

Curriculum Development
In the Fairfield Public Schools

FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CONNECTICUT

FRENCH 20
GRADE 8 FRENCH

BOARD OF EDUCATION APPROVED 03/10/2009

FRENCH 20

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 20, students will continue to develop basic language skills and an awareness of the products, practices and perspectives of the target culture.

Audience

Middle School: grade 8, High School: Grades 9, 10, 11, and 12

Prerequisite

Grade 7 French or French 10

Design & Description

This year-long course is a second year course that builds on the basic foundations begun in French 10. The emphasis is on continuing the acquisition of vocabulary, idiomatic expressions, and basic grammatical structures to improve communication in French. Students will continue to develop listening, speaking, reading, and writing skills. Students become more familiar with various cultural themes of French-speaking countries.

Course Objectives

Students will be able to:

- describe their family members and homes using the verb être and adjectives correctly.
- shop for food using expressions of quantity appropriately.
- politely offer, accept, and refuse food at meal time.
- make a phone call and relate past events.
- have a conversation where they ask for and give advice.
- describe what they are wearing and what they wear in various situations.
- plan where to go, what to bring, and what to do during a vacation and discuss past vacation experiences.
- run errands and get around town.

Skill Objectives

Students will be able to:

- identify family members and pets.
- describe and characterize people.
- discuss household chores.
- describe their home.
- ask for, grant, and refuse permission.
- conjugate and use the verb “être” correctly.
- express possession with “de” or possessive adjectives.
- compare and contrast French family life and American family life.
- identify typical foods in a market.

- create a shopping list of foods needed for meal preparation.
- request a specific quantity of various food items.
- offer, accept, and refuse food.
- conjugate and use the verb “pouvoir.”
- use the partitive appropriately.
- compare and contrast food shopping experiences in the U.S. and various francophone countries.
- discuss typical school day activities in the past tense.
- make a phone call and leave a message in French.
- use the passé composé accurately in conversations.
- ask for and give advice.
- discuss typical school day activities in the past tense.
- make a phone call and leave a message in French.
- use the passé composé accurately in conversations.
- ask for and give advice.
- identify clothing and accessories.
- describe what people are wearing.
- ask for and give fashion advice.
- conjugate and use the verb “mettre” in the present tense and passé composé.
- conjugate and use regular –ir verbs in the present tense and passé composé.
- compare and contrast French and American clothing and size differences.
- discuss cultural differences concerning compliments.
- discuss where to go on vacation.
- discuss what to do on vacation.
- list what to pack for vacation.
- use appropriate expressions to see someone off.
- conjugate the verbs partir, sortir, and dormir in the present tense.
- discuss future plans for vacation.
- relate past vacation experiences.
- compare and contrast French and American vacation habits.
- identify different stores and places of business.
- match errands with locations.
- tell how they would get around town.
- ask for and give directions.
- use contractions with à and de appropriately when discussing location.

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 information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.

Students will give and follow directions in order to travel from one location to another and ask questions for clarification.

Students will acquire goods and/or services through basic negotiations and exchange of monies.

Students will work in groups to plan events and activities to be carried out in the target language, evaluate their efforts and identify ways to improve their communication in the target language.

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 work individually to collect data on familiar topics from various print, digital and electronic resources.

Students will begin to make informed hypotheses about the meaning of unfamiliar, more complicated passages in the target language, based on contextual clues.

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 audio or visual messages in the target language for their peers in the target culture on topics of personal interest in their daily lives.

Students will summarize the plot and provide brief descriptions of characters in selected poems, short stories, folk tales and anecdotes in the target language.

Students will prepare a diary of their daily activities and those of their families and friends 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 authentic products, such as those found in the target culture's homes and communities, and discuss their significance.

Students will participate in age-appropriate cultural activities, including, but not limited to adolescent games (e.g., card, board, computer and outdoor games), sports-related activities, music, television and the Internet.

Students will use appropriate verbal and nonverbal behavior for daily activities among peers and for activities or contexts that include adult interactions.

