

Curriculum Development
In the Fairfield Public Schools

FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CONNECTICUT

FRENCH 60

BOARD OF EDUCATION APPROVED 10/23/2007

FRENCH 60

Statement of Purpose

The French 60 course provides students who have a foundation in French, an opportunity to continue their study in order to develop greater proficiency and to develop a greater appreciation of French culture.

This course provides students with a comprehensive experience in studying the culture and language of French speaking countries and prepares them to compete in the global society in which they will live and work.

Audience

Grade 12

Prerequisite

Successful completion of French 51 or French 52 or teacher recommendation

Design and Description

This two semester, two credit course, which meets daily and is conducted primarily in French, focuses on increasing proficiency. In order to build this proficiency, students will be exposed to a wide variety of authentic materials including excerpts from literature, film, materials from periodicals and the internet. They will be exposed to grammar review and topical vocabulary with the goal of functioning in a variety of authentic situations. Students are exposed to a wide variety of written, auditory, and visual materials including music, video, film, Pod casts, periodicals and authentic literature from French authors.

Course Objectives

Students will be able to:

- discuss current issues facing the role of family in francophone society.
- compare and contrast the French secondary and university education systems and that of the United States.
- compare and contrast the expectations of family in both French and American societies.
- analyze how verbal and non verbal clues affect communication.
- explain how events in French history have impacted society.
- make connections between the past and the present.
- analyze France's perception of the US throughout history.
- examine French politics.
- evaluate its government.
- analyze the effects of globalization on the French marketplace.
- compare and contrast the effects of immigration on French and American societies.
- incorporate self assessment and peer editing into the writing process.
- discuss the effects of imperialism on former colonies in the francophone world.

- establish the correct use of pronouns.
- evaluate written materials.
- incorporate information from a variety of sources.
- present information that is well organized.
- increase their understanding of contemporary French society.
- design written and oral communication with smooth transitions among ideas and concepts.
- compare and contrast environmental concern of city dwellers and those who live in the country.
- assess solutions to these concerns.
- evaluate the themes presented in a film.
- assess how the media influences society.
- compare and contrast the ways in which the media portrays the news in France and in the US.
- increase understanding of the history, art, music, food, celebrations, and other aspects of the culture of Spanish speaking countries.
- demonstrate a deep understanding of cultural similarities and differences.
- elaborate on a topic in the target language.
- demonstrate an understanding of French grammar.

Skill Objectives

Students will:

- generate a list of vocabulary related to the family and relationships in which people engage.
- conjugate verbs in the present, present perfect, imperfect and the pluperfect.
- list characteristics of French secondary and university education systems.
- list expectations related to the family in French society.
- generate a list of vocabulary to discuss French history.
- list major events in French history.
- list the ways the France has viewed its relations with the US.
- list the patterns of si clauses.
- conjugate verbs in the following tenses and determine their use in si clauses.
- generate a list of vocabulary referring to French politics and government.
- identify the major political parties in France and the differences among them.
- create a list of previous political figures.
- generate a list of the movements that have shaped the current political landscape.
- conjugate verbs in the present subjunctive and identify when to use it in noun clauses and with adverbial conjunctions.
- generate a list of vocabulary related to globalization, immigration and colonization.
- identify areas of concern of the French in the globalization debate.
- list the ethnic groups currently immigrating to France.
- identify former French colonies.
- generate a list of pronouns.

- list tools for self assessment in writing.
- generate a list of vocabulary related to current events.
- read and list the main points of full length article relating to a current event.
- organize information in a meaningful way.
- generate a list of conjunctions and other transitional words.
- generate a list of vocabulary related to then environment.
- generate a list of environmental concerns.
- list solutions to these concerns.
- generate a list of advantages and disadvantages to living in an urban or rural setting.
- list prepositions.
- generate a list of vocabulary to discuss media and cinema.
- create a list of reflecting how media influences society.
- list the major themes in a film.
- form comparatives and superlatives.
- research a topic of cultural, historical or social interest in the target culture.
- select information based on relevancy and accuracy.
- define key elements of French culture.
- demonstrate an understanding of the use of technology.

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

Students will work in groups to develop solutions to problems that are of contemporary or historical interest in both the target and their native cultures.

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 (Presentation 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 presentations and/or written summaries on topics of current or historical interest in the target language.

Students will describe, explain, express opinions about and analyze stories, plays poems or other literature, as well as radio programs, music, films, art and websites.

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.

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 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 a writing process in producing work that includes self assessment and discussion with other students.

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 compare and contrast the treatment of current issues across cultures by drawing on authentic texts.

