

## French II Overview 2023 - 2024

This document is designed provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. This document supports families in understanding the learning goals for the course, and how students will demonstrate what they know and are able to do. The overview offers suggestions or possibilities to reinforce learning at home.

Included at the end of this document, you will find:

- A [glossary](#) of curriculum components
- The content area [instructional model](#)
- [Parent resources](#) for this content area

To advance to a particular grading period, click on a link below.

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### Grading Period 1

#### Unit 1: Influential People

Estimated Date Range: 8/9/23-10/6/23

#### Unit Overview:

This unit invites students to explore the people who influence their everyday lives. These can be sports figures, political figures, pop culture icons, first responders, or even friends and family members. Students will also explore who their own personal heroes are, thus examining the qualities they respect and admire. Students will recycle what they learned in Spanish 1 as they describe themselves and others and comment on their actions, thus building upon what they learned in Spanish 1. They will also look outside themselves as they learn about influential people from various cultural and social backgrounds, particularly those from the past. Students will both comment on the characteristics and qualities that set them apart as heroes, villains and leaders, as well as make comparisons to modern-day influencers. Additionally, by reading about influential figures from the past, they will be building on their brief introduction to the past tense from Spanish I and pave the way for a deeper dive in Unit 2 (Everyday Stories).

Concepts within Unit #1 <a href="#">Link to TEKS</a>	Success Criteria for this concept
Concept #1: Influential People in Everyday Life TEKS: 2.1b, 2.2a, 2.2b, 2.2c, 2.3a, 2.3b	<ul style="list-style-type: none"> <li>• List a person's physical appearance and personality traits orally and in writing using words and phrases</li> <li>• List positive and negative personality traits orally and in writing using words and phrases</li> <li>• Describe their own positive and negative traits, orally and in writing, using complete sentences with essential details and simple elaboration.</li> <li>• Gather information about influential people in today's world by reading and viewing authentic materials</li> </ul>

	<ul style="list-style-type: none"> <li>• Use a series of sequenced sentences to <b><u>describe</u></b> (in writing and through oral presentations): <ul style="list-style-type: none"> <li>○ The positive and negative traits of influential people in today's world</li> <li>○ The actions of influential people, both positive and negative</li> <li>○ What makes someone a leader, hero or villain (as opposed to just famous)</li> </ul> </li> <li>• <b><u>Discuss</u></b> (in oral conversations with appropriate scaffolds and supports): <ul style="list-style-type: none"> <li>○ The positive and negative traits of influential people</li> <li>○ The actions of influential people</li> <li>○ Their opinions about whether a particular influential person is a leader, a hero or a villain and why (or are they just famous)</li> </ul> </li> <li>• Compare and contrast different influential people in terms of their traits and their actions.</li> <li>• Describe (in writing or in oral presentations) someone who has been particularly influential to them (i.e. their personal hero).</li> <li>• Explain why that person is their role model / personal hero using essential details and simple elaboration.</li> </ul>
<p>Concept #2: Influential People from History</p> <p>TEKS: 2.2a, 2.2b, 2.2c, 2.2d, 2.3a, 2.3b</p>	<ul style="list-style-type: none"> <li>• Gather information about influential people from the past from several target cultures by reading and viewing culturally authentic materials and demonstrating understanding</li> <li>• Describe influential people from the past in terms of characteristics and actions, both orally and in writing, using a series of sequenced sentences.</li> <li>• Compare and contrast influential people from the past in oral presentations and in writing, using a series of sequenced sentences.</li> <li>• Discuss, in oral conversations, if the influential people from the past are leaders, heroes or villains.</li> <li>• Express their opinion, in writing and in oral presentations, about whether a particular influential person from the target culture is a leader, hero or villain and explain why.</li> <li>• Compare and contrast influential people from the past with those from today's world, orally or in writing using sequences of sentences.</li> </ul>
<p style="text-align: center;"><b>Grading Period 2</b></p> <p style="text-align: center;"><b>Unit 2: Everyday Stories</b></p> <p style="text-align: center;">Estimated Date Range: 10/11/23-12/15/23</p>	
<p><b>Unit Overview:</b></p> <p>Telling a simple story is part of everyday conversation. Students will begin this unit reading a variety of authentic texts that describe everyday events. After examining how language is used to convey past events, students will tell their own stories about things that have recently happened to them or to people they know. They will also be able to describe special events from the past and will be able to ask and answer questions about the stories of others. Students will come into the unit already having a few basic phrases in past tense, namely saying a few things they did with friends and family and telling about the actions of a hero.</p> <p><b>At home connections:</b></p>	

