

# FRENCH 51

## Description

The French 51 course, a two semester two credit - course, which meets daily and is conducted predominantly in French, is an introduction to literature. Students read short stories, poems, biographies and other authentic materials to improve reading comprehension, to acquire vocabulary and to master advanced grammatical structures. Literature becomes the basis for class discussion and writing allowing students to develop their aural, oral, reading and writing skills. Students are expected to perform at an advanced level by the end of the course.

It is expected that students will be prepared for the rigor of the Advanced Placement language course.

## Course Overview

### Course Goals

Students should:

- read and comprehend authentic literature.
- explore strategies to develop reading comprehension.
- engage in small group and whole class discussions.
- generate vocabulary lists in order to facilitate analysis of the characters, the plot, and cultural nuances.
- prepare lists of synonyms, antonyms and definitions of vocabulary in the target language.
- gain a deeper understanding of Francophone culture.

### Essential Questions

- How do I use another language to communicate with others? (Interpersonal Mode)
- How do I understand what others are trying to communicate in another language? (Interpretive Mode)
- How do I present information, concepts and ideas in another language in a way that is understood? (Presentational Mode)
- 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 reinforce and expand my knowledge of other disciplines and vice versa? (Interdisciplinary Mode)
- 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><b><u>Content Outline</u></b></p> <p>I. <a href="#">Unit 1</a> – La Diversité - Diversity</p> <p>II. <a href="#">Unit 2</a> - L'enfance - Childhood</p> <p>III. <a href="#">Unit 3</a> - Le Conflit - Conflict</p> <p>IV. <a href="#">Unit 4</a> - La joie de vivre - Personal fulfillment</p> <p>V. <a href="#">Unit 5</a> - La francophonie - The French Speaking World</p> <p>VI. <a href="#">Unit 6</a> - L'évolution de la société - The evolution of society</p> <p>VII. <a href="#">Unit 7</a> - L'imagination et la fantaisie - Imagination and fantasy</p>	<p><b><u>Standards</u></b></p> <p><a href="#">Connecticut SDE – World Language Curriculum Framework 2005</a></p> <p>Connecticut World Language Standards are met in the following areas:</p> <ul style="list-style-type: none"> <li>• <i>Communication (Interpersonal Mode)</i></li> <li>• <i>Communication (Interpretive Mode)</i></li> <li>• <i>Communication (Presentational Mode)</i></li> <li>• <i>Cultures</i></li> <li>• <i>Connections (Interdisciplinary Mode)</i></li> <li>• <i>Comparisons Among Languages</i></li> <li>• <i>Comparisons Among Cultures</i></li> <li>• <i>Communities</i></li> </ul>	<p><b>Grade Level Skills</b></p> <p>Students will:</p>

## Pacing Guide

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	Unit 6	Unit 7			
<u><a href="#">La Diversité - Diversity</a></u>	<u><a href="#">L'enfance - Childhood</a></u>	<u><a href="#">Le Conflit - Conflict</a></u>	<u><a href="#">La joie de vivre - Personal fulfillment</a></u>	<u><a href="#">La francophonie - The French Speaking World</a></u>	<u><a href="#">L'évolution de la société - The evolution of society</a></u>	<u><a href="#">L'imagination et la fantaisie - Imagination and fantasy</a></u>			
4 weeks	4 weeks	5 weeks	5 weeks	6 weeks	6 weeks	6 weeks			

**Unit 1 - La Diversité – Diversity, 4 weeks [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:

- share their personal reactions and feelings about authentic literary texts such as poems, plays, short stories and novels.

***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:

- use a dictionary or thesaurus written entirely in the target language, as appropriate, to select words for use in preparing written and oral reports.

**Unit Objectives**

Students will be able to:

- analyze the traits and strengths of the characters in the story.
- observe and discuss customs and celebrations of the target culture.
- justify their reactions to the story.

**Essential Questions**

- How do I use another language to communicate with others? (Interpersonal Mode)
- How do I present information, concepts and ideas in another language in a way that is understood? (Presentational Mode)

**Focus Questions**

- What can I learn about the target culture as I read?
- How can an individual's unique qualities be respected ?
- How did I feel after reading the story and why?
- How can I use a dictionary or thesaurus entirely in the target language to enhance my oral and written work?
- How do I use the regular and irregular verbs in the present tense?
- How do I use the imperative ?
- How do I use *si, quand, depuis* and *venir de* ?

**Assessment**

- Qui suis-je ?

