

Curriculum Development
In the Fairfield Public Schools

FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CONNECTICUT

FRENCH 52

BOARD OF EDUCATION APPROVED 03/10/2009

FRENCH 52

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 52 course continues to emphasize the development of oral and listening skills as well as increase the students' familiarity with cultural similarities and differences preparing students to function in an ever expanding global society.

Audience

Grades 11, 12

Prerequisite

Successful completion of French 41 or 42 or teacher recommendation

Design and Description

This two-semester, two credit course, which meets daily and is conducted primarily in French, continues to focus on increasing the student's level of comfort in the target language. Authentic materials, including video, music, film, Podcasts, periodicals and literature are used to provide more hands on learning for the students with a focus on speaking and listening. The course provides opportunities for further development of vocabulary and grammatical structures as well as a heightened understanding of cultural similarities and differences.

Course Objectives

Students will be able to:

- compare and contrast driving habits in France and in the United States.
- analyze how technology has impacted our lives.
- examine the way of life in French towns and cities.
- analyze their own way of life in a suburb of New York and compare it to the French way of life.
- categorize employment opportunities.
- examine the protocol related to job acquisition.
- formulate responses to workplace scenarios.
- assess ecological problems and devise solutions to them.
- compare and contrast different forms of entertainment.
- analyze their entertainment preferences and viewing habits.

Skill Objectives

Students will:

- identify vocabulary related to technology.
- list vocabulary related to driving.
- identify verbs requiring a preposition followed by the infinitive.
- conjugate reciprocal reflexive verbs.
- conjugate the verbs OFFRIR and OUVRIR.
- choose the correct relative pronoun to combine two sentences.

- list information about driving in France.
- identify aspects of technology in France.
- list vocabulary related to errands.
- identify negative expressions.
- conjugate the Present tense of the irregular verbs RECEVOIR and APERCEVOIR.
- conjugate verbs in the simple future.
- read and outline information related to banking in France.
- recognize common establishments in French cities and towns.
- name vocabulary related to careers.
- identify the uses of **quand** and **des que**.
- list interrogative pronouns.
- conjugate verbs in the conditional tense.
- recognize patterns of “si” clauses.
- list vocabulary related to the environment.
- locate geographical regions and list ecological problems in these regions.
- identify demonstrative pronouns.
- conjugate verbs in the subjunctive tense.
- identify when to use present subjunctive in noun clauses.
- form the comparative and superlative.
- name vocabulary related to the performing arts.
- generate vocabulary related to the media.
- identify when to use the subjunctive in noun clauses.
- conjugate the verbs CROIRE and VOIR in the present tense.

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 international current events based on newspaper or magazine articles, television and radio programs, videos, films and Internet resources, and compare and contrast how information is reported in both 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.

Students will share their personal reactions and feeling about authentic literary texts such as poems, plays, short stories and novels.

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 prepare oral and/or written analyses in the target language of the plot, character, descriptions and development, and themes found in authentic literary works, including poems, plays, short stories and short works of fiction or nonfiction.

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, experience or read about, and discuss expressive forms of the culture, including but not limited to literature, periodicals, films, television, websites and the fine arts, in order to explore their effects on the larger community.

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 perspectives gained through world language study to expand their personal knowledge and interdisciplinary connections.

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 cite evidence to support conclusions, distinguish between fact and opinion, and connect new and previous learning both in written and oral communication.

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

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 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 role does technology play in our lives?
- What do I need to know in order to drive in France?
- How does life in a French city or town differ from my own?
- What are possible career options and what skills are needed to obtain a job and to function in a work related setting?
- What ecological problems do members of the target culture face and how do they compare to the ecological issues in the United States?
- What types of entertainment do people universally appreciate?
- How can we cultivate an appreciation of culturally unique forms of entertainment?

UNITS OF STUDY

Unit 1: La technologie - Technology

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 new information and perspectives gained through world language study to expand their personal knowledge and interdisciplinary connections.

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).

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

Focus Questions

- What role does technology play in our lives?
- What do I need to know in order to drive in France?

Core Topics

Vocabulary

- Technology
- Driving

Grammar

- Prepositions with infinitives
- Reciprocal reflexive verbs

- The present tense of the Irregular verbs OUVRIR and OFFRIR
- Relative pronouns

Culture

- Technology
- Driving

Unit Objectives

Students will be able to:

- compare and contrast driving habits in France and in the United States.
- analyze how technology has impacted our lives.

