

Curriculum Development  
In the Fairfield Public Schools

**FAIRFIELD PUBLIC SCHOOLS**  
FAIRFIELD, CONNECTICUT

**FRENCH 41**

BOARD OF EDUCATION APPROVED 03/10/2009

## **FRENCH 41**

### **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 41 students continue to strengthen their reading, writing, speaking and listening skills through the introduction of new vocabulary and grammatical structures. Greater emphasis will be placed on reading comprehension. Students will be exposed to a variety of authentic reading materials as well as texts adapted for students.

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

### **Audience**

Grades 10, 11, 12

### **Prerequisite**

Successful completion of French 31 or teacher recommendation

### **Design and Description**

French 41, a two semester, two credit course, meets daily and is conducted primarily in French. Students develop the ability to express themselves with relative ease and greater proficiency on a variety of topics in both oral and written language. Readings (literary works, articles, and biographies) are utilized to generate oral and written expression as well as to expand vocabulary, grammatical knowledge and cultural understanding. The course is intended for students who want to continue to develop a strong foundation in the language so that they may communicate effectively in the target language.

### **Course Objectives**

Students will be able to:

- evaluate the role of friendship in their lives.
- compare and contrast eating habits in various Francophone regions.
- compare and contrast the driving laws and driving habits in European countries
- analyze the culture of Belgium and compare it to the culture of the United States.
- analyze an environmental issue and design possible solutions.
- prioritize personal responsibilities and defend their importance.
- compare distinctive styles and fashion.
- develop plans for the future based on aspirations.
- compare and contrast the educational systems of West Africa and the United States.
- recommend appropriate modes of behavior for interactions within the extended family.
- analyze the manner in which Maghreb culture has influenced francophone culture.
- examine the landscape and animals of Central Africa.
- compare and contrast the role natural habitats play in various cultures.

- critique television programs and movies.
- analyze the role of the Canadian Film Industry.

### **Skill Objectives**

Students will:

- conjugate verbs in the preterit and imperfect.
- identify the use of the preterit or imperfect.
- list eating habits in francophone cultures.
- locate francophone regions.
- name traditional dishes in francophone regions.
- list vocabulary related to the car and driving.
- name emotions and feelings.
- conjugate the irregular verb CONDUIRE.
- form the imperative.
- list pronouns.
- identify the placement of object pronouns.
- locate important landmarks in Belgium.
- identify driving habits and customs in Europe.
- list personal responsibilities.
- identify social responsibilities.
- conjugate verbs in the present subjunctive.
- recognize the use of Ne...pas.
- identify important landmarks Switzerland.
- name significant environmental issues facing francophone communities.
- name vocabulary related to fashion.
- list /interrogative and demonstrative Pronoun.
- identify the use of the Causative Faire.
- recognize popular francophone designers.
- identify various life stages.
- list careers.
- generate vocabulary required for formal and informal letters.
- conjugate verbs in the Future Tense.
- conjugate verbs in the Conditional Tense.
- construct formal questions.
- locate francophone countries in West Africa.
- list characteristics related to high school and post high school in West Africa.
- name vocabulary related to the family.
- generate expressions to show hospitality.
- list culturally appropriate apologies.
- conjugate Reciprocal Verbs.
- identify the use of the past infinitive.
- locate francophone countries in North Africa.
- list characteristics of the Maghreb culture.
- list vocabulary related to natural habitats.

- conjugate irregular present subjunctive verbs.
- identify when to use the present Subjunctive in noun clauses.
- locate francophone countries in Central Africa.
- list characteristics of animal reserves in Africa.
- generate vocabulary related to entertainment.
- list Negative Expressions.
- choose the appropriate Relative Pronouns.
- identify important landmarks of Québec, Canada.
- list characteristics of the Canadian Film industry.

### **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 employ rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts, to successfully communicate their messages.

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

Students will participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences.

#### ***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.

#### ***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 letters in the target language to peers in the target culture, describing and analyzing current events of mutual interest.

#### ***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.

Students will identify, discuss, and analyze various patterns of behaviors or interactions that are typical of the target culture.

*Connections (Interdisciplinary Mode)*

**In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.**

Students will use information acquired from other school subjects to complete activities in the world language classroom.

*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 access and analyze materials, looking for sources of information for potential use in original work in the target language or culture(s).

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

*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 analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English.

Students will evaluate the style of a communicative interaction in the target language.

*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 discuss and analyze different forms of communication across cultures such as signs, symbols, advertisements, displays, songs and rhymes.