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 critical thinking gained through world language study to expand their personal knowledge.

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 expand their understanding of the target culture(s) and integrate it with their existing knowledge base.

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 oral and written language to relate their own experiences and construct their own stories.

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 solicit their peers' opinions on aspects of culture through face-to-face contact or written exchanges and compare this information with how their peers in the target culture(s) view the same topic.

Students will use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other 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 interact with members of the local community who are employed in a variety of professions to learn how they use the target language in their work.

Students will use various media from the target language and culture for entertainment.

Information and Technology Standards (to be added)

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?

- 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?
- 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?
- 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 identify family members and pets?
- How do I describe and characterize people?
- How do I discuss household chores?
- How do I describe my home?
- How do I ask for, grant, and refuse permission?
- How do I conjugate and use the verb “être” correctly?
- How do I express possession with “de” or possessive adjectives?
- How do I compare and contrast French and American family life?
- How do I identify typical foods found in a market?
- How do I create a shopping list of foods needed for food preparation?
- How do I request a specific quantity of various food items?
- How do I offer, accept, and refuse food?
- How do I conjugate and use the verb “pouvoir”?
- What is the partitive and how do I use it appropriately?
- How do I compare and contrast food shopping experiences in the U.S. and various francophone countries?
- How do I discuss typical school day activities in the past tense?
- How do I make a phone call and leave a message in French?
- What is the passé composé and how do I use it accurately in conversation?
- How do I ask for and give advice?
- How do I identify clothing and accessories?
- How do I describe what people are wearing?
- How do I ask for and give fashion advice?
- How do I conjugate and use the verb “mettre” in the present tense and the passé composé?
- How do I conjugate and use regular –ir verbs in the present tense and the passé composé?
- How do I compare and contrast French and American clothing and size differences?
- How do I discuss cultural differences concerning compliments?
- How do I discuss where to go on vacation?
- How do I discuss vacation activities?

- How do I identify what to pack for vacation?
- How do I see someone off in French?
- How do I conjugate the verbs partir, sortir, and dormir in the present tense?
- How do I discuss future plans?
- How do I relate past vacation experiences?
- How do I compare and contrast French and American vacation habits?
- How do I identify different stores and places of business?
- How do I match errands with location?
- How do I tell how to get around town?
- How do I ask for and give directions?
- How do I use contractions with “à” and “de” appropriately when discussing location?

UNITS of STUDY

Unit 1: The Family

World Language Standards

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 solicit their peers' opinions on aspects of culture through face- to-face contact or written exchanges and compare this information with how their peers in the target culture(s) view the same topic.

Students will use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.

Essential Question

- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

Focus Questions

- How do I identify family members and pets?
- How do I describe and characterize people?
- How do I discuss household chores?
- How do I describe my home?
- How do I ask for, grant, and refuse permission?
- How do I conjugate and use the verb “être” correctly?
- How do I express possession with “de” or possessive adjectives?
- How do I compare and contrast French and American family life?

Core Topics

Vocabulary

- Family members and pets
- Adjectives to describe physical appearance and personality
- Household chores
- Rooms in a house
- Asking for, granting, refusing permission

Grammar

- The verb être
- Possessive adjectives
- Adjective agreement
- Possession with “de”

Culture

- French family life

Unit Objective

Students will be able to:

- describe their family members and homes using the verb être and adjectives correctly.

Skill Objectives

Students will:

- identify family members and pets.
- describe and characterize people.
- discuss household chores.
- describe their home.
- ask for, grant, and refuse permission.
- conjugate and use the verb “être” correctly.
- express possession with “de” or possessive adjectives.
- compare and contrast French family life and American family life.

Sample Assessments

- **Family album:** Create a family tree or family photo album with descriptions of each family member. Present it orally to the class.
- **Letter to exchange student:** Write a letter to a French exchange student who will be staying at your house. Describe your family and your home to familiarize the student before arriving.

Pacing

7 weeks

Unit 2: At the Market

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 acquire goods and/or services through basic negotiations and exchange of monies.

