

Curriculum Development  
In the Fairfield Public Schools

**FAIRFIELD PUBLIC SCHOOLS**  
FAIRFIELD, CONNECTICUT

**FRENCH 10**

BOARD OF EDUCATION APPROVED 10/23/2007

# **FRENCH 10 CURRICULUM**

## **Statement of Purpose**

The goal of our World Language program is to encourage an understanding of and an interest in other cultures through the study of another language and to develop skills that allow for communication in a target language. In French 10, students will develop basic language skills and an awareness of the products, practices and perspectives of the target culture.

## **Audience**

Middle School: grade 7, High School: Grades 9, 10, 11, and 12

## **Prerequisite**

None

## **Design & Description**

This year-long course is an introductory course that provides a basic foundation in French. It is intended for a student that has had no prior experience in French. The emphasis is on acquiring basic grammatical structures, vocabulary and idioms to begin communicating in French. Students will begin to develop reading writing, listening and speaking skills. Students become familiar with the geography and culture of French-speaking countries.

## **Course Objectives**

Students will be able to:

- greet one another and exchange simple personal information.
- express likes, dislikes and preferences about things and activities.
- talk about their school schedules and discuss opinions of their classes.
- compare and contrast the French and US school systems.
- have a simple conversation to discuss the purchase of school supplies.
- discuss what sports and pastimes they do in different weather and seasons.
- order food and drink politely in a French café.
- express their likes and dislikes regarding food and drink.
- make plans for recreational activities.

## **Skill Objectives**

Students will

- greet people and say good-bye.
- state their name and age and ask others' name and age.
- ask how people are and tell how they are.
- identify some things in a teenager's life.
- identify common activities.
- count from 0 to 20.
- use tu and vous appropriately.
- make sentences negative.
- use the appropriate definite article with target vocabulary.
- identify subject pronouns in French.

- use appropriate subject-verb agreement with regular –er verbs in the present tense.
- identify school subjects.
- tell time.
- list days of the week.
- say when they have certain classes.
- count from 21 to 59.
- identify expressions for agreeing and disagreeing.
- describe classes.
- determine when to use si instead of oui.
- create a graphic organizer showing similarities and differences between the French and U.S. school systems.
- conjugate the verb “avoir” in the present tense.
- identify school supplies.
- identify colors.
- count from 60 to 100.
- express need using “il me faut”.
- make purchases.
- ask and write prices in Euros appropriately.
- use indefinite articles appropriately.
- demonstrate adjective agreement with colors and school supplies.
- list some school supplies needed by French students.
- express negation with quantities.
- identify the demonstrative adjectives.
- identify sports and hobbies.
- identify weather expressions.
- identify seasons.
- write the date.
- conjugate the verbs “faire” and “jouer à” in the present tense.
- determine whether to use “jouer à” or “faire de”.
- define some adverbs of frequency.
- utilize adverbs of frequency appropriately.
- identify some expressions used to make plans.
- list some activities and sports young people do in Quebec.
- express temperature using Celsius and Fahrenheit.
- identify foods and beverages typically found in a French café.
- express opinions of food and drink.
- order and pay for food and beverage items in a café.
- conjugate the verb “prendre” in the present tense.
- address the waiter politely.
- explain tipping procedure in a French café.
- tell others what to do using the imperative.
- identify recreational activities in a city or town.
- identify common places to go for recreation in a city or town.
- make questions using interrogative words.
- identify various ways to invite, accept, and decline invitations.
- read a schedule written with official 24-hour time.

- conjugate the verb “aller” in the present tense.
- conjugate the verb “vouloir”.
- use “aller + infinitive” to express near future.
- use le with days of the week to express a repeated activity.
- use the contraction à appropriately.

### **World Language 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 greet others and exchange essential information, including names, addresses, birthplaces, telephone numbers and e-mail addresses.

Students will exchange basic information about events, such as classes, meetings and meals.

Students will describe various objects and people found at home and school.

Students will describe their favorite activities at home and school.

Students will express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments.

Students will exchange thoughts about people, activities and events in their personal lives or communities.

#### ***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 short conversations among peers and familiar adults on well-known topics, including their favorite activities at home or school.

Students will comprehend brief notes on familiar topics, including daily activities at home or school.

Students will comprehend the principal message in highly illustrated texts in which cognates are used, including stories, newspaper articles and advertisements.

Students will comprehend the basic content of written materials selected by the teacher on the basis of topical familiarity, e.g. personal letters, websites, pamphlets, advertisements and illustrated newspaper and magazine articles.

