

FRENCH 60

Description

French 60 is a two semester, two credit course, which meets daily and is conducted primarily in French, focuses on increasing proficiency. In order to build this proficiency, students will be exposed to a wide variety of authentic materials including excerpts from literature, film, materials from periodicals and the internet. They will be exposed to grammar review and topical vocabulary with the goal of functioning in a variety of authentic situations. Students are exposed to a wide variety of written, auditory, and visual materials including music, video, film, Pod casts, periodicals and authentic literature from French authors.

Course Overview

Course Goals

Students should:

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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 broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me? (Intradisciplinary 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

Assessments

Common Assessments

Skill Assessments

	my opportunities?	
Content Outline	Standards	Grade Level Skills
<p>I. Unit 1 – La famille et la société en évolution - Family and Society in Transition</p> <p>II. Unit 2 - Perspectives historiques - Historical Perspectives</p> <p>III. Unit 3 - L'évolution de la politique - Evolution of Politics</p> <p>IV. Unit 4 - La France et le monde - France and the World</p> <p>V. Unit 5 - L'actualité - Current Events</p> <p>VI. Unit 6 - L'expression d'une idée - The Expression of Ideas</p> <p>VII. Unit 7 - L'art de raconter - The Art of Storytelling</p> <p>VIII. Unit 8 - S'évader et s'amuser - Escaping and Having Fun</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 (Interpretive Mode)</i> • <i>Communication (Presentational Mode)</i> • <i>Cultures</i> • <i>Connections (Intradisciplinary Mode)</i> • <i>Comparisons Among Languages</i> • <i>Comparisons Among Cultures</i> • <i>Communities</i> 	<p>Students will:</p>

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	Unit 8		
La famille et la société en évolution - Family and Society in Transition	Perspectives historiques - Historical Perspectives	L'évolution de la politique - Evolution of Politics	La France et le monde - France and the World	L'actualité - Current Events	L'expression d'une idée - The Expression of Ideas	L'art de raconter - The Art of Storytelling	S'évader et s'amuser - Escaping and Having Fun		
4-5 weeks	4-5 weeks	4-5 weeks	4-5 weeks	4-5 weeks	4-5 weeks	4-5 weeks	4-5 weeks		3 weeks

Unit 1 - La famille et la société en évolution - Family and Society in Transition, 4-5 weeks [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:

- interact in a variety of cultural contexts that reflect both peer group and adult activities within the target culture, using the appropriate verbal and nonverbal clues.

Unit Objectives

Students will be able to:

- discuss current issues facing the role of family in francophone society.
- compare and contrast the French secondary and university education systems and that of the united States.
- compare and contrast the expectations of family in both French and American societies.
- analyze how verbal and non verbal clues affect communication.

Essential Question

- How do I use my understanding of culture to communicate and function appropriately in another culture?

Focus Questions

- What are the issues affecting the role of the family in today's society?
- How is the French education system different from the American education system?
- What are non verbal ways in which one communicates?

Assessment

- La vie à l'école et à l'université

Skill Objectives

Students will:

- generate a list of vocabulary related to the family and relationships in which people engage.
- conjugate verbs in the present, present perfect, imperfect and the pluperfect.
- list characteristics of French secondary and university education systems.
- list expectations related to the family in French society.

Unit 2 – Perspectives historiques - Historical Perspectives, 4-5 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:

- exchange opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures.

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 countries view the role of the US in the world arena.

Unit Objectives

Students will be able to:

- explain how events in French history have impacted society.
- make connections between the past and the present.
- analyze France’s perception of the US throughout history.

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 Questions

- How have events in French history impacted society?
- How do I structure if clauses to hypothesize?

Assessment

- Si j’ étais français(e), je serais.

Skill Objectives

Students will:

- generate a list of vocabulary to discuss French history.
- list major events in French history.
- list the ways the France has viewed its relations with the US.
- list the patterns of si clauses.
- conjugate verbs in the following tenses and determine their use in si clauses.

Unit 3 – L'évolution de la politique - Evolution of Politics, 4-5 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:

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

Unit Objectives

Students will be able to:

- examine French politics.
- evaluate its government.

Essential Question

- How do I use another language to communicate with others?

Focus Questions

- How was the current political landscape been shaped and affected by the past?
- How is the French political system different from the American political system?
- How do I discuss my feelings and opinions using the subjunctive mood?

Assessment

- Il faut que vous respectiez les lois !

Skill Objectives

Students will:

- generate a list of vocabulary referring to French politics and government.
- identify the major political parties in France and the differences among them.
- create a list of previous political figures.
- generate a list of the movements that have shaped the current political landscape.
- conjugate verbs in the present subjunctive and identify when to use it in noun clauses and with adverbial conjunctions.