Students will evaluate the effectiveness of a communicative interaction based on cultural elements.

Students will use new and evolving information and perspectives to demonstrate understanding of the similarities and differences 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 establish and/or maintain interpersonal relations with speakers of the target language via letters or e-mail and/or exchange programs.

### **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 is the meaning of friendship and what role does it play in our lives?
- How do dining habits differ in various parts of the world?
- What do I need to know in order to drive in a foreign country?
- How do personal and social responsibilities impact members of the target culture?
- How do fashion trends in Francophone countries compare to those in the United States?
- What are typical aspirations of members of the target culture and how do they differ from my own?
- What customs and practices do members of the target culture use in their interactions with guests?
- In what ways does one's environment influence his way of life and his quality of life?
- What are typical forms of entertainment across cultures and how do they compare to my own?



# UNITS OF STUDY

## Unit 1: Ça fait longtemps! - Haven't seen you in awhile!

### 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 employ rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts, to successfully communicate their messages.

#### *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 establish and/or maintain interpersonal relations with speakers of the target language via letters or e-mail and/or exchange programs.

### 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 is the meaning of friendship and what role does it play in our lives?
- How do dining habits differ in various parts of the world?

### Core Topics

#### Vocabulary

- Friendship
- Dining

#### Grammar

- Review of the preterit and the imperfect

#### Culture

- Regions of France
- Specialty Dishes

### Unit Objectives

Students will be able to:

- evaluate the role of friendship in their lives.
- compare and contrast eating habits in various Francophone regions.

### Skill Objectives

Students will:



- conjugate verbs in the preterit and imperfect.
- identify the use of the preterit or imperfect.
- list eating habits in francophone cultures.
- locate francophone regions.
- name traditional dishes in francophone regions.

### **Sample Assessments**

#### **Pacing**

4 weeks

## Unit 2: En route! - Road trip!

### 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 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.

#### *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 discuss and analyze different forms of communication across cultures such as signs, symbols, advertisements, displays, songs and rhymes.

### Essential Questions

- How do I use my understanding of culture to communicate and function appropriately in another culture?
- How do I demonstrate understanding of the similarities, differences and interactions across cultures?

### Focus Question

- What do I need to know in order to drive in a foreign country?

### Core Topics

#### Vocabulary

- Driving
- Emotions

#### Grammar

- Irregular verb CONDUIRE
- Object Pronouns
- The Imperative

#### Cultures

- Driving in Europe
- Belgium

### Unit Objectives

Students will be able to:

- compare and contrast the driving laws and driving habits in European countries
- analyze the culture of Belgium and compare it to the culture of the United States.

### Skill Objectives

Students will:

- list vocabulary related to the car and driving.
- name emotions and feelings.
- conjugate the irregular verb CONDUIRE.
- form the imperative.
- list pronouns.
- identify the placement of object pronouns.
- locate important landmarks in Belgium.
- identify driving habits and customs in Europe.

### **Sample Assessments**

#### **Pacing**

5 weeks

## **Unit 3: La responsabilité personnelle - Personal responsibility**

### **World Language Standards**

#### ***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 information acquired from other school subjects to complete activities in the world language classroom.

#### ***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 and evolving information and perspectives to demonstrate understanding of the similarities and differences across cultures.

### **Essential Questions**

- How do I use my knowledge of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

### **Focus Question**

- How do personal and social responsibilities impact members of the target culture?

### **Core Topics**

#### Vocabulary

- Personal responsibilities
- Social responsibilities

#### Grammar

- Present subjunctive
- Ne...pas + Infinitive

#### Culture

- Adolescent responsibilities
- Environmental issues
- Switzerland

### **Unit Objectives**

Students will be able to:

- analyze an environmental issue and design possible solutions.
- prioritize personal responsibilities and defend their importance.

### **Skill Objectives**

Students will:

- list personal responsibilities.

- identify social responsibilities.
- conjugate verbs in the present subjunctive.
- recognize the use of Ne...pas.
- identify important landmarks Switzerland.
- name significant environmental issues facing francophone communities.

### **Sample Assessments**

### **Pacing**

5 weeks

## Unit 4: La mode - Fashion

### 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, and analyze various patterns of behaviors or interactions that are typical of the target culture.

#### *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 access and analyze materials, looking for sources of information for potential use in original work in the target language or culture(s).

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

### Focus Question

- How do fashion trends in Francophone countries compare to those in the United States?