Students will recognize and respond appropriately to questions, statements or commands.

Students will comprehend short conversations among peers and familiar adults on well-known topics, including their favorite activities at home or school.

Students will comprehend the main idea when listening to peers and familiar adults discuss topics of personal interests.

*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 short informal notes in which they describe or provide information about themselves, their friends and families, and their school activities.

*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 use appropriate gestures and oral expressions for greetings, farewells and common or familiar classroom interactions of the target culture.

Students will observe, identify, and discuss patterns of behavior or interactions that are typical of their peer group in the target culture.

Students will identify, discuss, analyze and evaluate themes, ideas, perspectives that are related to the practices and products being studied.

*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 produce coherent and accurate written work for a variety of purposes, e.g. lists, messages, short notes and journal entries.

*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 identify and describe some cultural beliefs and perspectives relating to family, school, work and play across cultures.

*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 discuss their families, school experiences, free-time activities and current events in the target language in written or oral form.

## **Information and Technology Standards (to be added)**

### **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 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?

### **Focus Questions**

- How do I communicate in French when I greet someone?
- How do I talk about what I like and dislike?
- When do I use “tu” versus “vous”?
- How do I express negation?
- What are definite articles and how are they used?
- What are subject pronouns and how are they used?
- What are regular -er verbs and how are they used?
- How do I talk about my school day using the verb avoir?
- How do I answer yes or no questions?
- How is the French school system similar to and different from the American system?
- How do I discuss what school supplies I need?
- How do I make purchases in France and other francophone countries?
- How do I describe colors of objects using appropriate adjective agreement?
- How is the Euro similar to and different from the American dollar?
- How does my school shopping experience compare to the French school shopping experience?
- How do I express negation with quantities?
- How do I talk about sports and hobbies during different seasons and weather?
- How do I express how often I participate in certain activities?
- How do I use “faire” and “jouer à” to communicate participation in activities?
- How do I express temperature in Fahrenheit and Celsius?
- What sports and pastimes do young people do in Quebec?
- How do I order and pay for food and drink politely in a French café?
- What is the verb “prendre” and how is it used?
- How do I discuss my opinions of food and drink?
- How do I make plans with friends?

- How do I discuss common recreational activities in a city or town?
- What is the official time/24 hour clock and how is it used?
- When and how do I use the verb “aller”?
- When and how do I use the verb “vouloir”?
- What are contractions and when is à used.

# UNITS of STUDY

## Unit 1: Getting to Know You

### World Language 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 greet others and exchange essential information, including names, addresses, birthplaces, telephone numbers and e-mail addresses.

#### *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 use appropriate gestures and oral expressions for greetings, farewells and common or familiar classroom interactions of the target culture.

### Essential Questions

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

### Focus Questions

- How do I communicate in French when I greet someone?
- How do I talk about what I like and dislike?
- When do I use “tu” versus “vous”?
- How do I express negation?
- What are definite articles and how are they used?
- What are subject pronouns and how are they used?
- What are regular -er verbs and how are they used?

### Core Topics

#### **Vocabulary**

- Greetings and farewells
- Name and age
- How people are
- Some things in a teenager’s life
- Numbers 0-20
- Activities

#### **Grammar**

- Sentence negation
- Definite articles and gender of nouns

- Subject pronouns
- Regular –er verbs

### **Culture**

- Tu versus vous

### **Unit Objectives**

Students will be able to:

- greet one another and exchange simple personal information.
- express likes, dislikes and preferences about things and activities.

### **Skill Objectives**

Students will:

- greet people and say good-bye.
- state their name and age and ask others' name and age.
- ask how people are and tell how they are.
- identify some things in a teenager's life.
- identify common activities.
- count from 0 to 20.
- use tu and vous appropriately.
- make sentences negative.
- use the appropriate definite article with target vocabulary.
- identify subject pronouns in French.
- use appropriate subject-verb agreement with regular –er verbs in the present tense.

### **Sample Assessments**

#### **Written**

Write a letter to a French pen pal. Introduce yourself and tell your age and likes and dislikes. Also include what your friends do and what you do together. Be sure to ask your pen pal's age and interests.

#### **Oral**

Create a brief conversation between two French-speaking classmates. The students exchange greetings, names, ages, and likes and dislikes.

### **Pacing**

7 weeks

## Unit 2: At School

### World Language 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 basic information about events, such as classes, meetings and meals.

#### *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 short conversations among peers and familiar adults on well-known topics, including their favorite activities at home or school.

