

Curriculum Development
In the Fairfield Public Schools

FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CONNECTICUT

FRENCH 31

BOARD OF EDUCATION APPROVED 03/10/2009

FRENCH 31

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. The emphasis of French 31 is to strengthen a student's current level of skills introducing new grammatical structures, vocabulary and an awareness of the diversity within the French-speaking world.

Based on the State Standards, this course continues to provide students with a firm overall foundation in French.

Audience

Grades 9, 10, 11, 12

Prerequisite

Successful completion of grade 8 French or French 20 and/or teacher recommendation

Design and Description

The French 31 course, a two semester two credit - course, meets daily and is conducted primarily in French. It is an intermediate course in which students will continue to develop their reading, writing, listening and speaking skills acquired through the study of new grammatical structures, vocabulary and idioms within the context of a specific theme. Students will also be exposed to a variety of supplementary materials such as music, film and internet websites to improve their communication skills and cultural awareness.

Course Objectives

Students will be able to:

- demonstrate an understanding of foreign travel.
- compare and contrast the interactions between the guest and the host in a Francophone home and in an American home.
- compare and contrast patterns of behavior and perspectives related to dining.
- recommend popular vacations.
- evaluate the effects of French colonization.
- compare and contrast the French education system to the American system.
- create a typical day in the life of a French high school student.
- evaluate the role of leisure activities in the target culture and compare it to their own culture.
- analyze various travels options available to members of the target culture and how it impacts their lives.
- analyze differences in cultural attitudes in the city and the country.
- compare and contrast various Francophone countries in Africa.
- contrast the different types of personal relationships in the target culture (i.e. ami vs. copain) and compare these relationships to similar American relationships.

- summarize emotions felt during various stages in life when involved in community activities with peers or older adults.
- evaluate the importance of common celebrations.
- assess how people resolve conflicts in their personal relationships.

Skill Objectives

Students will:

- identify travel vocabulary.
- lists elements of the house.
- name parts of a city.
- conjugate the verbs AVOIR and ÊTRE.
- conjugate present tense regular –ER, -IR, -RE verbs.
- form the imperative.
- conjugate the Near Future.
- form contractions with the preposition À.
- list documents needed for travel.
- identify characteristics of a Francophone home.
- generate vocabulary related to food and meal preparation.
- replace nouns with the pronoun EN.
- choose the correct form of the partitive article.
- recognize when to use the indirect object pronouns – LUI and LEUR.
- conjugate the irregular verbs VOULOIR / POUVOIR / DEVOIR.
- name specialty food shops.
- list dining customs and traditional meals.
- list vocabulary related to vacations.
- identify vocabulary related to nature.
- conjugate reflexive verbs in the present.
- choose the correct relative pronoun - ce qui and ce que.
- list adverbs of frequency.
- list vocabulary related to school.
- identify daily activities.
- conjugate verbs in the preterite with AVOIR and ÊTRE.
- conjugate the reflexive verbs in the preterite.
- outline the major components of a French education.
- list vocabulary related to leisure activities and travel.
- conjugate OUVRIR / OFFRIR / SORTIR / PARTIR / DORMIR / VENIR in the present and the preterit.
- identify the uses of the expression: *C'était*.
- select expressions used to form questions.
- generate a list of childhood activities.
- list vocabulary related to country and city life.
- conjugate verbs in the Imperfect tense.
- identify the use of Si and the imperfect.
- name advantages and disadvantages of living in the city and the country.

- recognize Francophone countries and the ethnic groups of Africa.
- name personal relationships.
- list emotions.
- choose between the Preterite and the Imperfect tense.
- recognize the expressions:
 - AVOIR L’AIR + adjective
 - ÊTRE EN TRAIN DE + verb
- locate famous sites in Southern France.
- name common celebrations.
- list vocabulary related to personal conflict.
- replace objects with object pronouns.
- recall information about Provence, France.

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

Students will find alternate methods of communication when they cannot express their intended message adequately.

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, themes and some details from authentic television, radio, Internet-based and digital (e.g., PowerPoint) or live presentations on topics that are of interest to themselves as well as their peers in the target culture.

Students will sustain listening comprehension when confronted with less familiar topics by relying on verbal and non-verbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts.

Students will identify the principal characters and comprehend the main ideas, themes and significant details when reading authentic literary texts that have been adapted for student use.

Communication (Presentational Mode)

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

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

Students will write notes or short letters in the target language to peers in the target culture on topics of shared personal interest, including daily events and activities.

Students will perform scenes from plays and /or recite poems or excerpts from short stories 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, discuss, analyze and evaluate themes, ideas and perspectives that are related to the practices and products being studied.

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 acquire more detailed information from a variety of sources in the world language classroom and integrate it with other school subjects, comparing and evaluating similarities and differences in information.

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 develop the necessary skills to use the Internet in order to gain greater access to the target culture(s).

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 expand comprehension strategies to predict outcomes and make comparisons.