- Encourage students to read stories in the target language. They can even read children's stories, or books they are very familiar with in English, so that they can focus on language over plot. Current events and other news stories in the target language will also be beneficial.

Concepts within Unit #2 <a href="#">Link to TEKS</a>	Success Criteria for this concept
<p>Concept #1: Recent Past Events TEKS: 2.1a, 2.1b, 2.1e, 2.1f, 2.2a, 2.2b, 2.2c, 2.2d, 2.3a, 2.3b</p>	<p>Students will be able to demonstrate understanding of the main idea and supporting details of</p> <ul style="list-style-type: none"> <li>Text, audio, and audiovisual materials that tell about everyday past events.</li> <li>Culturally authentic materials that describe recent current events in the target culture(s).</li> </ul> <p>Students will be able to use complete sentences with simple elaboration, both orally and in writing, to</p> <ul style="list-style-type: none"> <li>Express their opinion about materials they have read/watched related to past events</li> <li>Express what they did last weekend, yesterday, last summer, etc.</li> <li>Express what someone else did last weekend, yesterday, last summer, etc.</li> </ul> <p>Students will be able to have a spoken or written conversation with others in which they use phrases and simple sentences to</p> <ul style="list-style-type: none"> <li>Discuss what they did recently</li> <li>Discuss what someone else did recently</li> <li>Ask questions about what others did recently</li> </ul>
<p>Concept #2: Special Events from the Past TEKS: 2.1e, 2.2c, 2.2d, 2.3b</p>	<p>Students will be able to <u>demonstrate understanding of the main idea and supporting details</u> of authentic resources related to special events in the target culture such as weddings, birthday parties, holidays, etc.</p> <p>Students will be able to <u>interact and react in conversation</u> with others about special events from the past.</p> <p>Students will be able to <u>describe</u>, both orally and in writing, <u>using a series of sequenced sentences with essential details and simple elaboration</u>.</p> <ul style="list-style-type: none"> <li>what happened at a specific special event</li> <li>what they used to do as a child at such events</li> </ul>

Grading Period 3	
Unit 3: A Balanced Lifestyle Estimated Date Range: 1/4/24-2/15/24	
<p><b>Unit Overview:</b> First, students will read and listen to information describing what constitutes a healthy lifestyle. They will talk and write about what people do to be healthy, in terms of both activity and diet, and compare themselves to people in the target culture. They will use this information to determine how balanced their own lifestyle is. Next, they will examine some of the things that can happen when you don't lead a balanced life, such as increased stress levels and illnesses. Finally, students will give advice to each other on how to improve their choices so that they can achieve a more balanced life.</p> <p><b>At home connections:</b></p> <ul style="list-style-type: none"> <li>Students can read grocery store ads online in the target language.</li> </ul>	
Concepts within Unit # 3 <a href="#">Link to TEKS</a>	Success Criteria for this concept
<p>Concept #1: Components of a Balanced Lifestyle TEKS: 2.1a, 2.1b, 2.1e, 2.2a, 2.2b, 2.2c, 2.2d, 2.3a, 2.3b</p>	<p>Students will be able to <u>demonstrate understanding of the main idea and supporting details</u> of authentic materials about...</p> <ul style="list-style-type: none"> <li>healthy and unhealthy dietary choices here and in the target culture</li> <li>healthy lifestyle choices here and in the target culture</li> <li>the components of a balanced life here and in the target culture</li> </ul> <p>Students will be able to <u>use complete sentences with essential details and simple elaboration</u>, both orally and in writing, to</p> <ul style="list-style-type: none"> <li>tell which foods are considered healthy and unhealthy here and in a variety of target cultures</li> <li>compare which foods are considered healthy here with what's considered healthy in a variety of target cultures</li> <li>describe a variety of activities that contribute to a healthy lifestyle</li> <li>describe the components of a balanced life (i.e. stress management) here and in a variety of target cultures</li> <li>compare our idea of a balanced life with the point of view of those in a variety of target cultures</li> <li>express their opinion about what makes something healthy or unhealthy</li> </ul> <p>Students will be able to <u>have a spoken or written conversation</u> with others in which they <u>use phrases and simple sentences to</u></p> <ul style="list-style-type: none"> <li>discuss healthy and unhealthy food choices</li> </ul>