Students will work in groups to plan events and activities to be carried out in the target language, evaluate their efforts and identify ways to improve their communication in the target language.

Essential Questions

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

Focus Questions

- How do I identify typical foods found in a market?
- How do I create a shopping list of foods needed for food preparation?
- How do I request a specific quantity of various food items?
- How do I offer, accept, and refuse food?
- How do I conjugate and use the verb “pouvoir”?
- What is the partitive and how do I use it appropriately?
- How do I compare and contrast food shopping experiences in the U.S. and various francophone countries?

Core Topics

Vocabulary

- Foods
- Meals
- Expressing need
- Expressions of quantity
- Offering, accepting, refusing food

Grammar

- The verb “pouvoir”
- Quantities using “de”
- The partitive

Culture

- Markets, shopping for food, and meals in the francophone world

Unit Objectives

Students will be able to:

- shop for food using expressions of quantity appropriately.
- politely offer, accept, and refuse food at meal time.

Skill Objectives

Students will:

- identify typical foods in a market.
- create a shopping list of foods needed for meal preparation.
- request a specific quantity of various food items.
- offer, accept, and refuse food.
- conjugate and use the verb “pouvoir.”
- use the partitive appropriately.
- compare and contrast food shopping experiences in the U.S. and various francophone countries.

Sample Assessments

- **Market Skit:** Students create a skit in which they purchase food in a market place.
- **Shopping List:** Students produce a shopping list of ingredients for a recipe to prepare a typical francophone food.

Pacing

5 weeks

Unit 3: On the Telephone

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 information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.

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 begin to make informed hypotheses about the meaning of unfamiliar, more complicated passages in the target language, based on contextual clues.

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 summarize the plot and provide brief descriptions of characters in selected poems, short stories, folk tales and anecdotes in the target language.

Students will prepare a diary of their daily activities and those of their families and friends in the target language.

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 oral and written language to relate their own experiences and construct their own stories.

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?
- How do I demonstrate an understanding of the similarities, differences and interactions across languages?

Focus Questions

- How do I discuss typical school day activities in the past tense?
- How do I make a phone call and leave a message in French?
- What is the passé composé and how do I use it accurately in conversation?
- How do I ask for and give advice?

Core Topics

Vocabulary

- Typical daily activities expressed with regular –er verbs
- Expressions for using the telephone
- Inquiring about and relating past events
- Asking for and giving advice

Grammar

- The passé composé with avoir
- Present tense of –re verbs

Culture

- Using the telephone in France

Unit Objectives

Students will be able to:

- make a phone call and relate past events.
- have a conversation where they ask for and give advice.

Skill Objectives

Students will:

- discuss typical school day activities in the past tense.
- make a phone call and leave a message in French.
- use the passé composé accurately in conversations.
- ask for and give advice.

Sample Assessments

- **Phone Conversation:** Students create a phone conversation in which they exchange information about past events.
- **Diary:** Keep a diary in French for one week. Tell what you did each day using the passé composé.

Pacing

7 weeks

Unit 4: What to Wear

World Language 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 audio or visual messages in the target language for their peers in the target culture on topics of personal interest in their daily lives.

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 verbal and nonverbal behavior for daily activities among peers and for activities or contexts that include adult interaction.

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 culture to communicate and function appropriately in another culture?

Focus Questions

- How do I identify clothing and accessories?
- How do I describe what people are wearing?
- How do I ask for and give fashion advice?
- How do I conjugate and use the verb “mettre” in the present tense and the passé composé?
- How do I conjugate and use regular –ir verbs in the present tense and the passé composé?
- How do I compare and contrast French and American clothing and size differences?
- How do I discuss cultural differences concerning compliments?

Core Topics

Vocabulary

- Clothing and accessories
- Describing clothing
- Asking for and giving advice about what to wear

Grammar

- The verb “mettre”
- Regular “ir” verbs

Culture

- How the French downplay a compliment
- French vs. American clothing and shoes sizes

- Differences in clothing shopping habits

Unit Objective

Students will be able to:

- describe what they are wearing and what they wear in various situations.

