

Curriculum Development
In the Fairfield Public Schools

FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CONNECTICUT

FRENCH 42

BOARD OF EDUCATION APPROVED 03/10/2009

FRENCH 42

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 French 42 course encourages students to develop the skills necessary to function in a variety of authentic situations. In this course emphasis is placed on increasing the students' awareness of culturally appropriate behavior as they continue to strengthen oral and listening skills in order to prepare our students to compete in the twenty-first century.

Audience

Grades 10, 11, 12

Prerequisite

Successful completion of French 31

Design and Description

This two-semester, two credit course, which meets daily and is conducted primarily in French, focuses on increasing the student's level of comfort in the target language. Students will be exposed to a wide variety of level appropriate authentic materials and materials adapted and/or created for student. Students will have the opportunity to revisit previously learned material and also to continue their study of grammar and vocabulary with an emphasis on improving communication in French. A wide variety of written, auditory, and visual materials including music, video, film, Pod casts, periodicals and authentic literature will be integrated into the course.

Course Objectives

Students will be able to:

- demonstrate an understanding of holidays and celebrations.
- compare and contrast the cultural significance of holidays and celebrations in the United States and francophone countries.
- plan a vacation.
- interpret patterns of behavior and perspectives related to vacations and travel.
- compare and contrast housing in francophone countries and the United States.
- examine childhood memories of their residence and neighborhood.
- plan and elaborate on the preparation of various traditional meals and dishes.
- compare and contrast traditional French meals to typical American meals.
- compare and contrast the healthcare systems in different cultures.
- evaluate medical conditions (injuries or illnesses) and hypothesize appropriate treatment.

Skill Objectives

Students will:

- identify major holidays and celebrations.
- list important rites of passage.

- conjugate verbs in the past perfect with AVOIR.
- replace indirect objects with indirect object pronouns.
- conjugate regular & irregular –RE verbs.
- generate vocabulary related to travel.
- identify countries and cities.
- conjugate verbs in the past perfect with ÊTRE.
- replace direct objects with direct object pronouns.
- conjugate regular –IR verbs.
- form commands.
- list vocabulary related to the home.
- identify household chores.
- convert adjectives to adverbs.
- conjugate verbs in the Imperfect tense.
- identify when to use the past perfect and the imperfect.
- conjugate the verbs SAVOIR & CONNAÎTRE.
- identify when to use the SAVOIR and CONNAÎTRE.
- list vocabulary related to food.
- conjugate verbs in the recent past.
- conjugate the verbs DEVOIR, VOULOIR, POUVOIR in the present and past perfect.
- form comparatives and superlatives.
- list parts of the body.
- name daily routines.
- identify common illnesses and injuries.
- conjugate reflexive verbs in the Present and Past Perfect.
- replace appropriate objects with the pronouns Y and EN.

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 information about current and past events, as well as aspirations in their personal lives and the 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 make brief presentations to their class in the target language on topics of personal interest that have been studied in other subject areas.

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

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.

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.

Information and Technology Standards (to be added)

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 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 re-enforce and expand my knowledge of other disciplines, and vice versa?
- How do I use my understanding of another language and cultural 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 are special events such as holidays and rites of passage celebrated?
- What is the role that vacation plays in society?
- In what ways does typical housing in France and francophone countries differ from that in the United States?
- How do customs related to food and its preparation differ among cultures?
- What are similarities and differences in healthcare in various countries?

UNITS OF STUDY

Unit 1: Les jours fériés - Holidays

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.

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 another language to communicate with others?
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

Focus Question

- How are special events such as holidays and rites of passage celebrated?

Core Topics

Theme

- Holidays

Vocabulary

- Celebrations
- Holidays
- Stages of life

Grammar

- Demonstrative Adjectives
- The Past Perfect with AVOIR
- Indirect Object Pronouns
- Regular & Irregular –RE Verbs

Unit Objectives

Students will be able to:

- demonstrate an understanding of holidays and celebrations.
- compare and contrast the cultural significance of holidays and celebrations in the United States and francophone countries.