	<ul style="list-style-type: none"> <li>• Discuss healthy and unhealthy lifestyle choices</li> <li>• Express their opinions about what makes a balanced life</li> </ul>
<p>Concept #2: Consequences of Lifestyle Choices TEKS: 2.1a, 2.1b, 2.1e, 2.2a, 2.2b, 2.2c, 2.2d, 2.3a</p>	<p>Students will be able to <u>demonstrate understanding of the main idea and supporting details</u> of authentic materials about the consequences of good and bad lifestyle choices.</p> <p>Students will be able to <u>use complete sentences with essential details and simple elaboration</u>, both orally and in writing, to</p> <ul style="list-style-type: none"> <li>• name and describe the physical and emotional consequences of making good and bad lifestyle choices</li> <li>• express their opinions about whether something is healthy or unhealthy based on the consequences</li> <li>• describe their own healthy and unhealthy lifestyle choices</li> </ul> <p>Students will be able to <u>have a spoken or written conversation</u> with others in which they <u>use phrases and simple sentences</u> to</p> <ul style="list-style-type: none"> <li>• discuss and debate the consequences of good and bad lifestyle choices</li> <li>• express their opinions about whether something is healthy or unhealthy based on the consequences</li> </ul>
<p>Concept #3: How to Live a Balanced Lifestyle TEKS: 2.1b, 2.1c, 2.1e, 2.2a, 2.3a</p>	<p>Students will be able to <u>demonstrate understanding of the main idea and supporting details</u> of authentic materials that address recommendations for appropriate lifestyle choices.</p> <p>Students will be able to <u>have a spoken or written conversation</u> with others in which they <u>use phrases and simple sentences</u> to</p> <ul style="list-style-type: none"> <li>• discuss their own healthy and unhealthy lifestyle choices</li> <li>• ask someone for advice based on their lifestyle choices</li> <li>• give advice to someone based on their lifestyle choices</li> <li>• provide simple supporting reasons for the advice they give</li> </ul>

### Unit 4: Where We Live

Estimated Date Range Grading Period 3: 2/20/24-3/8/24

Estimated Date Range Grading Period 4: 3/18/24-4/5/24

#### Unit Overview:

In this unit, students will begin by exploring, reading and watching videos about homes in the target culture, and describing the parts of a home and furnishings of a home. They will also analyze what makes a house a home in order to compare typical homes in their culture with those in the target culture. Students will describe their own communities, as well, and compare those communities with ones in the target culture. Furthermore, they will examine how they can contribute to their homes and communities, which will prepare them to tackle the issue of homelessness in level III.

#### At home connections:

- Encourage students to label the rooms and furnishings in your house in the target language.
- Look for signs and labels in the community that use the target language.

