

FRENCH 42

Description

This two-semester, two credit course, which meets daily and is conducted primarily in French, focuses on increasing the student's level of comfort in the target language. Students will be exposed to a wide variety of level appropriate authentic materials and materials adapted and/or created for student. Students will have the opportunity to revisit previously learned material and also to continue their study of grammar and vocabulary with an emphasis on improving communication in French. A wide variety of written, auditory, and visual materials including music, video, film, Pod casts, periodicals and authentic literature will be integrated into the course.

Course Overview

Course Objectives

Students should:

Essential Questions

- How do I use another language to communicate with others?
- How do I present information, concepts and ideas in another language in a way that is understood?
- How do I use my understanding of culture to communicate and function appropriately in another culture?
- How do I use my understanding of another language and culture to re-enforce and expand my knowledge of other disciplines, and vice versa?
- How do I use my understanding of another language and cultural to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me?
- How do I demonstrate an understanding of the similarities, differences and interactions across languages?
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Assessments

Common Assessments

Skill Assessments

<p>Content Outline</p> <p>I. Unit 1 - Les jours fériés - Holidays II. Unit 2 - La détente - Going on Vacation III. Unit 3 - Chez nous - At Home IV. Unit 4 - La nourriture – Food V. Unit 5 - La Santé – Health</p>	<p>Standards</p> <p>Connecticut SDE – World Language Curriculum Framework 2005</p> <p>Connecticut World Language Standards are met in the following areas:</p> <ul style="list-style-type: none"> • <i>Communication (Interpersonal Mode)</i> • <i>Communication (Presentational Mode)</i> • <i>Cultures</i> • <i>Connections (Interdisciplinary Mode)</i> • <i>Connections (Intradisciplinary Mode)</i> • <i>Comparisons Among Languages</i> • <i>Comparisons Among Cultures</i> • <i>Communities</i> 	<p>Grade Level Skills</p> <ul style="list-style-type: none"> •
--	---	--

Pacing Guide									
1st Marking Period		2nd Marking Period		3rd Marking Period			4th Marking Period		
September	October	November	December	January	February	March	April	May	June
Unit 1		Unit 2		Unit 3			Unit 4		Unit 5
Les jours fériés - Holidays		La détente - Going on Vacation		Chez nous - At Home			La nourriture – Food		La Santé - Health
7 weeks		8 weeks		7 weeks			7 weeks		7 weeks

Unit 1 - Les jours fériés - Holidays [top](#)

Standards

Communication (Interpersonal Mode)

In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.

Students will:

- employ rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts, to successfully communicate their messages.

Comparisons Among Cultures

In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.

Students will:

- use new and evolving information and perspectives to demonstrate understanding of the similarities and differences across cultures.

Unit Objectives

Students will be able to:

- demonstrate an understanding of holidays and celebrations.
- compare and contrast the cultural significance of holidays and celebrations in the United States and francophone countries.

Essential Questions

- How do I use another language to communicate with others?
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

Focus Question

- How are special events such as holidays and rites of passage celebrated?

Assessment

- Jours où on fête, jours où on se souvient

Skill Objectives

Students will:

- identify major holidays and celebrations.
- list important rites of passage.
- conjugate verbs in the past perfect with AVOIR.
- replace indirect objects with indirect object pronouns.
- conjugate regular & irregular –RE verbs.

Unit 2 – La détente - Going on Vacation [top](#)

Standards

Cultures

In at least one language other than English, students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.

Students will:

- identify, discuss and analyze various patterns of behaviors or interactions that are typical of the target culture.

Connections (Intradisciplinary Mode)

In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.

Students will:

- access and analyze materials, looking for sources of information for potential use in original work on the target language or culture(s).

Unit Objectives

Students will be able to:

- plan a vacation.
- interpret patterns of behavior and perspectives related to vacations and travel.

Essential Questions

- How do I use my understanding of culture to communicate and function appropriately in another culture?
- How do I use my understanding of another language and cultural to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me?

Focus Question

- What is the role that vacation plays in society?

Assessment

- Laissez les bons temps roulés !

Skill Objectives

Students will:

- generate vocabulary related to travel.
- identify countries and cities.
- conjugate verbs in the past perfect with ÊTRE.
- replace direct objects with direct object pronouns.
- conjugate regular –IR verbs.
- form commands.

Unit 3 - Chez nous - At Home [top](#)

Standards

Communication (Interpersonal Mode)

In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.

Students will:

- exchange information about current and past events, as well as aspirations in their personal lives and the lives of their friends, families and others within their community.

Comparisons Among Languages

In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.

Students will:

- analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English.

Unit Objectives

Students will be able to:

- compare and contrast housing in francophone countries and the United States.
- examine childhood memories of their residence and neighborhood.

Essential Questions

- How do I use another language to communicate with others?
- How do I demonstrate an understanding of the similarities, differences and interactions across languages?

Focus Question

- In what ways does typical housing in France and francophone countries differ from that in the United States?

Assessment

- Faites comme chez vous!

Skill Objectives

Students will:

- list vocabulary related to the home.
- identify household chores.
- convert adjectives to adverbs.
- conjugate verbs in the Imperfect tense.
- identify when to use the past perfect and the imperfect.
- conjugate the verbs SAVOIR & CONNAÎTRE.
- identify when to use the SAVOIR and CONNAÎTRE.

Unit 4 - La nourriture – Food [top](#)

Standards

Communication (Presentational Mode)

In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.

Students will:

- make brief presentations to their class in the target language on topics of personal interest that have been studied in other subject areas.

Communities

In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.

Students will:

- consult various sources in the target language to obtain information on topics of personal interest.

Unit Objectives

Students will be able to:

- plan and elaborate on the preparation of various traditional meals and dishes.
- compare and contrast traditional French meals to typical American meals.

Essential Questions

- How do I present information, concepts and ideas in another language in a way that is understood?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Focus Question

- How do customs related to food and it's preparation differ among cultures?

Assessment

- Un repas entre amis

Skill Objectives

Students will:

- list vocabulary related to food.
- conjugate verbs in the recent past.
- conjugate the verbs DEVOIR, VOULOIR, POUVOIR in the present and past perfect.
- form comparatives and superlatives.

Unit 5 - La Santé - Health [top](#)

Standards

Communication (Presentational Mode)

In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.

Students will:

- write letters in the target language to peers in the target culture, describing and analyzing current events of mutual interest.

Connections (Interdisciplinary Mode)

In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.

Students will:

- use information acquired from other school subjects to complete activities in the world language classroom.

Unit Objectives

Students will be able to:

- compare and contrast the healthcare systems in different cultures.
- evaluate medical conditions (injuries or illnesses) and hypothesize appropriate treatment.

Essential Questions

- How do I present information, concepts and ideas in another language in a way that is understood?
- How do I use my understanding of another language and culture to re-enforce and expand my knowledge of other disciplines, and vice versa?

Focus Question

- What are similarities and differences in healthcare in various countries?

Assessment

- La santé, c'est tout!

Skill Objectives

Students will:

- list parts of the body.
- name daily routines.
- identify common illnesses and injuries.
- conjugate reflexive verbs in the Present and Past Perfect.
- replace appropriate objects with the pronouns Y and EN.