Skill Objectives

Students will:

- identify major holidays and celebrations.
- list important rites of passage.
- conjugate verbs in the past perfect with AVOIR.
- replace indirect objects with indirect object pronouns.
- conjugate regular & irregular –RE verbs.

Sample Assessment

Jours où on fête, jours où on se souvient

Pacing

7 weeks

Unit 2: La détente - Going on Vacation

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 on 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 cultural 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 is the role that vacation plays in society?

Core Topics

Theme

- Vacation activities

Vocabulary

- Travel
- Geography

Grammar

- The Past Perfect with ÊTRE
- Direct Object Pronouns
- Regular –IR verbs
- Imperatives

Unit Objectives

Students will be able to:

- plan a vacation.
- interpret patterns of behavior and perspectives related to vacations and travel.

Skill Objectives

Students will:

- generate vocabulary related to travel.
- identify countries and cities.
- conjugate verbs in the past perfect with ÊTRE.
- replace direct objects with direct object pronouns.
- conjugate regular –IR verbs.
- form commands.

Sample Assessment

Laissez les bons temps roulés !

Pacing

8 weeks

Unit 3: Chez nous - At Home

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 the lives of their friends, families and others within their community.

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 use another language to communicate with others?
- How do I demonstrate an understanding of the similarities, differences and interactions across languages?

Focus Question

- In what ways does typical housing in France and francophone countries differ from that in the United States?

Core Topics

Theme

- Housing

Vocabulary

- Housing
- Household chores

Grammar

- Adverbs
- Imperfect tense
- Past Perfect and Imperfect tenses
- Verbs SAVOIR & CONNAÎTRE (to know)

Unit Objectives

Students will be able to:

- compare and contrast housing in francophone countries and the United States.
- examine childhood memories of their residence and neighborhood.

Skill Objectives

Students will:

- list vocabulary related to the home.

- identify household chores.
- convert adjectives to adverbs.
- conjugate verbs in the Imperfect tense.
- identify when to use the past perfect and the imperfect.
- conjugate the verbs SAVOIR & CONNAÎTRE.
- identify when to use the SAVOIR and CONNAÎTRE.

Sample Assessment

Faites comme chez vous!

Pacing

7 weeks

Unit 4: La nourriture - Food

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 that have been studied in other subject areas.

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 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 Question

- How do customs related to food and its preparation differ among cultures?

Core Topics

Themes

- Food

Vocabulary

- Food and Specialty Shops
- French meals

Grammar

- Recent past (VENIR + infinitive)
- Irregular Verbs in the Present and Past Perfect:
 - DEVOIR
 - VOULOIR
 - POUVOIR
- comparative and superlatives of adjectives and adverbs

Unit Objectives

Students will be able to:

- plan and elaborate on the preparation of various traditional meals and dishes.
- compare and contrast traditional French meals to typical American meals.

Skill Objectives

Students will:

- list vocabulary related to food.
- conjugate verbs in the recent past.
- conjugate the verbs DEVOIR, VOULOIR, POUVOIR in the present and past perfect.
- form comparatives and superlatives.

Sample Assessment

Un repas entre amis

Pacing

7 weeks

Unit 5: La Santé - Health

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.

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.

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 re-enforce and expand my knowledge of other disciplines, and vice versa?

Focus Questions

- What are similarities and differences in healthcare in various countries?

Core Topics

Themes

- Health and medicine

Vocabulary

- Parts of the body
- Daily routines
- Illnesses

Grammar

- Reflexive verbs
- Past Tense of reflexive verbs
- Pronouns Y and EN

Unit Objectives

Students will be able to:

- compare and contrast the healthcare systems in different cultures.
- evaluate medical conditions (injuries or illnesses) and hypothesize appropriate treatment.

Skill Objectives

Students will:

- list parts of the body.

- name daily routines.
- identify common illnesses and injuries.
- conjugate reflexive verbs in the Present and Past Perfect.
- replace appropriate objects with the pronouns Y and EN.

Sample Assessment

La santé, c'est tout!

Pacing

7 weeks