Students will comprehend brief notes on familiar topics, including daily activities at home or school.

#### *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 short informal notes in which they describe or provide information about themselves, their friends and families, and their school activities.

### Essential Questions

- How do I use another language to communicate with others?
- How do I understand what others are trying to communicate in another language?
- How do I present information, concepts and ideas in another language in a way that is understood?

### Focus Questions

- How do I talk about my school day using the verb avoir?
- How do I answer yes or no questions?
- How is the French school system similar to and different from the American system?

### Core Topics

#### **Vocabulary**

- School subjects
- Time of day
- Days of the week
- Class schedule
- Numbers 21-59
- Words used to agree and disagree

- Adjectives used to describe classes

### **Culture**

- French school system

### **Grammar**

- Si versus Oui
- Forms of the verb Avoir (to have)

### **Unit Objectives**

Students will be able to:

- talk about their school schedules and discuss opinions of their classes.
- compare and contrast the French and US school systems.

### **Skill Objectives**

Students will:

- identify school subjects.
- tell time.
- list days of the week.
- say when they have certain classes.
- count from 21 to 59.
- identify expressions for agreeing and disagreeing.
- describe classes.
- determine when to use si instead of oui.
- create a graphic organizer showing similarities and differences between the French and U.S. school systems.
- conjugate the verb “avoir” in the present tense.

### **Sample Assessments**

#### **Written**

Write out your school schedule for the week. Include days of the week, times, and classes.

#### **Oral**

Act out a scene in which students are discussing when they have classes and their opinion of those classes.

### **Pacing**

5 weeks

### Unit 3: Everything for Back to School

#### World Language 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 describe various objects and people found at home and school.

##### *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 principal message in highly illustrated texts in which cognates are used, including stories, newspaper articles and advertisements.

##### *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 observe, identify, and discuss patterns of behavior or interactions that are typical of their peer group in the target culture.

Students will identify, discuss, analyze and evaluate themes, ideas, perspectives that are related to the practices and products being studied.

##### *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 identify and describe some cultural beliefs and perspectives relating to family, school, work and play across cultures.

#### Essential Questions

- How do I use another language to communicate with others?
- How do I understand what others are trying to communicate in another language?
- How do I use my understanding of culture to communicate and function appropriately in another culture?
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

#### Focus Questions

- How do I discuss what school supplies I need?
- How do I make purchases in France and other francophone countries?
- How do I describe colors of objects using appropriate adjective agreement?

- How is the Euro similar to and different from the American dollar?
- How does my school shopping experience compare to the French school shopping experience?
- How do I express negation with quantities?

### **Core Topics**

#### **Vocabulary**

- School supplies
- Colors
- Numbers 60-100
- Expressions used to make purchases

#### **Grammar**

- Expressing negative quantities
- Adjective agreement with colors
- Indefinite articles
- Idiomatic expression to need “il me faut”
- Demonstrative adjectives

#### **Culture**

- The Euro
- Shopping for school supplies in France

### **Unit Objective**

Students will be able to:

- have a simple conversation to discuss the purchase of school supplies.

### **Skill Objectives**

Students will:

- identify school supplies.
- identify colors.
- count from 60 to 100.
- express need using “il me faut”.
- make purchases.
- ask and write prices in Euros appropriately.
- use indefinite articles appropriately.
- demonstrate adjective agreement with colors and school supplies.
- list some school supplies needed by French students.
- express negation with quantities.
- identify the demonstrative adjectives.

### **Sample Assessments**

#### **Written**

Write a shopping list of what you need for each class. Include colors on some of the items.

#### **Oral**

Act out a conversation between a salesperson and a student buying school supplies. Discussion should include color and prices.

**Pacing**  
5 weeks

## Unit 4: In Quebec

### World Language 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 describe their favorite activities at home and school.

#### *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 basic content of written materials selected by the teacher on the basis of topical familiarity, e.g. personal letters, websites, pamphlets, advertisements and illustrated newspaper and magazine articles.

#### *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 discuss their families, school experiences, free-time activities and current events in the target language in written or oral form.

### Essential Questions

- How do I use another language to communicate with others?
- How do I understand what others are trying to communicate in another language?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

### Focus Questions

- How do I talk about sports and hobbies during different seasons and weather?
- How do I express how often I participate in certain activities?
- How do I use “faire” and “jouer à” to communicate participation in activities?
- How do I express temperature in Fahrenheit and Celsius?
- What sports and pastimes do young people do in Quebec?

