school supplies
- classroom commands
- numbers
- days, months, and dates
- seasons and weather
- telling time
- home and leisure activities
- likes and dislikes
- foods, beverages, meals, and table settings
- sports and hobbies
- geography of France
- family members
- proper greetings and salutations
- colors
- name and age
- clothing
- musical instruments
- places and buildings, including house
- physical and personality description

Student Self-Assessment:

Based upon the **Power Standards, Structures, and Topics** listed here, students should ask themselves. . .

- 1.1 Can I ask and answer questions in French? Can I start a conversation in French? Can I use more than one strategy to keep conversation going?
- 1.2 Can I understand what I hear and read?
- 1.3 Can I present detailed information and opinions with support to others in written and spoken French?
- 2, 4 Can I explain Francophone culture and am I developing insight into my own language and culture through French?
- 3, 4, 5 Can I connect my knowledge of French to other disciplines and am I developing insights into other disciplines through French? Do I participate in wider communities of French language and culture?

World Language Common Assessments

Common assessments are a powerful tool for improving the quality of learning for all students. Common assessments align curriculum and assessment and provide teachers with shared outcomes for instruction and shared knowledge and understanding of what it means to meet a standard. The most powerful impact of common assessments, however, comes from the sharing of student results and determining the effectiveness of instruction. By examining student responses, teachers determine if any student was more or less successful than other students. Probing further, teachers seek to find what they can learn from student successes and what changes, if any, they want to make in their instruction. Through such collaboration, teachers share information, create knowledge, share that knowledge, shape that knowledge into best practices, and pass along the practices to others.

	Overall Organization	Comprehensibility	Level of Discourse	Vocabulary	Language Control
6	<ul style="list-style-type: none"> Superior completion of the task; Ideas well developed and well organized Clear awareness of audience and purpose Above average word count 	<ul style="list-style-type: none"> Text readily comprehensible, requiring no interpretation on the part of the reader Easily understood by a native speaker 	<ul style="list-style-type: none"> Paragraph length discourse variety of cohesive devices Successfully uses more sophisticated, varied sentence patterns Correct in their usage 	<ul style="list-style-type: none"> Rich use of vocabulary Some idiomatic expressions Vivid language May use figurative language and imagery 	<ul style="list-style-type: none"> Control of basic language structures occasional correct use of advanced language structures Very few or no mechanical errors relative to the length or complexity
5	<ul style="list-style-type: none"> Advanced completion of the task Clear awareness of audience and purpose Above average word count 	<ul style="list-style-type: none"> Text comprehensible Logical order (sequenced) Subtle transitions Provides closure Understood by a native speaker 	<ul style="list-style-type: none"> Few errors in structure or usage Moderately successful in using more sophisticated sentence patterns 	<ul style="list-style-type: none"> Effective vocabulary Generally successful in using rich language 	<ul style="list-style-type: none"> Control of basic language structures attempts at use of advanced language structures Few mechanical errors relative to length or complexity
4	<ul style="list-style-type: none"> Completion of the task ideas adequately developed Awareness of audience and purpose average word count 	<ul style="list-style-type: none"> Text comprehensible, requiring minimal interpretation on the part of the reader Minor lapses in order or structure (some breaks in sequencing) Contrived transitions Provides closure Understood by a native speaker 	<ul style="list-style-type: none"> Emerging paragraph length discourse; variety of cohesive devices Attempts to use more sophisticated sentence patterns 	<ul style="list-style-type: none"> Acceptable and accurate use of vocabulary for this level Attempts to use rich language 	<ul style="list-style-type: none"> Control of basic language structures Some mechanical errors that do not interfere with communication
3	<ul style="list-style-type: none"> Partial completion of the task ideas somewhat developed Some awareness of audience and purpose Repetitive or too general below average word count 	<ul style="list-style-type: none"> Text mostly comprehensible, requiring interpretation on the part of the reader Poor transitions Random sequencing Attempts closure Shift in focus Understood by a sympathetic native speaker 	<ul style="list-style-type: none"> Variety of discreet sentences some cohesive devices Errors in structure or usage interfere with meaning Over-reliance on simple or repetitive constructions 	<ul style="list-style-type: none"> Somewhat inadequate and/or inaccurate use of vocabulary Vocabulary too basic for this level 	<ul style="list-style-type: none"> Emerging control of basic language structures Some mechanical errors that do interfere with communication
2	<ul style="list-style-type: none"> Minimal completion of the task Content underdeveloped Poor awareness of audience or purpose Ideas and details are not clear below average word count 	<ul style="list-style-type: none"> Text barely comprehensible Thought patterns are difficult to follow Ideas are not clear or sequenced Resembles free-writing, rambling No closure attempts Barely understood by a sympathetic native speaker 	<ul style="list-style-type: none"> lists of discrete sentences some repetition few cohesive devices No sentence variety Serious errors in structure or usage Too brief to demonstrate variety 	<ul style="list-style-type: none"> Simplistic vocabulary with inappropriate and/or incorrect word choice 	<ul style="list-style-type: none"> Emerging use of basic language structures Noticeable mechanical errors that interfere with communication.
1	<ul style="list-style-type: none"> Not developed Restates topic No awareness of audience or purpose Inappropriate response Too brief to show development 	<ul style="list-style-type: none"> Text incomprehensible So short or muddled that it lacks organization or focus too brief to evaluate 	<ul style="list-style-type: none"> extremely repetitive no cohesive devices too brief to evaluate Riddled with errors in sentence structure at the sentence level 	<ul style="list-style-type: none"> Extremely limited vocabulary Inadequate and or/inaccurate use of vocabulary Riddled with errors in word choice Too brief to evaluate 	<ul style="list-style-type: none"> Complete lack of basic language structures Mechanical errors that seriously interfere with communication too brief to evaluate