Students will access a wide variety of printed material that includes multicultural themes and character, fiction and nonfiction readings.

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).

Students will investigate and report on cultural traditions and celebrations, such as holidays, birthdays, “coming of age” celebrations, seasonal festivals, religious ceremonies and recreational gatherings, that exist 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 consult various sources in the target language to obtain information on topics of personal interest.

Students will demonstrate their target language skills while involved in community activities, including community service activities.

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 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 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 my opportunities?

Focus Questions

- What are the cultural differences when traveling and staying in a francophone home?
- How do cultural patterns and behaviors influence practices related to meals?
- How do people spend their vacations?
- What are the lasting influences of French colonization?
- What are some similarities and differences between education in France and in the United States?
- What are the daily routines of a typical French high school student?

- What role do leisure activities play in francophone countries and how do these activities influence one's lifestyle?
- How does where one live influence his way of life?
- How do members of the target culture classify personal relationships and their importance?
- How can my French language and cultural skills support my involvement in the community?
- What role do cultural celebrations and traditions play in peoples' lives and how are they observed?

UNITS OF STUDY

Unit 1: Voyage à la française - Traveling the French way

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

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 develop the necessary skills to use the Internet in order to gain greater access to the target culture(s).

Essential Questions

- How do I present information, concepts and ideas in another language in a way that is understood?
- How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me?

Focus Question

- What are the cultural differences when traveling and staying in a francophone home?

Core Topics

Vocabulary

- Travel
- Housing
- The City

Grammar

- Verbs : AVOIR and ETRE
- Adjectives
- Present tense regular verbs -ER, -IR, -RE
- The Imperative
- Near Future (ALLER + Infinitif)
- Preposition À

Culture

- Travel Documents
- A francophone home

Unit Objectives

Students will be able to:

- demonstrate an understanding of foreign travel.
- compare and contrast the interactions between the guest and the host in a Francophone home and in an American home.

Skill Objectives

Students will:

- identify travel vocabulary.
- lists elements of the house.
- name parts of a city.
- conjugate the verbs AVOIR and ÊTRE.
- conjugate present tense regular –ER, -IR, -RE verbs.
- form the imperative.
- conjugate the Near Future.
- form contractions with the preposition À.
- list documents needed for travel.
- identify characteristics of a Francophone home.

Sample Assessments

Pacing

5 weeks

Unit 2: À table ! - Dinner is served!

World Language Standards

Cultures

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

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

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 acquire more detailed information from a variety of sources in the world language classroom and integrate it with other school subjects, comparing and evaluating similarities and differences in information.

Essential Questions

- How do I use my understanding of culture to communicate and function appropriately in another culture?
- How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?

Focus Question

- How do cultural patterns and behaviors influence practices related to meals?

Core Topics

Vocabulary

- Food and Meals

Grammar

- Object Pronoun – EN
- Partitive Article
- Indirect Object Pronouns – LUI/LEUR
- Irregular Verbs:
- VOULOIR / POUVOIR / DEVOIR

Culture

- Specialty Food Shops
- Traditional Meals
- Dining Customs

Unit Objective

Students will be able to:

- compare and contrast patterns of behavior and perspectives related to dining.

Skill Objectives

Students will:

- generate vocabulary related to food and meal preparation.
- replace nouns with the pronoun EN.
- choose the correct form of the partitive article.
- recognize when to use the indirect object pronouns – LUI and LEUR.
- conjugate the irregular verbs VOULOIR / POUVOIR / DEVOIR.
- name specialty food shops.
- list dining customs and traditional meals.

Sample Assessments

Pacing

5 weeks

Unit 3: Les vacances - 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 understand the main ideas, themes and some details from authentic television, radio, Internet-based and digital (e.g., PowerPoint) or live presentations on topics that are of interest to themselves as well as their peers in the target culture.

Students will sustain listening comprehension when confronted with less familiar topics by relying on verbal and non-verbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts.

Essential Question

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

Focus Questions

- How do people spend their vacations?
- What are the lasting influences of French colonization?

Core Topics

Vocabulary

- Vacations
- Nature

Grammar

- Reflexive Verbs in the present
- Relative Pronouns – CE QUI / CE QUE
- Adverbs of frequency

Culture

- Islands of the Antilles
- French Colonization

Unit Objectives

Students will be able to:

- recommend popular vacations.
- evaluate the effects of French colonization.

Skill Objectives

Students will:

- list vocabulary related to vacations.
- identify vocabulary related to nature.
- conjugate reflexive verbs in the present.
- choose the correct relative pronoun - ce qui and ce que.

- list adverbs of frequency.

Sample Assessments

Pacing

4 weeks

Unit 4: La Vie à l'école - School Life

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

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 notes or short letters in the target language to peers in the target culture on topics of shared personal interest, including daily events and activities.

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).

Essential Questions

- How do I use another language to communicate with others?
- How do I present information, concepts and ideas in another language in a way that is understood?
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

Focus Questions

- What are some similarities and differences between education in France and in the United States?
- What are the daily routines of a typical French high school student?

