



*Department of Teaching & Learning*  
*Parent/Student Course Information*

**FRENCH II**  
**(FL 5120)**  
**One credit, one year**  
**GRADE 8**

*Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.*

**COURSE DESCRIPTION**

Students continue the sequential development of all communicative skills. They use the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of meaningful language use.

**PREREQUISITE**

French I

**OPTIONS FOR NEXT COURSE**

French III

Students who study one language for an extended period of time will have the opportunity to achieve the highest levels of performance in the five goal areas: Communication, Cultures, Connections, Comparisons, and Communities.

Students pursuing an advanced diploma must successfully complete three years of one language or two years of two languages.

Students may begin the study of a new language, i.e., Latin I or Spanish I (Grades 6-12), German I or Japanese I (Grades 7-12) or Russian I (Grades 9-12).

**REQUIRED STUDENT TEXTBOOK**

*D'accord!*, 2nd ed., Level 1 (Vista Higher Learning, 2011)

**SUPPLEMENTARY MATERIALS**

The teacher may choose to supplement the basal text with materials to extend and enrich the students' understanding of course topics. These materials may be drawn from primary sources, print media, and audio/visual media.

## FRENCH II

### GOALS AND STANDARDS

#### Interpersonal Communication

- FII.1 The student will exchange spoken and written information and ideas in French.
1. Give and follow basic instructions.
  2. Ask and answer questions about self, others, and the immediate environment, such as people, things, plans, events, feelings, emotions, and geographic direction and location.
- FII.2 The student will initiate, sustain, and close brief oral and written exchanges in French, using familiar and recombined phrases and sentences.
1. Participate in brief oral and written exchanges that reflect present, past, and future timeframes.
  2. Use proper formal and informal forms of address in familiar situations.
  3. Use nonverbal communication and paraphrasing to convey and comprehend messages.

#### Interpretive Communication: Listening and Ready for Understanding

- FII.3 The student will understand basic spoken and written French presented through a variety of media in familiar contexts.
1. Identify some details and key words when listening to and reading French.
  2. Understand culturally authentic materials, such as announcements, messages, and advertisements that present new and familiar information in familiar information.
  3. Understand and respond appropriately to simple instructions presented in informational materials, such as instructions for following recipes or for using transportation.
- FII.4 The student will use verbal and nonverbal cues to interpret spoken and written texts in French.
1. Differentiate among increasingly complex types of statements, questions, and exclamations.
  2. Interpret culturally appropriate gestures, body language, and intonation in order to clarify the message.

#### Presentational Communication: Speaking and Writing

- FII.5 The student will present information orally and in writing in French, combining learned and original language in connected sentences and paragraphs on familiar topics.
1. Relate in some detail the main ideas from level-appropriate print or non-print materials.
  2. Present information, using structures that reflect present, past, and future time.
  3. Demonstrate attention to accurate intonation and pronunciation.
  4. Demonstrate attention to accurate word order, punctuation, accents and other diacritical marks, and spelling.
- FII.6 The student will present in French rehearsed and unrehearsed material, including skits, poems, plays, short narratives, and songs that reflect the francophone culture.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.
  2. Communicate ideas in an organized manner, using appropriate visual and technological support.

## **Cultural Perspectives, Practices and Products**

- FII.7 The student will demonstrate understanding of the perspectives, practices, and products of francophone cultures studied and the ways these cultural aspects are interrelated.
1. Participate in authentic or simulated activities, such as typical cultural gatherings, holiday celebrations, and community events.
  2. Identify and discuss patterns of behavior typically associated with francophone cultures, such as those relating to business practices, religious customs, and family dynamics.
  3. Explore the influence of the geography and history of the francophone countries studied, on cultural elements, such as food, clothing, dwellings, transportation, language, music, and art.

## **Making Connections through Language**

- FII.8 The student will use information acquired in the study of French and information acquired in other subject areas to reinforce one another.
1. Give examples of the influence of French and francophone culture(s) on other subject areas.
  2. Compare information acquired in other subject areas to topics discussed in French class.