Concepts within Unit # 4 <a href="#">Link to TEKS</a>	Success Criteria for this concept
<p>Concept #1: Home Life TEKS: 2.1a, 2.1b, 2.1e, 2.2a, 2.2c, 2.2d, 2.3a, 2.3b</p>	<p>Students will be able to <u>demonstrate understanding of the main idea and supporting details</u> of authentic materials about homes in a variety of target cultures.</p> <p>Students will be able to use <u>phrases and simple sentences</u> to</p> <ul style="list-style-type: none"> <li>• Name the parts of a home</li> <li>• Name the furnishings of a home</li> </ul> <p>Students will be able to <u>have a spoken conversation</u> with others in which they use <u>phrases and simple sentences</u> to...</p> <ul style="list-style-type: none"> <li>• Answer questions about homes and furnishings</li> <li>• Ask others questions about homes and furnishings</li> </ul> <p>Students will be able to <u>use complete sentences with essential details and simple elaboration</u>, both orally and in writing, to</p> <ul style="list-style-type: none"> <li>• Describe different types of housing here and in the target culture</li> <li>• Describe a particular home and the rooms in it</li> <li>• Express opinions and preferences about housing and furnishings</li> <li>• Support their opinions about housing and furnishings</li> <li>• Identify the contributions they could make to their home</li> <li>• Describe what constitutes the idea of home in my culture and the target culture</li> <li>• Compare the concept of home in my culture with that of the target culture</li> </ul>

<p>Concept #2: Community TEKS: 2.1a, 2.1b, 2.1e, 2.2a, 2.2c, 2.2d, 2.3a, 2.3b</p>	<p>Students will be able to <u>demonstrate understanding of the main idea and supporting details</u> of authentic materials about</p> <ul style="list-style-type: none"> <li>• Target culture communities</li> <li>• Community service opportunities</li> </ul> <p>Students will be able to use <u>phrases and simple sentences</u> to</p> <ul style="list-style-type: none"> <li>• Name important, culturally relevant parts of my community</li> <li>• Name important, culturally relevant parts of target culture communities</li> </ul> <p>Students will be able to <u>have a spoken conversation</u> with others in which they <u>use phrases and simple sentences</u> to...</p> <ul style="list-style-type: none"> <li>• Talk about the places in their community</li> <li>• Talk about their preferences for which types of communities they would want to live in</li> </ul> <p>Students will be able to <u>use complete sentences with essential details and simple elaboration</u>, both orally and in writing, to</p> <ul style="list-style-type: none"> <li>• Compare culturally relevant parts of their community with target culture communities</li> <li>• Describe rural, suburban and urban communities as applicable to the target culture</li> <li>• Express opinions and preferences for types of communities with supporting statements (why)</li> <li>• Describe contributions they could make to their own community</li> </ul>
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## Grading Period 4

### Unit 5: Life as a Traveler

Estimated Date Range: 4/8/24-5/23/24

#### Unit Overview:

In this unit, students will build upon what they learned about vacationing at the end of level I. Whereas that unit was about choosing a destination and making plans for what to do on the trip, in this unit, students will spend most of their time on the skills they would need while on the trip. They will begin this unit by investigating a variety of tourist attractions in several target culture cities. Next, they will familiarize themselves with the layout of the cities in order to be able to navigate the public transportation system and to locate their desired destinations. They will also ask for and follow directions to get from one place to another or to find their way when they are lost. They will also research different types of lodging available and explain their preferences, as well as be able to express their needs in a variety of situations they would be likely to encounter when traveling in the target culture. Finally, students will examine the perspective of an American traveler in the target culture versus a traveler from the target culture coming here.

#### At home connections:

- Encourage students to explore travel sites online in the target language instead of in English.