**Skill Objectives**

Students will:

- identify the traits and strengths of the characters in the story.
- list the reasons for their personal reaction to the story.
- demonstrate orally and in writing increased control of the following:
  - the present
  - the imperative
  - idiomatic uses of *si, quand, depuis* and *venir de*
  - new vocabulary

**Unit 2 – L’enfance – Childhood, 4 weeks [top](#)**

**Standards**

***Communication (Interpretive Mode)***

**In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.**

Students will:

- recognize the characters and the significance of their roles when reading authentic literary texts and comprehend the main plot and relevant subplot(s).

***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 information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s).

**Unit Objectives**

Students will be able to:

- analyze and discuss the childhood experiences of the characters in the story and the impact they have on their lives.
- examine their own childhood experiences and compare and contrast them with those experiences of the characters in the stories.

**Essential Questions**

- How do I understand what others are trying to communicate in another language? (Interpretive Mode)
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

**Focus Questions**

- Who are the characters, what roles do they play and what factors influence their actions?
- What are the main events of the plot and relevant subplots?
- What are some common experiences in childhood and adolescence across cultures?
- What impact do childhood and youth experiences have upon a person later in life?
- How do I use the passé composé, the imparfait and the plus-que-parfait ?

**Assessment**

- Souvenirs d’enfance

**Unit Skills**

Students will:

- identify the characters and the significance of their roles.
- list problems that adolescents experience and list solutions to these problems.
- identify when to use the passé composé, imparfait and plus-que-parfait.
- demonstrate orally and in writing increasing control of the following:
  - uses of the passé composé, imparfait and plus-que-parfait
  - new vocabulary

**Unit 3 - Le Conflit – Conflict, 5 weeks [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:

- discuss their personal feelings and ideas with members of the target culture in order to consider alternate viewpoints.

***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:

- prepare oral presentations and/or written summaries on topics of current or historical interest in the target language.

***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 experience or read about, and discuss expressive forms of the culture, including but not limited to literature, periodicals, films, television, websites and the fine arts, in order to explore their effects on the larger community.

**Unit Objectives**

Students will be able to:

- examine what factors lead to political unrest and corruption.
- analyze the impact of political unrest and corruption on society.
- survey members of the target culture to obtain alternate viewpoints regarding political corruption and unrest.
- experience expressive forms of the culture in order to explore their effects on the community through literature, film, the arts, and the media.
- integrate information on a contemporary issue based on research using authentic text.

**Essential Questions**

- How do I use another language to communicate with others? (Interpersonal Mode)
- How do I present information, concepts and ideas in another language in a way that is understood? (Presentational Mode)
- How do I use my understanding of culture to communicate and function appropriately in another culture?

**Focus Questions**

- How does literature become a reflection of the times?
- What are some causes of civil and political unrest?
- How does power affect the choices one makes?

**Assessment**

- Comment vivre ensemble?

**Skill Objectives**

Students will:

- identify the causes of political unrest and corruption.
- list the ways in which political unrest and corruption impact society.
- list and elaborate on contemporary examples of political corruption.
- research a contemporary issue by using authentic texts.
- select information based on relevancy

	<ul style="list-style-type: none"><li>• How do I research a topic of contemporary significance using authentic texts and present my findings to the class?</li><li>• How do I use the future and conditional?</li><li>• How are si clauses formed and what are their subtle differences in meaning?</li></ul>	<p>and accuracy.</p> <ul style="list-style-type: none"><li>• demonstrate the proper use of the future and conditional.</li><li>• demonstrate orally and in writing increasing control of the following:<ul style="list-style-type: none"><li>○ use of the future and the conditional</li><li>○ use of 'si' clauses</li><li>○ new vocabulary</li></ul></li></ul>
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**Unit 4 - La joie de vivre - Personal fulfillment, 5 weeks [top](#)**

**Standards**

***Communication (Interpretive Mode)***

**In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.**

Students will:

- understand the main ideas and relevant details of extended discussions, lectures and formal presentations on topics related to daily life and/or historical or contemporary themes in the target culture.

***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, analyze and evaluate themes, ideas and perspectives that are related to the target culture.

**Unit Objectives**

Students will be able to:

- summarize the plot and predict how the characters will react.
- compare and contrast cultural perspectives regarding personal happiness and personal relationships.
- present a brief formal presentation on topics related to daily life and/or historical or contemporary themes in the target language.

**Essential Questions**

- How do I understand what others are trying to communicate in another language? (Interpretive Mode)
- How do I use my understanding of culture to communicate and function appropriately in another culture?

**Focus Questions**

- How can I predict how the characters will react to situations?
- What makes an individual happy and how does that affect personal relationships?
- How is happiness perceived by various cultures and how do the actions of others influence our happiness?
- When and why do I use the present subjunctive?

**Assessment**

- Une recette pour le bonheur (il faut, il faudrait que...)