## **Linguistic and Cultural Comparisons**

- FII.9 The student will develop a deeper understanding of English and other languages through study of French.
1. Recognize critical sound distinctions and intonation patterns in French and English and their effects on the communication of meaning.
  2. Compare the diverse and unique aspects of French vocabulary and structural patterns of French and English.
  3. Compare the use of idiomatic expressions in French and English.
- FII.10 The student will demonstrate understanding of similarities and differences between francophone cultures studied and those of the United States.
1. Identify similarities and differences of traditions, such as comparing those related to holidays, foods, family, and celebrations with those of the United States.
  2. Identify similarities and differences of geography and their impact on aspects of culture, such as comparing geographical influences on culture related to food, clothing, dwellings, transportation, recreation and art.

## **Interacting in School and Global Communities**

- FII.11 The student will apply French language skills and francophone cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. Explain aspects of francophone culture discovered through interaction with other French speakers, and authentic media or technology.
  2. Use French-language resources, such as individuals and organizations in the community or technology, to reinforce cultural knowledge.

Aaron C. Spence, Ed.D., Superintendent  
Virginia Beach City Public Schools  
2512 George Mason Drive, Virginia Beach, VA 23456-0038

Produced by the Department of Media and Communications for the Department of Teaching and Learning.  
For further information please call (757) 263-1070.

#### Notice of Non-Discrimination Policy

Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or veteran status in its programs, activities, employment, or enrollment, and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and regulations (including, but not limited to, Policies 2-33, 4-4, 5-7, 5-19, 5-20, 5-44, 6-33, 6-7, 7-48, 7-49, 7-57 and Regulations 4-4.1, 4-4.2, 5-44.1, 7-11.1, 7-17.1 and 7-57.1) provide equal access to courses, programs, enrollment, counseling services, physical education and athletic, vocational education, instructional materials, extracurricular activities and employment.

Title IX Notice: Complaints or concerns regarding discrimination on the basis of sex or sexual harassment should be addressed to the Title IX Coordinator, at the VBCPS Office of Student Leadership, 641 Carriage Hill Road, Suite 200, Virginia Beach, 23452, (757) 263-2020, [Mary.Dees@vbschools.com](mailto:Mary.Dees@vbschools.com) (student complaints) or the VBCPS Department of School Leadership, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (757) 263-1088, [Elizabeth.Bryant@vbschools.com](mailto:Elizabeth.Bryant@vbschools.com) (employee complaints). Additional information regarding Virginia Beach City Public Schools' policies regarding discrimination on the basis of sex and sexual harassment, as well as the procedures for filing a formal complaint and related grievance processes, can be found in School Board Policy 5-44 and School Board Regulations 5-44.1 (students), School Board Policy 4-4 and School Board Regulation 4-4.3 (employees), and on the School Division's website at Diversity, Equity and Inclusion/Title IX. Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Plaza Annex/Family and Community Engagement Center, 641 Carriage Hill Road, Suite 200, Virginia Beach, VA 23452.

The School Division is committed to providing educational environments that are free of discrimination, harassment, and bullying. Students, staff, parents/guardians who have concerns about discrimination, harassment, or bullying should contact the school administration at their school. Promptly reporting concerns will allow the school to take appropriate actions to investigate and resolve issues. School Board Policy 5-7 addresses non-discrimination and anti-harassment, Policy 5-44 addresses sexual harassment and discrimination based on sex or gender. Policy 5-36 and its supporting regulations address other forms of harassment.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write Kelly Arble, Department of Teaching and Learning, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1070 (voice); fax 263-1424; 263-1240 (TDD) or email [Kelly.Arble@vbschools.com](mailto:Kelly.Arble@vbschools.com).

**vbschools.com**  
your virtual link to Hampton Roads' largest school system



**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
CHARTING THE COURSE

No part of this publication may be produced or shared in any form without giving specific credit to Virginia Beach City Public Schools.

(Rev. 8/2021)