Concepts within Unit # 5 <a href="#">Link to TEKS</a>	Success Criteria for this concept
<p>Concept #1: Planning Your Trip TEKS: 2.1a, 2.1c, 2.1d, 2.2a, 2.2b, 2.2c, 2.3a, 2.3b</p>	<p>Students will be able to <u>demonstrate understanding of the main idea and supporting details</u> of authentic materials about things to do in target culture cities</p> <p>Students will be able to <u>identify</u> tourist attractions in a variety of target culture cities <u>using a mixture of phrases and simple sentences</u>.</p> <p>Students will be able to <u>use complete sentences with essential details and simple elaboration</u>, both orally and in writing, to</p> <ul style="list-style-type: none"> <li>Describe where one attraction is located in relation to another in order to make an appropriate itinerary</li> <li>Describe a variety of tourist attractions in target culture cities</li> <li>Suggest places to visit and things to do in cities in the target culture</li> <li>Explain why they suggest visiting/doing the things they do</li> </ul> <p>Students will be able to <u>have a spoken conversation</u> with others in which they <u>use phrases and simple sentences</u> to...</p> <ul style="list-style-type: none"> <li>Answer questions about where to go and what to do on a trip to a target culture city</li> <li>Ask others questions about their plans for a trip to a target culture city</li> </ul>



	<ul style="list-style-type: none"> <li>Suggest places to visit and things to do in cities in the target culture</li> <li>Explain why they suggest visiting/doing the things they do</li> </ul>
<p>Concept #2: Typical Vacation Situations TEKS: 2.1a, 2.1c, 2.1d, 2.2a, 2.2b, 2.2c, 2.3b</p>	<p>Students will be able to <u>demonstrate understanding of the main idea and supporting details</u> of authentic materials in order to</p> <ul style="list-style-type: none"> <li>Determine the best route to take to arrive at a desired destination</li> <li>Navigate the public transportation system in a variety of target culture cities</li> <li>Select appropriate lodging when traveling</li> </ul> <p>Students will be able to <u>have a spoken conversation</u> with others in which they <u>use phrases and simple sentences</u> to interact and react in a variety of situations common to travelers. Below are some <u>possible</u> examples (you will determine based on resources, time, student interest, etc.):</p> <ul style="list-style-type: none"> <li>Asking for directions</li> <li>Asking for help in a store</li> <li>Choosing/reserving appropriate lodging</li> <li>Paying for entrance fees for attractions or transportation</li> <li>Discuss possible transportation options</li> </ul>
<p>Concept #3: OPTIONAL EXTENSION: Cultural Differences when Traveling TEKS: 2.2a, 2.2b, 2.2c, 2.2d, 2.3a, 2.3b</p>	<p>Students will be able to <u>demonstrate understanding of the main idea and supporting details</u> of authentic materials related to</p> <ul style="list-style-type: none"> <li>Things one needs to know before traveling to a foreign country that are different from traveling within the U.S.</li> <li>What people living outside the U.S. say is important to know about the U.S. before traveling here</li> </ul> <p>Students will be able to <u>use complete sentences with essential details and simple elaboration</u>, both orally and in writing, to</p> <ul style="list-style-type: none"> <li>Describe how travelling in a target language country might be different than travelling in the USA</li> <li>Compare what I need to consider when traveling in the target culture with traveling in the USA</li> <li>Compare what I need to consider when traveling abroad with what someone needs to consider who is visiting the USA</li> </ul>
Glossary of Curriculum Components	