Core Topics

Vocabulary

- Daily Activities
- School

Grammar

- Preterite with AVOIR and ÊTRE
- Preterite Composé with reflexive verbs

Culture

- French Education

Unit Objectives

Students will be able to:

- compare and contrast the French education system to the American system.
- create a typical day in the life of a French high school student.

Skill Objectives

Students will:

- list vocabulary related to school.
- identify daily activities.
- conjugate verbs in the preterite with AVOIR and ÊTRE.
- conjugate the reflexive verbs in the preterite.
- outline the major components of a French education.

Sample Assessments

Pacing

4 1/2 weeks

Unit 5: Les loisirs - Leisure time activities

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 find alternate methods of communication when they cannot express their intended message adequately.

Communities

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

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

Essential Questions

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

Focus Questions

- What role do leisure activities play in francophone countries and how do these activities influence one's lifestyle?

Core Topics

Vocabulary

- Leisure Activities
- Travel

Grammar

- Expression: *C'était*
- The formation of questions
- Irregular Verbs in the preterite and the present :
 - OUVRIR / OFFRIR / SORTIR / PARTIR / DORMIR / VENIR

Culture

- Tourist Attractions
- Travel by bus and train

Unit Objectives

Students will be able to:

- evaluate the role of leisure activities in the target culture and compare it to their own culture.
- analyze various travels options available to members of the target culture and how it impacts their lives.

Skill Objectives

Students will:

- list vocabulary related to leisure activities and travel.
- conjugate OUVRIR / OFFRIR / SORTIR / PARTIR / DORMIR / VENIR in the present and the preterit.
- identify the uses of the expression: *C'était*.
- select expressions used to form questions.

Sample Assessments

Pacing

4 1/2 weeks

Unit 6: La campagne ou la ville? - Country or City?

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 identify the principal characters and comprehend the main ideas, themes and significant details when reading authentic literary texts that have been adapted for student use.

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 expand comprehension strategies to predict outcomes and make comparisons.

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 Question

- How does where one live influence his way of life?

Core Topics

Vocabulary

- Country and City
- Childhood activities

Grammar

- The Imperfect Tense
- Si + The Imperfect

Culture

- Country and City Life
- Francophone Countries and Ethnic groups in Africa

Unit Objectives

Students will be able to:

- analyze differences in cultural attitudes in the city and the country.
- compare and contrast various Francophone countries in Africa.

Skill Objectives

Students will:

- generate a list of childhood activities.
- list vocabulary related to country and city life.
- conjugate verbs in the Imperfect tense.
- identify the use of Si and the imperfect.

- name advantages and disadvantages of living in the city and the country.
- recognize Francophone countries and the ethnic groups of Africa.

Sample Assessments

Pacing

4 1/2 weeks

Unit 7: Mes Amis et Moi - My friends and I

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 perform scenes from plays and /or recite poems or excerpts from short stories in the target language.

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 demonstrate their target language skills while involved in community activities, including community service activities.

Essential Questions

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

Focus Questions

- How do members of the target culture classify personal relationships and their importance?
- How can my French language and cultural skills support my involvement in the community?

Core Topics

Vocabulary

- Emotions
- Relationships

Grammar

- Expressions:
 - AVOIR L' AIR + adjective (TO SEEM)
 - ÊTRE EN TRAIN DE + verb (TO BE IN THE PROCESS OF)
- Differences between Preterite and Imperfect

Culture

- Personal relationships
- The south of France

Unit Objectives

Students will be able to:

- contrast the different types of personal relationships in the target culture (i.e. ami vs. copain) and compare these relationships to similar American relationships.
- summarize emotions felt during various stages in life when involved in community activities with peers or older adults.

Skill Objectives

Students will:

- name personal relationships.
- list emotions.
- choose between the Preterite and the Imperfect tense.
- recognize the expressions:
 - AVOIR L' AIR + adjective
 - ÊTRE EN TRAIN DE + verb
- locate famous sites in Southern France.

Sample Assessments

Pacing

4 1/2 weeks

Unit 8: Faisons la fête! - Let's party!

World Language 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 access a wide variety of printed material that includes multicultural themes and character, fiction and nonfiction readings.

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 investigate and report on cultural traditions and celebrations, such as holidays, birthdays, “coming of age” celebrations, seasonal festivals, religious ceremonies and recreational gatherings, that exist across cultures.

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 Question

- What role do cultural celebrations and traditions play in peoples' lives and how are they observed?

Core Topics

Vocabulary

- Celebrations
- Personal Conflicts

Grammar

- Object Pronouns and their placement

Culture

- Common celebrations
- Provence, France

Unit Objectives

Students will be able to:

- evaluate the importance of common celebrations.
- assess how people resolve conflicts in their personal relationships.

Skill Objectives

Students will:

- name common celebrations.

- list vocabulary related to personal conflict.
- replace objects with object pronouns.
- recall information about Provence, France.

Sample Assessments

Pacing

4 weeks