Skill Objectives

Students will:

- identify clothing and accessories.
- describe what people are wearing.
- ask for and give fashion advice.
- conjugate and use the verb “mettre” in the present tense and passé composé.
- conjugate and use regular –ir verbs in the present tense and passé composé.
- compare and contrast French and American clothing and size differences.
- discuss cultural differences concerning compliments.

Sample Assessments

- **Fashion Show:** Narrate the modeling of an outfit in a fashion show.
- **Catalog Page:** Create and illustrate a page in a clothing catalog. Describe the ensemble in detail.

Pacing

6 weeks

Unit 5: Vacations

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 work individually to collect data on familiar topics from various print, digital and electronic resources.

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 critical thinking gained through world language study to expand their personal knowledge.

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 expand their understanding of the target culture(s) and integrate it with their existing knowledge base.

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 interact with members of the local community who are employed in a variety of professions to learn how they use the target language in their work.

Essential Questions

- How do I understand what others are trying to communicate in another language?
- How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?
- 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?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Focus Questions

- How do I discuss where to go on vacation?
- How do I discuss vacation activities?
- How do I identify what to pack for vacation?
- How do I see someone off in French?
- How do I conjugate the verbs *partir*, *sortir*, and *dormir* in the present tense?

- How do I discuss future plans?
- How do I relate past vacation experiences?
- How do I compare and contrast French and American vacation habits?

Core Topics

Vocabulary

- Places to go on vacation
- Typical outdoor vacation activities
- Names of European countries
- Travel items
- Expressions for seeing someone off

Grammar

- Prepositions before places
- The verbs partir, sortir, dormir
- Review of futur proche
- Review of passé composé

Culture

- French vacation time

Unit Objectives

Students will be able to:

- plan where to go, what to bring, and what to do during a vacation and discuss past vacation experiences.

Skill Objectives

Students will be able to:

- discuss where to go on vacation.
- discuss what to do on vacation.
- list what to pack for vacation.
- use appropriate expressions to see someone off.
- conjugate the verbs partir, sortir, and dormir in the present tense.
- discuss future plans for vacation.
- relate past vacation experiences.
- compare and contrast French and American vacation habits.

Sample Assessments

- **Vacation Plans Letter:** Write a letter to your French pen pal telling where you are going on vacation and telling what you are planning to do.
- **Vacation Postcard:** Write a post card to your family telling where you are and what you have seen and done on vacation.
- **Travel Brochure:** Research and create a travel brochure for a vacation destination in the francophone world. Include location and activities.

Pacing

4 weeks

Unit 6: In town

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 give and follow directions in order to travel from one location to another and ask questions for clarification.

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 authentic products, such as those found in the target culture's homes and communities, and discuss their significance.

Students will participate in age-appropriate cultural activities, including, but not limited to adolescent games (e.g., card, board, computer and outdoor games), sports-related activities, music, television and the Internet.

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 use various media from the target language and culture for entertainment.

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

Focus Questions

- How do I identify different stores and places of business?
- How do I match errands with location?
- How do I tell how to get around town?
- How do I ask for and give directions?
- How do I use contractions with “à” and “de” appropriately when discussing location?

Core Topics

Vocabulary

- Places to run errands
- Typical errands
- Prepositions indicating location
- Methods of transportation
- Asking for and giving directions

Grammar

- Review of contractions with à and de

Culture

- Stores in francophone countries

Unit Objective

Students will be able to:

- run errands and get around town.

Skill Objectives

Students will:

- identify different stores and places of business.
- match errands with locations.
- tell how they would get around town.
- ask for and give directions.
- use contractions with à and de appropriately when discussing location.

Sample Assessments

- **Directions:** Given a labeled map, read and follow directions in order to get to a destination in a city.
- **Oral directions:** Tell a friend on the phone how to get to a meeting place in town.

Pacing

4 weeks