**Overview**— The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

**TEKS** – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

**Unit Overview** – The unit overview provides a brief description of the concepts covered in each unit.

**Concept** – A subtopic of the main topic of the unit.

**Success Criteria**—a description of what it looks like to be successful in this concept.

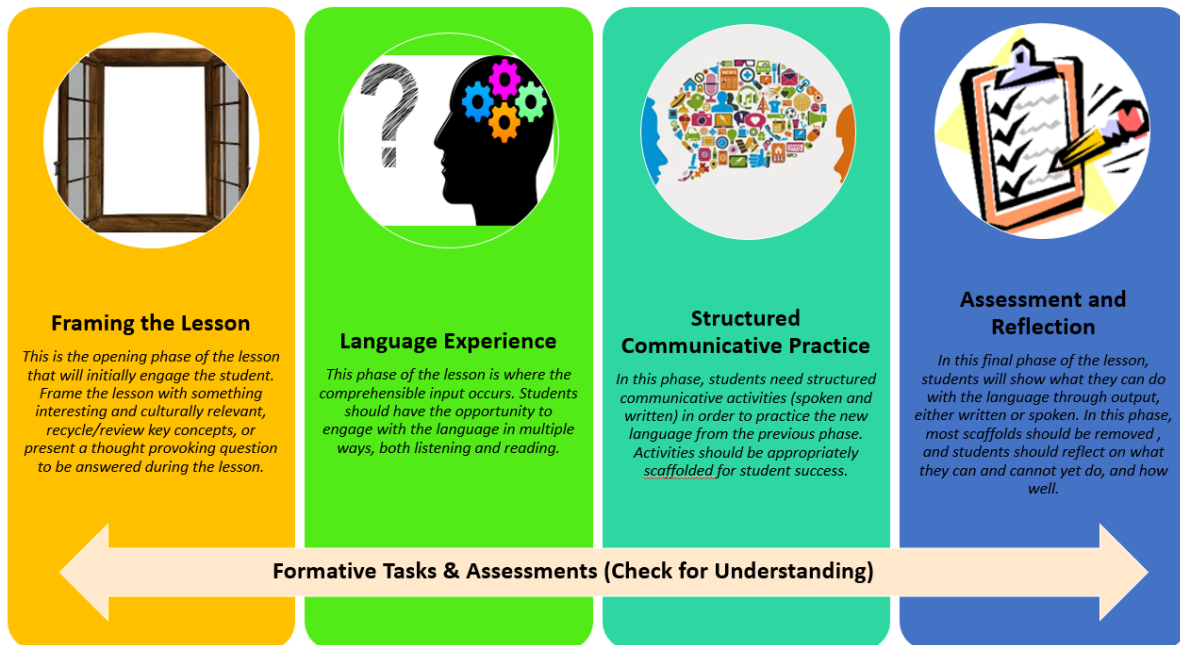
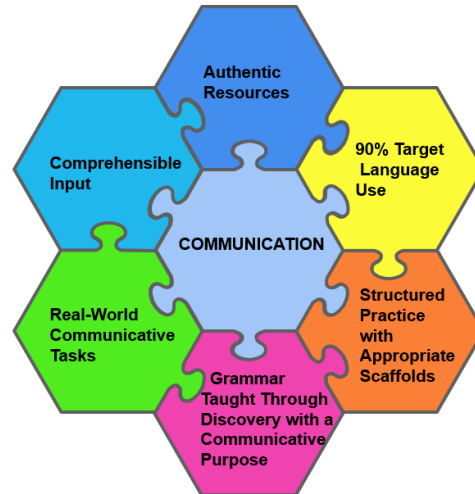
#### Parent Resources

The following resources provide parents with ideas to support students’ understanding. For sites that are password protected, your child will receive log-in information through their campus.

Resource	How it supports parents and students
Bien dit! 2	This is the French textbook. While our curriculum does not align to the textbook, it can be used as a resource for students who might want/need additional practice.
This is Language	This is an online platform that has videos of native speakers talking about a variety of topics, many of which are aligned to our curriculum topics.
<a href="#">Duolingo</a>	This site provides students with extra practice in a variety of languages. It is not aligned with the curriculum, but could be a great way to reinforce the basics.
<a href="#">Multilingual Books</a>	This site has links to foreign newspapers and magazines. Reading in the target language is one of the best ways to increase proficiency with the language.

#### Instructional Model

The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.



The World Language Instructional Model has two key components: the core practices and the lesson cycle. The six core practices reflect current best practice in language teaching, as well as the expectations from our state and national standards. While teachers will not necessarily accomplish all six every day, they should incorporate them all into their lessons on a regular basis. The lesson cycle is where all of the core practices come together in a cohesive manner. The teacher begins by framing the lesson, either drawing on students' prior knowledge, or priming the pump for what is to come. During Language Experience, the focus is on comprehensible input, as it is through input that language proficiency is achieved. During Structured Communicative Practice, students get to engage with the language through structured opportunities for output. This is when they and the teacher can see if they have been able to internalize the new language from the input phase. Finally, students will reflect and assess their understanding