### Core Topics

#### Vocabulary

- Fashion

#### Grammar

- Interrogative and Demonstrative Pronouns
- The causative **FAIRE**

#### Culture

- Fashion

### Unit Objective

Students will be able to:

- compare distinctive styles and fashion.

### Skill Objectives

Students will:

- name vocabulary related to fashion.
- list /interrogative and demonstrative Pronoun.
- identify the use of the Causative Faire.

- recognize popular francophone designers.

### **Sample Assessments**

**Pacing**  
4 weeks

## Unit 5: Mon avenir - My future

### 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 write letters in the target language to peers in the target culture, describing and analyzing current events of mutual interest.

#### *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 analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English.

### Essential Questions

- 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 Question

- What are typical aspirations of members of the target culture and how do they differ from my own?

### Core Topics

#### Vocabulary

- Stages of Life
- Careers
- Letter Writing

#### Grammar

- Future Tense
- Conditional Tense
- Formal Question Formation - EST-CE QUE

#### Culture

- Francophone Countries in West Africa
- High school and post high school

### Unit Objectives

Students will be able to:

- develop plans for the future based on aspirations.
- compare and contrast the educational systems of West Africa and the United States.

### Skill Objectives



Students will:

- identify various life stages.
- list careers.
- generate vocabulary required for formal and informal letters.
- conjugate verbs in the Future Tense.
- conjugate verbs in the Conditional Tense.
- construct formal questions.
- locate francophone countries in West Africa.
- list characteristics related to high school and post high school in West Africa.

### **Sample Assessments**

### **Pacing**

5 weeks

## Unit 6: Les relations en famille - Family relations

### 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 participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences.

#### *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 evaluate the style of a communicative interaction in the target language.

### 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 languages?

### Focus Question

- What customs and practices do members of the target culture use in their interactions with guests?

### Core Topics

#### Vocabulary

- The Family
- Hospitality
- Apologies

#### Grammar

- Reciprocal Verbs
- The Past Infinitive

#### Culture

- Francophone Countries in North Africa
- Maghreb (Arabic) Influence

### Unit Objectives

Students will be able to:

- recommend appropriate modes of behavior for interactions within the extended family.
- analyze the manner in which Maghreb culture has influenced francophone culture.

### Skill Objectives

Students will:

- name vocabulary related to the family.

- generate expressions to show hospitality.
- list culturally appropriate apologies.
- conjugate Reciprocal Verbs.
- identify the use of the past infinitive.
- locate francophone countries in North Africa.
- list characteristics of the Maghreb culture.

### **Sample Assessments**

#### **Pacing**

4 weeks

## **Unit 7: Faites gaffe! - Watch out!**

### **World Language Standards**

#### ***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.

#### ***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 evaluate the effectiveness of a communicative interaction based on cultural elements.

### **Essential Questions**

- 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 cultures?

### **Focus Question**

- In what ways does one's environment influence his way of life and his quality of life?

### **Core Topics**

#### Vocabulary

- Natural habitats

#### Grammar

- More uses of the present subjunctive in noun clauses
- Irregular verbs in the present Subjunctive

#### Culture

- Francophone Countries of Central Africa
- Animal Reserves of Africa

### **Unit Objectives**

Students will be able to:

- examine the landscape and animals of Central Africa.
- compare and contrast the role natural habitats play in various cultures.

### **Skill Objectives**

Students will:

- list vocabulary related to natural habitats.
- conjugate irregular present subjunctive verbs.

- identify when to use the present Subjunctive in noun clauses.
- locate francophone countries in Central Africa.
- list characteristics of animal reserves in Africa.

### **Sample Assessments**

**Pacing**  
5 weeks

## Unit 8: Les divertissements - Entertainment

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

#### *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.

### 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 Question

- What are typical forms of entertainment across cultures and how do they compare to my own?

### Core Topics

#### Vocabulary

- Entertainment

#### Grammar

- Negative expressions
- Relative Pronouns : **QUI / QUE / DONT**

#### Culture

- Francophone Canada
- Canadian films and television

### Unit Objectives

Students will be able to:

- critique television programs and movies.
- analyze the role of the Canadian Film Industry.

### Skill Objectives

Students will:

- generate vocabulary related to entertainment.
- list Negative Expressions.
- choose the appropriate Relative Pronouns.
- identify important landmarks of Québec, Canada.

- list characteristics of the Canadian Film industry.

### **Sample Assessments**

**Pacing**  
4 weeks