Students will analyze how other countries view the role of the US in the world arena.

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 read literature; listen to music and view films and websites in the target language for entertainment.

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 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 issues affecting the role of the family in today's society?
- How is the French education system different from the American education system?
- What are non verbal ways in which one communicates?
- How have events in French history impacted society?
- How do I structure if clauses to hypothesize?
- How was the current political landscape been shaped and affected by the past?
- How is the French political system different from the American political system?
- How do I discuss my feelings and opinions using the subjunctive mood?
- What has been the impact of globalization on French society, business and industry?
- How have the French responded to environmental concerns?
- What has been the impact of immigration on French society?
- How will self assessment and discussion with peers improve my writing?
- What are the different kinds of pronouns necessary for effective communication and how are they used?
- What are some of the current events affecting French society and culture today and how are they impacting society?
- How are ways that I can improve communication by using transitional words?
- What are some contemporary environmental concerns and what solutions are there?
- How do I incorporate prepositions and prepositional phrases to my writing and speaking?
- What differences are there between the French media and the American media?
- What are the major themes presented in the film?

- How will the use of comparatives and superlatives enrich my communication skills?

UNITS of STUDY

Unité Un : La famille et la société en évolution

Unit One: Family and Society in Transition

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.

Essential Question

- How do I use my understanding of culture to communicate and function appropriately in another culture?

Focus Questions

- What are the issues affecting the role of the family in today's society?
- How is the French education system different from the American education system?
- What are non verbal ways in which one communicates?

Core Topics

- The Family
- Education

Grammar

- Present tense
- The Present Perfect
- Imperfect tense
- Pluperfect tense

Unit Objectives

Students will be able to:

- discuss current issues facing the role of family in francophone society.
- compare and contrast the French secondary and university education systems and that of the United States.
- compare and contrast the expectations of family in both French and American societies.
- analyze how verbal and non verbal clues affect communication.

Skill Objectives

Students will:

- generate a list of vocabulary related to the family and relationships in which people engage.
- conjugate verbs in the present, present perfect, imperfect and the pluperfect.
- list characteristics of French secondary and university education systems.
- list expectations related to the family in French society.

Sample Assessment

La vie à l'école et à l'université

Pacing

4–5 weeks

Unité Deux: Perspectives historiques
Unit Two: Historical perspectives

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 opinions on a variety of topics, including issues of contemporary or historical interest in 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 analyze how other countries view the role of the US in the world arena.

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 Questions

- How have events in French history impacted society?
- How do I structure if clauses to hypothesize?

Core Topics

- French History

Grammar

- Simple Future
- Future Tense
- Conditional Tense
- Si Clauses
- Future perfect

Unit Objectives

Students will be able to:

- explain how events in French history have impacted society.
- make connections between the past and the present.
- analyze France's perception of the US throughout history.

Skill Objectives

Students will:

- generate a list of vocabulary to discuss French history.
- list major events in French history.

- list the ways the France has viewed its relations with the US.
- list the patterns of si clauses.
- conjugate verbs in the following tenses and determine their use in si clauses.

Sample Assessment

Si j'étais français(e), je serais..

Pacing

4 – 5 weeks

Unité Trois : L'évolution de la politique
Unit Three: Evolution of Politics

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 work in groups to develop solutions to problems that are of contemporary or historical interest in both the target and their native cultures.

Essential Question

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

Focus Questions

- How was the current political landscape been shaped and affected by the past?
- How is the French political system different from the American political system?
- How do I discuss my feelings and opinions using the subjunctive mood?

Core Topics

- Government and Politics
- Subjunctive Tense
 - Adverbial conjunctions
 - Noun clauses

Unit Objectives

Students will be able to:

- examine French politics.
- evaluate its government.

Skill Objectives

Students will:

- generate a list of vocabulary referring to French politics and government.
- identify the major political parties in France and the differences among them.
- create a list of previous political figures.
- generate a list of the movements that have shaped the current political landscape.
- conjugate verbs in the present subjunctive and identify when to use it in noun clauses and with adverbial conjunctions.

Sample Assessment

Il faut que vous respectiez les lois !

Pacing

4–5 weeks

Unité Four : La France et le monde
Unit Quatre: France and the world

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.

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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 compare and contrast the treatment of current issues across cultures by drawing on authentic texts.

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 Questions

- What has been the impact of globalization on French society, business and industry?
- How have the French responded to environmental concerns?
- What has been the impact of immigration on French society?
- How will self assessment and discussion with peers improve my writing?
- What are the different kinds of pronouns necessary for effective communication and how are they used?