**Skill Objectives**

Students will:

- list themes, ideas and perspectives that are related to happiness and personal and social relationships.
- research a topic related to daily life and/or historical or contemporary themes.
- underline relevant information from websites in the target culture.
- pick out the relevant details of brief formal presentations on topics.
- identify when to use the present subjunctive.
- demonstrate orally and in writing increasing control of the following:
  - uses of the present subjunctive
  - new vocabulary



**Unit 5 - La francophonie - The French Speaking World, 6 weeks [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:

- prepare oral and/or written analyses in the target language of the plot, character, descriptions and development, and themes found in authentic literary works, including poems, plays, short stories and short works of fiction or nonfiction.

***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 and analyze products and practices of the target culture (e.g., social, economic, legal and political), and explore the relationships between these products and practices and the perspectives of the culture.

***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 new information and perspectives gained through world language study to expand their personal knowledge and interdisciplinary connections.

**Unit Objectives**

Students will be able to:

- defend and justify the traditions, celebrations and customs of the target culture as well as their own.
- analyze themes and topics found in authentic non-fiction.
- increase their personal knowledge and appreciate interdisciplinary connections gained through the study of French.
- compare and contrast different traditions and the role that they play and have played in francophone culture.

**Essential Questions**

- How do I present information, concepts and ideas in another language in a way that is understood? (Presentational Mode)
- 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 reinforce and expand my knowledge of other disciplines and vice versa? (Interdisciplinary Mode)

**Focus Questions**

- How can I defend a custom or celebration to someone unfamiliar with it?
- What interdisciplinary connections can I make

**Assessment**

- Le Français dans le monde

**Skill Objectives**

Students will:

- list the customs and activities related to a specific Francophone tradition or celebration.
- identify the roles that traditions play and have played in society.
- demonstrate orally and in writing increasing control of the following:
  - the use of personal pronouns
  - new vocabulary

	<p>through my study of French?</p> <ul style="list-style-type: none"><li>• How does the use of personal pronouns affect the structure and syntax of a sentence?</li></ul>	
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**Unit 6 – L'évolution de la société - The Evolution of Society, 6 weeks [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:

- work in groups to develop solutions to problems that are of contemporary or historical interest in both the target and their native cultures.

***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:

- analyze the similarities and differences among sources, selecting the most appropriate information for specific purposes.

***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:

- analyze how other cultures view the role of the United States in the world arena.

**Unit Objectives**

Students will be able to:

- compare and contrast how their lives differ from that of previous generations.
- evaluate the role of education in adapting to a new society.
- examine how others view the role of the United States in the world arena.

**Essential Questions**

- How do I use another language to communicate with others? (Interpersonal Mode)
- How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa? (Interdisciplinary Mode)
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

**Focus Questions**

- What role do social, political, legal and economic issues play in the lives of the characters?
- How do the French perceive immigration and how does that attitude affect immigrants?

**Assessment**

- Je m'appelle 'Azouz' et je suis français

**Skill Objectives**

Students will:

- list the issues related to the changing face of francophone societies
- list the ways in which customs and mores affect the lives of the characters in the story.
- identify changes that have taken place in society.
- select appropriate sources for research.
- recognize the way others view the

	<ul style="list-style-type: none"> <li>• How do other countries view the United States and why?</li> <li>• When do I use relative, possessive and demonstrative pronouns?</li> </ul>	<p>citizens of the United States.</p> <ul style="list-style-type: none"> <li>• identify the use of relative, possessive and demonstrative pronouns.</li> <li>• demonstrate orally and in writing increasing control of the following: <ul style="list-style-type: none"> <li>○ uses of the relative, possessive and demonstrative pronouns</li> <li>○ new vocabulary</li> </ul> </li> </ul>
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**Unit 7 - L'imagination et la fantaisie - Imagination and Fantasy, 6 weeks [top](#)**

**Standards**

***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:

- cite evidence to support conclusions, distinguish between fact and opinion, and connect new and previous learning both in written and oral communication.

***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:

- read literature, listen to music and view films and websites in the target language for entertainment.

**Unit Objectives**

Students will be able to:

- judge fact vs. fiction and formulate an opinion based on this information.
- compare and contrast a film and the source on which it was based.

**Essential Questions**

- How do I demonstrate an understanding of the similarities, differences and interactions across languages?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

**Focus Questions**

- How do I determine the difference between fact and fiction and formulate an opinion?
- How is fantasy explored in literature and film?
- How do I determine the accuracy of a story turned into a film?
- Why do people enjoy fantasy and what role does it play in their lives?

**Assessment**

- L'essentiel est invisible pour les yeux

**Skill Objectives**

Students will:

- list reasons why fantasy is an important part of our lives.
- identify the underlying theme of fantasy-based story.
- view a film and retell the plot.
- cite evidence to support conclusions.
- list the reasons why they like or dislike the film.