

PSD World Language French 2 Curriculum Map

(revised 9/14)

CDE Standards and indicators

Novice High Range Level Expectation:

Communication: Communication in Languages Other Than English

- 1.1 **Interpersonal mode:** Participate in basic conversations (written or oral) on a variety of familiar and predictable topics using isolated words and learned phrases
 1.2 **Interpretive mode:** Comprehend short exchanges (written or oral) that use learned vocabulary and grammatical structures on familiar topics
 1.3 **Presentational mode:** Present using learned and simple phrases or expressions (written or oral) on very familiar topics

Cultures: Knowledge and Understanding of Other Cultures

- 2.1 **Cultural practices and perspectives:** Reproduce common practices of the cultures studied
 2.2 **Cultural products and perspectives:** Describe familiar products of the cultures studied

Connections: Connections with Other Disciplines and Information Acquisition

- 3.1 **Connections to other disciplines:** Summarize information gathered from target language resources connected to other content areas
 3.2 **Acquire information:** Organize information acquired from authentic resources

Comparisons: Comparisons to Develop Insight into the Nature of Language and Culture

- 4.1 **Language comparisons:** Expand knowledge of similarities and differences of basic structural patterns of language through comparisons of the student's own language and language studied
 4.2 **Cultural comparisons:** Investigate the nature of culture through comparisons of the target culture(s) and the student's own culture and how the two cultures interact

Communication and Connections	Culture and Comparisons	Contextualized Vocabulary	Structure	Culture
<p>1. Communication</p> <p>1.1 (interpersonal mode) a. Use basic greetings and expressions of courtesy b. Express feelings, basic needs, emotions, or opinions c. Ask and answer questions using high frequency and learned phrases d. State and follow simple oral or written requests or directions</p> <p>1.2 (interpretive mode) a. Identify main ideas from oral, visual, or written sources b. Respond appropriately to simple directions c. Recognize meaning from cognates and context, intonation and visual cues d. Demonstrate comprehension of a listening activity or reading selection</p> <p>1.3 (presentational mode) a. Write and speak using a variety of visual cues b. Share information about personal interests</p>	<p>2. Cultures</p> <p>2.1 (Practices and perspectives) Initiate greetings and use appropriate gestures with support b. Imitate some common social practices c. Describe some major traditions and celebrations</p> <p>2.2 (Products and perspectives) a. Examine the use and relevance of common daily products (such as food, clothes, and transportation) b. Compare similarities and differences of common expressive products between the native and target cultures (songs, artwork, crafts, etc.)</p>	<p><u>FULL CONTROL: (use with accuracy)</u> <u>Age appropriate:</u></p> <ul style="list-style-type: none"> Celebrations Clothing, shopping Travel, modes of travel, reservations House, chores Food shopping and at the table 	<p><u>FULL CONTROL: (use with accuracy)</u></p> <ul style="list-style-type: none"> passé composé with avoir countries verb venir <p><u>PARTIAL CONTROL: (use with some errors)</u></p> <ul style="list-style-type: none"> demonstrative adjectives regular and irregular -re verbs indirect object pronouns passé composé with être direct object pronouns adverbs imparfait passé composé vs. imparfait savoir and connaître vouloir, pouvoir, devoir comparative and superlatives of adjectives and adverbs double object pronouns <p><u>ONLY CONCEPTUAL CONTROL:</u></p> <ul style="list-style-type: none"> passé récent 	<p><u>shopping / currency</u></p> <ul style="list-style-type: none"> stores closed in August open air markets and specialty stores (<i>boutiques spécialisées</i>) change to Euro (January 2000) <p><u>housing</u></p> <ul style="list-style-type: none"> apartment living in big cities - outdoor areas are parks, not private yards <i>salle de bain</i> vs. <i>toilettes</i> – <i>salle de bain</i> is for bathing, etc. First floor starts after the ground floor, ground floor is called <i>rez de chaussée</i> <p><u>transportation</u></p> <ul style="list-style-type: none"> walk vs. drive – people walk more than in the U.S., drive only when truly necessary due to high price of gas high speed trains – <i>TGV</i> and importance of train travel public transportation more common – <i>metro</i> (subway) <p><u>clothing</u></p> <ul style="list-style-type: none"> shorts and big white tennis shoes (stereotypes of USA) clothing sizes are metric appropriate body coverage, more formal dress

<p>c. Produce and share basic communication</p> <p>d. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing)</p> <p style="text-align: center;">3. Connections</p> <p>3.1 a. Locate and identify resources connected to other content areas in the target language (daily practices in other countries like schedules, transportation, and cuisine)</p> <p>b. Recognize some commonalities of structures, information, and vocabulary between the target language resources connected to other content areas</p> <p>3.2 a. Extract main ideas and supporting details from authentic resources</p> <p>b. Use obtained knowledge to expand awareness about relevant topics</p>	<p style="text-align: center;">4. Comparisons</p> <p>4.1 a. Identify structural patterns in both the native language and their own language to make comparisons</p> <p>b. Describe the relationship between languages based on grammatical structures</p> <p>c. Recognize differing pronunciation and intonation patterns</p> <p>d. Identify features of their native and target language such as prefixes, suffixes, word roots, idioms, and sentence structure</p> <p>4.2 a. Research the relationship between cultural perspectives and expressive products (music, visual arts, age-level forms of literature) of the target culture(s) and their own</p> <p>b. Begin to apply an understanding of the form, meaning, and importance of certain practices in the target culture(s) and their own</p> <p>c. Describe and compare tangible products (toys, sports equipment, food) and intangible products (concept of time, daily routine, peer relationships, holidays, traditions) of the target culture(s) to those of their own</p> <p>d. Identify the contributions of the target cultures to the student's culture and vice versa</p>			<ul style="list-style-type: none"> • importance of fashion industry – clothing is important to the French, they tend to spend more per capita than Americans <p><u>traditions/celebrations</u></p> <ul style="list-style-type: none"> • <i>le réveillon</i> (Christmas Eve celebration) <p><u>food</u></p> <ul style="list-style-type: none"> • courses – more in depth, including table manners, order of courses and table settings • cheeses • fruit and yogurt for dessert • drinks with meals – water or wine with meals
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