Core Topics

- Colonialization
- Francophonie
- Immigration
- Globalization
- Pronouns

Unit Objectives

Students will be able to:

- analyze the effects of globalization on the French marketplace.
- compare and contrast the effects of immigration on French and American societies.
- incorporate self assessment and peer editing into the writing process.

- discuss the effects of imperialism on former colonies in the francophone world.
- establish the correct use of pronouns.

Skill Objectives

Students will be able to:

- generate a list of vocabulary related to globalization, immigration and colonization.
- identify areas of concern of the French in the globalization debate.
- list the ethnic groups currently immigrating to France.
- identify former French colonies.
- generate a list of pronouns.
- list tools for self assessment in writing.

Sample Assessment

Moi, Toi, Lui, et Elle : Parlons de nous !

Pacing

4–5 weeks

Unité Cinq: L'actualité
Unit Five: Current Events

World Language Standards

Communication (Presentation 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 presentations and/or written summaries on topics of current or historical interest in the target language.

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.

Essential Questions

- 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 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)

Focus Questions

- What are some of the current events affecting French society and culture today and how are they impacting society?
- How are ways that I can improve communication by using transitional words?

Core Topics

- Current events
- Conjunctions
- Transitional words

Unit Objectives

Students will be able to:

- evaluate written materials.
- incorporate information from a variety of sources.
- present information that is well organized.
- increase their understanding of contemporary French society.
- design written and oral communication with smooth transitions among ideas and concepts.

Skill Objectives

Students will be able to:

- generate a list of vocabulary related to current events.
- read and list the main points of full length article relating to a current event.
- organize information in a meaningful way.
- generate a list of conjunctions and other transitional words.

Sample Assessment

C'est mon opinion que...

Pacing

4 – 5 weeks

Unité Six: L'expression d'une idée
Unit Six: The expression of ideas

World Language Standards

Communication (Presentation 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 describe, explain, express opinions about and analyze stories, plays poems or other literature, as well as radio programs, music, films, art and websites.

Essential Question

- How do I present information, concepts and ideas in another language in a way that is understood? (Presentation Mode)

Focus Questions

- What are some contemporary environmental concerns and what solutions are there?
- How do I incorporate prepositions and prepositional phrases to my writing and speaking?

Core Topics

- The Environment
- Prepositions

Unit Objectives

Students will be able to:

- compare and contrast environmental concern of city dwellers and those who live in the country.
- assess solutions to these concerns.

Skill Objectives

Students will:

- generate a list of vocabulary related to then environment.
- generate a list of environmental concerns.
- list solutions to these concerns.
- generate a list of advantages and disadvantages to living in an urban or rural setting.
- list prepositions.

Sample Assessment

Le Grand Débat: Qu'est-ce qui est meilleur, la vie en ville ou à la campagne ?

Pacing

4 – 5 weeks

Unité Sept: L'art de raconter
Unit Seven: The art of story telling

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.

Essential Question

- How do I understand what others are trying to communicate in another language? (Interpretive Mode)

Focus Questions

- What differences are there between the French media and the American media?
- What are the major themes presented in the film?
- How will the use of comparatives and superlatives enrich my communication skills?

Core Topics

- Film
- Media
- Comparatives and superlatives

Unit Objectives

Students will be able to:

- evaluate the themes presented in a film.
- assess how the media influences society.
- compare and contrast the ways in which the media portrays the news in France and in the US.

Skill Objectives

Students will:

- generate a list of vocabulary to discuss media and cinema.
- create a list of reflecting how media influences society.
- list the major themes in a film.
- form comparatives and superlatives.

Sample Assessment

Le déclin du cinéma français

Pacing

4–5 weeks

Unité Huit: S'évader et s'amuser
Unit Eight: Escaping and having fun

World Language Standards

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 read literature; listen to music and view films and websites in the target language for entertainment.

Essential Question

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

Focus Questions

- How do I research in the target language a topic of cultural, historical or social interest?
- How do I present my findings in a way that is accurate, logical and understood?

Core Topics

- Cultural studies
- The arts
- History
- Politics
- Celebrations

Unit Objectives

Students will be able to:

- increase understanding of the history, art, music, food, celebrations, and other aspects of the culture of Spanish speaking countries.
- demonstrate a deep understanding of cultural similarities and differences.
- elaborate on a topic in the target language.
- demonstrate an understanding of French grammar.

Skill Objectives

Students will:

- research a topic of cultural, historical or social interest in the target culture.
- select information based on relevancy and accuracy.
- define key elements of French culture.
- demonstrate an understanding of the use of technology.

Sample Assessment

Fêtes dans le monde francophone

Pacing
3 weeks