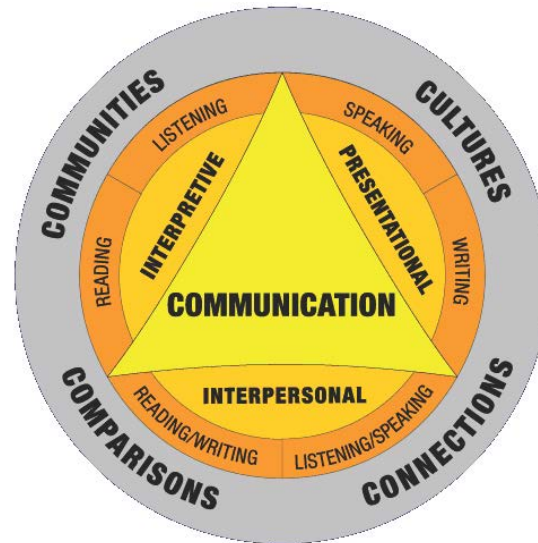


Windham School District French Curriculum



Approved by the Windham School Board on February, 2016

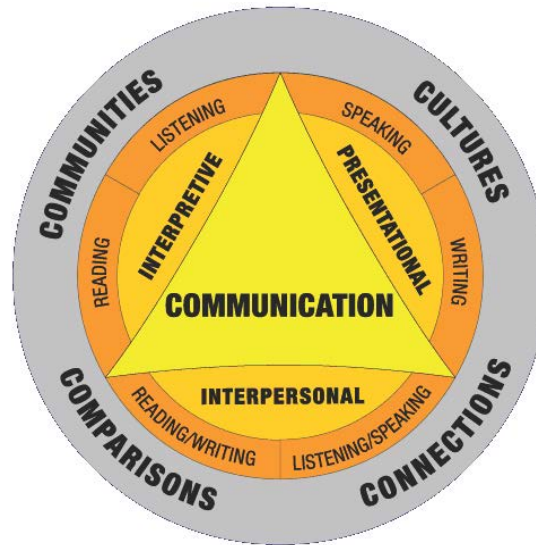
World Language Philosophy Statement

**Learn a Language
Share a Culture
Be a Part of the World!**

Students communicate at level in the target language in both oral and written forms: listening, speaking, reading, and writing.

Students demonstrate an understanding of the relationships between the products, practices, and perspectives of the target culture and participate in multilingual communities (within the school settings and beyond).

Students engage in interdisciplinary activities and demonstrate understanding of the target language and culture through comparisons with their own. Students learn to respect the many global similarities and differences!



2/2/16

World Language Standards

(Derived from the American Council on the Teaching of Foreign Languages)

Communication: Communicates in Languages Other Than English

Standard 1.1: Interpersonal Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Interpretive Communication: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Presentational Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures: Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Practices of Culture: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Products of Culture: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections: Connect with Other Disciplines and Acquire Information

Standard 3.1: Making Connections: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Acquiring Information: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons: Develop Insight into the Nature of Language and Culture

Standard 4.1: Language Comparisons: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Cultural Comparisons: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities: Participate in Multilingual Communities at Home and Around the World

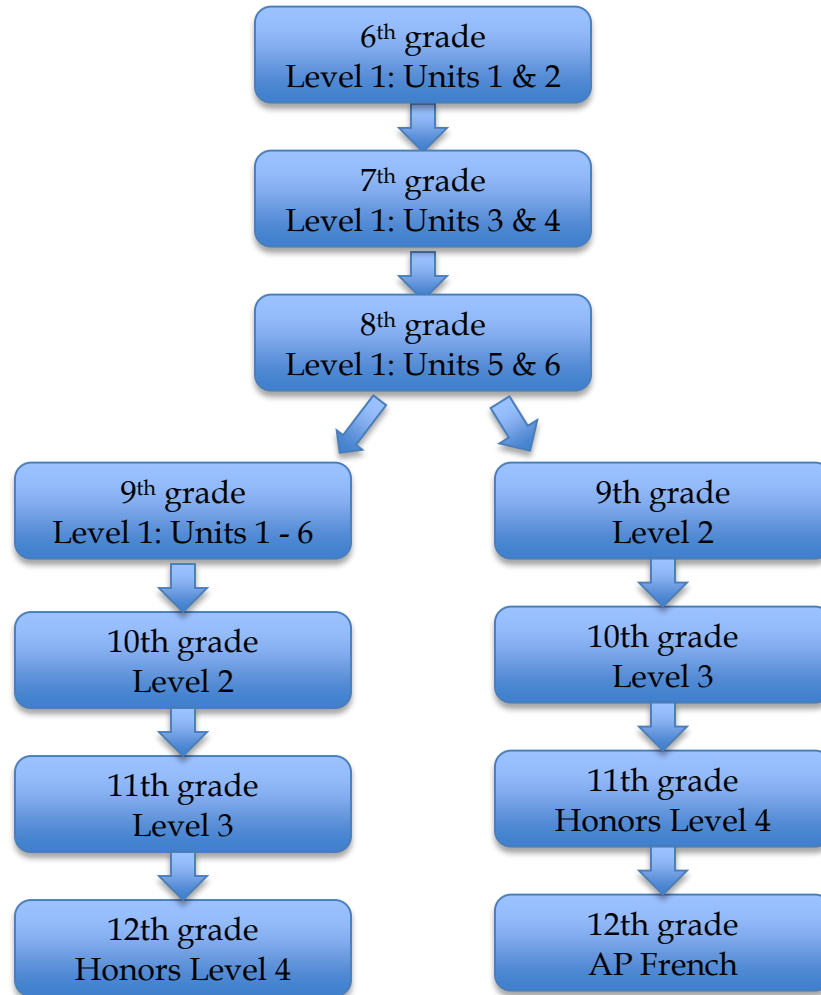
Standard 5.1: School and Community: Students use the language both within and beyond the school setting.