Skill Objectives

Students will:

- identify vocabulary related to technology.
- list vocabulary related to driving.
- identify verbs requiring a preposition followed by the infinitive.
- conjugate reciprocal reflexive verbs.
- conjugate the verbs OFFRIR and OUVRIR.
- choose the correct relative pronoun to combine two sentences.
- list information about driving in France.
- identify aspects of technology in France.

Sample Assessment

Restez-vous branchés !

Pacing

7 weeks

Unit 2: La vie en ville - City 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 international current events based on newspaper or magazine articles, television and radio programs, videos, films and Internet resources, and compare and contrast how information is reported in both the target and their native cultures.

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

Focus Question

- How does life in a French city or town differ from my own?

Core Topics

Vocabulary

- Errands

Grammar

- The Present tense of the irregular verbs RECEVOIR and APERCEVOIR
- Negation
- The Simple Future

Culture

- Monetary transactions
- French cities and towns

Unit Objectives

Students will be able to:

- examine the way of life in French towns and cities.
- analyze their own way of life in a suburb of New York and compare it to the French way of life.

Skill Objectives

Students will:

- list vocabulary related to errands.

- identify negative expressions.
- conjugate the Present tense of the irregular verbs RECEVOIR and APERCEVOIR.
- conjugate verbs in the simple future.
- read and outline information related to banking in France.
- recognize common establishments in French cities and towns.

Sample Assessment

Les rythmes de la ville

Pacing

7 weeks

Unit 3: L' avenir - Unit Three: Future Plans

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 share their personal reactions and feeling about authentic literary texts such as poems, plays, short stories and novels.

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 oral and/or written analyses in the target language of the plot, character, descriptions and development, and themes found in authentic literary works, including poems, plays, short stories and short works of fiction or nonfiction.

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?

Focus Question

- What are possible career options and what skills are needed to obtain a job and to function in a work related setting?

Core Topics

Vocabulary

- Careers

Grammar

- Simple future with **quand** and **des que**
- Interrogative Pronouns
- Conditional Tense
- « IF » clauses

Unit Objectives

Students will be able to:

- categorize employment opportunities.
- examine the protocol related to job acquisition.
- formulate responses to workplace scenarios.

Skill Objectives

Students will:

- name vocabulary related to careers.
- identify the uses of **quand** and **des que**.

- list interrogative pronouns.
- conjugate verbs in the conditional tense.
- recognize patterns of “si” clauses.

Sample Assessment

En dix, je serai...

Pacing

7 weeks

Unit 4: Préserver l' environnement - Preserving the environment

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 cite evidence to support conclusions, distinguish between fact and opinion, and connect new and previous learning both in written and oral communication.

Essential Questions

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

Focus Question

- What ecological problems do members of the target culture face and how do they compare to the ecological issues in the United States?

Core Topics

Vocabulary

- The environment

Grammar

- Demonstrative Pronouns
- The present Subjunctive
- Comparative and Superlatives of Nouns

Unit Objective

Students will be able to:

- assess ecological problems and devise solutions to them.

Skill Objectives

Students will:

- list vocabulary related to the environment.
- locate geographical regions and list ecological problems in these regions.
- identify demonstrative pronouns.
- conjugate verbs in the subjunctive tense.
- identify when to use present subjunctive in noun clauses.

- form the comparative and superlative.

Sample Assessment

Pour l'amour de la terre

Pacing

8 weeks

Unit 5: Les Arts - Unit Five: The Arts

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.

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, experience or read about, and discuss expressive forms of the culture, including but not limited to literature, periodicals, films, television, websites and the fine arts, in order to explore their effects on the larger community.

Essential Questions

- How do I understand what others are trying to communicate in another language?
- How do I use my understanding of culture to communicate and function appropriately in another culture?

Focus Questions

- What types of entertainment do people universally appreciate?
- How can we cultivate an appreciation of culturally unique forms of entertainment?

Core Topics

Vocabulary

- The Arts
- The Media

Grammar

- The present Subjunctive in noun clauses (part 2)
- The present tense of the Irregular Verbs CROIRE and VOIR

Unit Objectives

Students will:

- compare and contrast different forms of entertainment.
- analyze their entertainment preferences and viewing habits.

Skill Objectives

Students will:

- name vocabulary related to the performing arts.
- generate vocabulary related to the media.
- identify when to use the subjunctive in noun clauses.

- conjugate the verbs CROIRE and VOIR in the present tense.

Sample Assessment

Expression de l'âme individuelle

Pacing

7 weeks