### Core Topics

#### **Vocabulary**

- Sports and hobbies
- Weather
- Seasons
- Months and dates
- Adverbs of frequency
- Expressions used for making plans

#### **Grammar**

- Verbs Faire (to do, make) and Jouer à (to play) in the present tense
- Faire de versus Jouer à
- Adverb placement

### **Culture**

- Québec
- Celsius versus Fahrenheit

### **Unit Objective**

Students will be able to:

- discuss what sports and pastimes they do in different weather and seasons.

### **Skill Objectives**

Students will:

- identify sports and hobbies.
- identify weather expressions.
- identify seasons.
- write the date.
- conjugate the verbs “faire” and “jouer à” in the present tense.
- determine whether to use “jouer à” or “faire de”.
- define some adverbs of frequency.
- utilize adverbs of frequency appropriately.
- identify some expressions used to make plans.
- list some activities and sports young people do in Quebec.
- express temperature using Celsius and Fahrenheit.

### **Sample Assessments**

#### **Written**

Write a pen pal letter discussing the activities that you do in each of the four seasons during different weather conditions. Include how often you do the activities and what you do with your friends.

#### **Oral**

Orally describe pictures depicting people participating in various activities in different seasons.

### **Pacing**

7 weeks

## Unit 5: Let's Go to a Café

### World Language 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 express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments.

Students will exchange thoughts about people, activities and events in their personal lives or communities.

#### *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 and respond appropriately to questions, statements or commands.

### Essential Questions

- How do I use another language to communicate with others?
- How do I understand what others are trying to communicate in another language?

### Focus Questions

- How do I order and pay for food and drink politely in a French café?
- What is the verb “prendre” and how is it used?
- How do I discuss my opinions of food and drink?

### Core Topics

#### **Vocabulary**

- Food and beverages
- opinions of food
- Ordering and paying in a café

#### **Grammar**

- Forms of the verb Prendre (to take, have food or drink)

#### **Culture**

- Tipping
- Addressing the waiter politely

### Unit Objectives

Students will be able to:

- order food and drink politely in a French café.
- express their likes and dislikes regarding food and drink.

### Skill Objectives

Students will:

- identify foods and beverages typically found in a French café.
- express opinions of food and drink.
- order and pay for food and beverage items in a café.
- conjugate the verb “prendre” in the present tense.
- address the waiter politely.
- explain tipping procedure in a French café.
- tell others what to do using the imperative.

### **Sample Assessments**

#### **Written**

Create a simple café menu using the target vocabulary.

#### **Oral**

Create and act out a café scene between a waiter and a French-speaking client.

### **Pacing**

5 weeks

## **Unit 6: Let's Have Fun**

### **World Language 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 short conversations among peers and familiar adults on well-known topics, including their favorite activities at home or school.

Students will comprehend the main idea when listening to peers and familiar adults discuss topics of personal interests.

#### ***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 produce coherent and accurate written work for a variety of purposes, e.g. lists, messages, short notes and journal entries.

### **Essential Questions**

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

### **Focus Questions**

- How do I make plans with friends?
- How do I discuss common recreational activities in a city or town?
- What is the official time/24 hour clock and how is it used?
- When and how do I use the verb “aller”?
- When and how do I use the verb “vouloir”?
- What are contractions and when is à used.

### **Core Topics**

#### **Vocabulary**

- Things to do
- Places a city or town
- Invitations

#### **Grammar**

- Le with days of the week to express repeated activity
- verb Aller (to go) in the present tense
- verb vouloir (to want) in the present tense
- Aller + infinitive
- Interrogatives and asking questions
- Contractions with à

#### **Culture**

- Official time (the 24-hour clock)

### **Unit Objective**

Students will be able to:

- make plans for recreational activities.

### **Skill Objectives**

Students will:

- identify recreational activities in a city or town.
- identify common places to go for recreation in a city or town.
- make questions using interrogative words.
- identify various ways to invite, accept, and decline invitations.
- read a schedule written with official 24-hour time.
- conjugate the verb “aller” in the present tense.
- conjugate the verb “vouloir”.
- use “aller + infinitive” to express near future.
- use le with days of the week to express a repeated activity.
- use the contraction à appropriately.

### **Sample Assessments**

#### **Written**

Write a postcard from a city you are visiting. Tell where you are going in the city and what you are going to do there.

#### **Oral**

Call your friend to discuss plans for the weekend. Be sure to make a suggestion, refuse one idea, and accept another. Determine the date, time, and location of your meeting and confirm the arrangements.

### **Pacing**

5 weeks