

## Expected Learning Outcomes

French Stage 2: Novice Accelerated, or Novice I part 2 plus Novice II  
Courses 325, or 321 and 331

By the end of Stage 2, students will have expanded their ability to perform all the tasks developed in Stage 1. They will also have developed the ability to use sentences, and strings of sentences and recombinations of words, phrases, and expressions, with frequency of errors proportionate to the complexity of the following tasks.

### Standard #

- |                 |   |
|-----------------|---|
| 1.9             | Asks and responds to questions to clarify information   |
| 1.7, 3.2        | Expresses one's needs.  |
| 2.2, 2.8, 3.1   | Understands and expresses important ideas in some detail.   |
| 3.4, 3.10       | Describes and compares.   |
| 1.7, 3.2        | Uses and understands expressions indicating emotion.  |
| 3.6, 3.10, 3.11 | Narrates in the past, present, and future tenses  |
| 4.9             | Identifies leisure activities of French young people and interacts appropriately in social and cultural activities. |
| 4.10            | Identifies distinctive traits of the French culture as evidenced in readings, videos, and on the Internet.          |

## Expected Learning Outcomes

### French Stage 2: Novice Accelerated, or Novice I part 2 plus Novice II Courses 325, or 321 and 331

#### Standard #

Compares words in French which have meanings similar to those in English.

**5.10**

Identifies words in French which have been adopted by the English language and vice versa.

Identifies the differences in pronunciation between similar words in French and English.

**5.9**

Identifies, compares, and contrasts the grammatical rules of the French and English languages.

**6.5**

Compares and contrasts the leisure activities of French and American youth such as movies, concerts, sports, and shopping.

**6.8**

calendar,

Compares and contrasts certain characteristics of the French and American cultures such as the daily routine, the celebration of holidays, and vacations.