Unit 4 – La France et le monde - France and the World, 4-5 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:

- use a writing process in producing work that includes self assessment and discussion with other students.

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:

- compare and contrast the treatment of current issues across cultures by drawing on authentic texts.

Unit Objectives

Students will be able to:

- analyze the effects of globalization on the French marketplace.
- compare and contrast the effects of immigration on French and American societies.
- incorporate self assessment and peer editing into the writing process.
- discuss the effects of imperialism on former colonies in the francophone world.
- establish the correct use of pronouns.

Essential Questions

- 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?

Focus Questions

- What has been the impact of globalization on French society, business and industry?
- How have the French responded to environmental concerns?
- What has been the impact of immigration on French society?
- How will self assessment and discussion with peers improve my writing?
- What are the different kinds of pronouns necessary for effective communication and how are they used?

Assessment

- Moi, Toi, Lui, et Elle : Parlons de nous !

Skill Objectives

Students will:

- generate a list of vocabulary related to globalization, immigration and colonization.
- identify areas of concern of the French in the globalization debate.
- list the ethnic groups currently immigrating to France.
- identify former French colonies.
- generate a list of pronouns.
- list tools for self assessment in writing.

Unit 5 – L’actualité - Current Events, 4-5 weeks [top](#)

Standards

Communication (Presentation 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.

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:

- use multiple media resources to analyze aspects of the target culture(s) and apply their knowledge to new situations.

Unit Objectives

Students will be able to:

- evaluate written materials.
- incorporate information from a variety of sources.
- present information that is well organized.
- increase their understanding of contemporary French society.
- design written and oral communication with smooth transitions among ideas and concepts.

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 another language and culture to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me? (Intradisciplinary Mode)

Focus Questions

- What are some of the current events affecting French society and culture today and how are they impacting society?
- How are ways that I can improve communication by using transitional words?

Assessment

- C’est mon opinion que...

Skill Objectives

Students will:

- evaluate written materials.
- incorporate information from a variety of sources.
- present information that is well organized.
- increase their understanding of contemporary French society.
- design written and oral communication with smooth transitions among ideas and concepts.

Unit 6 – L’expression d’une idée - The Expression of Ideas, 4-5 weeks [top](#)

Standards

Communication (Presentation 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:

- describe, explain, express opinions about and analyze stories, plays poems or other literature, as well as radio programs, music, films, art and websites.

Unit Objectives

Students will be able to:

- compare and contrast environmental concern of city dwellers and those who live in the country.
- assess solutions to these concerns.

Essential Question

- How do I present information, concepts and ideas in another language in a way that is understood? (Presentation Mode)

Focus Questions

- What are some contemporary environmental concerns and what solutions are there?
- How do I incorporate prepositions and prepositional phrases to my writing and speaking?

Assessment

- Le Grand Débat: Qu’est-ce qui est meilleur, la vie en ville ou à la campagne ?

Skill Objectives

Students will:

- generate a list of vocabulary related to then environment.
- generate a list of environmental concerns.
- list solutions to these concerns.
- generate a list of advantages and disadvantages to living in an urban or rural setting.
- list prepositions.

Unit 7 – L’art de raconter - The Art of Storytelling, 4-5 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:

- comprehend the main ideas and relevant details of live and recorded presentations of culturally significant songs, folk tales, plays, comedies and anecdotes.

Unit Objectives

Students will be able to:

- evaluate the themes presented in a film.
- assess how the media influences society.
- compare and contrast the ways in which the media portrays the news in France and in the US.

Essential Question

- How do I understand what others are trying to communicate in another language? (Interpretive Mode)

Focus Questions

- What differences are there between the French media and the American media?
- What are the major themes presented in the film?
- How will the use of comparatives and superlatives enrich my communication skills?

Assessment

- Le déclin du cinéma français

Skill Objectives

Students will:

- evaluate the themes presented in a film.
- assess how the media influences society.
- compare and contrast the ways in which the media portrays the news in France and in the US.

Unit 8 – S’evader et s’amuser - Escaping and Having Fun, 3 weeks [top](#)

Standards

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:

- increase understanding of the history, art, music, food, celebrations, and other aspects of the culture of Spanish speaking countries.
- demonstrate a deep understanding of cultural similarities and differences.
- elaborate on a topic in the target language.
- demonstrate an understanding of French grammar.

Essential Question

- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Focus Questions

- How do I research in the target language a topic of cultural, historical or social interest?
- How do I present my findings in a way that is accurate, logical and understood?

Assessment

- Fêtes dans le monde francophone

Skill Objectives

Students will:

- research a topic of cultural, historical or social interest in the target culture.
- select information based on relevancy and accuracy.
- define key elements of French culture.
- demonstrate an understanding of the use of technology.