Standard 5.2: Lifelong Learning: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Essential Questions

1. What is the value of learning another language?
2. Why is it important to communicate effectively?
3. How do history, literature, and the arts influence and reflect a society and its culture?
4. How do other cultures influence our lives?

World Languages Curriculum French Learning Progression



Curriculum Overview

SAU 95

Title of Curriculum: French 1

Unit Name	Why Enduring Understandings	How Skills	What Content
Unit 1: Introduction: Faisons connaissance	<ul style="list-style-type: none"> • Students will expand their ability to communicate in French (speaking, listening, reading, writing) • Students will gain knowledge and understanding of the French-speaking world 	<ul style="list-style-type: none"> • Greet and respond • Introduce yourself, family, and others • Use the French alphabet • Talk about age • Use basic classroom phrases 	<ul style="list-style-type: none"> • State one's nationality and where one is from • Point out people and find out who they are • Numbers
Unit 2: La Vie Courante	<ul style="list-style-type: none"> • Students will use French to expand their knowledge through connections with other areas of the curriculum • Students will use French to gain an understanding of the nature of language and culture 	<ul style="list-style-type: none"> • Use formal and informal address • Express hunger and thirst • Use definite and indefinite articles • Tell time, date, and weather 	<ul style="list-style-type: none"> • Offer and ask for food • Order something to drink • Vocabulary for time, days, dates, weather, and seasons
Unit 3: Qu'est-ce qu'on fait?		<ul style="list-style-type: none"> • Express wishes • Form questions • Conjugate "-er" verbs and <i>être</i> 	<ul style="list-style-type: none"> • Describe daily activities • Offer and receive invitations • Find out where people are • Finding out information (interrogative expressions)
Unit 4: Le monde personnel et familial		<ul style="list-style-type: none"> • Demonstrate use of noun / adjective agreement • Make articles, nouns, and adjectives plural 	<ul style="list-style-type: none"> • Describe people and things • Talk about possessions and preferences • Describe objects by color and size

			<ul style="list-style-type: none"> ● Overview of Haiti
Unit 5: En Ville		<ul style="list-style-type: none"> ● Give directions ● Use aller and venir to express near future and recent past ● Use stress and possessive pronouns 	<ul style="list-style-type: none"> ● Get around in a French city ● Describe homes ● Go to places, talk about future plans ● Find out what people are talking about ● Talk about one's family
Unit 6: Le Shopping		<ul style="list-style-type: none"> ● Use adjectives to describe and compare clothing ● Conjugate and use regular "-ir" and "re" verbs 	<ul style="list-style-type: none"> ● Talk about clothing and accessories ● Shopping ● Comparisons ● Discover what stores are selling ● Give suggestions and commands

Title of Curriculum: French 2

Unit Name	Why Enduring understandings	How Skills	What Content
Reprise (Note: This unit reviews concept and vocabulary from Level 1)	<ul style="list-style-type: none"> Students will expand their ability to communicate in French (speaking, listening, reading, writing) Students will gain knowledge and understanding of the French-speaking world Students will use French to expand their knowledge through connections with other areas of the curriculum Students will use French to gain an understanding of the nature of language and culture 	<ul style="list-style-type: none"> Reactivate basic communication skills 	<ul style="list-style-type: none"> Everyday expressions Ask and answer questions Simple description
Unit 1: Qui suis-je?		<ul style="list-style-type: none"> Demonstrate adjective agreement and position Use idiomatic expressions with <i>avoir</i> and <i>faire</i> Use recent past and immediate future Form questions using inversion 	<ul style="list-style-type: none"> Present oneself, make introductions Describe people Talk about people and their activities Go to places around town
Unit 2: Le weekend, enfin!		<ul style="list-style-type: none"> Use passé composé with <i>avoir</i> and <i>être</i> 	<ul style="list-style-type: none"> Talk about weekend activities Vocabulary to show past or present Vocabulary for the countryside
Unit 3: Bon Appétit!		<ul style="list-style-type: none"> Use <i>vouloir</i>, <i>pouvoir</i>, <i>devoir</i> to express want, to request, and to accept Understanding and apply the “partitif” Conjugate and use stem-changing verbs 	<ul style="list-style-type: none"> Talk about food and meals Shop at the supermarket Discuss food preferences Expressions of quantity

Unit 4: Loisirs et Spectacles		<ul style="list-style-type: none"> • Use direct and indirect object pronouns • Understand and apply the verbs <i>connaître</i> and <i>savoir</i> (to know) • Conjugate and use irregular verbs: <i>dire</i>, <i>lire</i>, <i>écrire</i> 	<ul style="list-style-type: none"> • Talk about entertainment activities, friends and acquaintances, other people, and possessions
Unit 5: Vive le Sport!		<ul style="list-style-type: none"> • Understand and apply pronouns: <i>y</i> and <i>en</i> • Conjugate and use the verb <i>croire</i> • Conjugate and use reflexive verbs in the past and present tenses 	<ul style="list-style-type: none"> • Talk about sports and health, activities • Discuss the daily routine • Expressions of time to indicate completed or habitual actions in the past • Vocabulary for expressing opinions
Unit 6: Chez nous		<ul style="list-style-type: none"> • Use imperfect tense to show habitual and progressive actions in the past • Use imperfect tense to show supporting details and background information for past events • Use relative pronouns <i>qui</i> and <i>que</i> • Understand when to use passé composé vs. imperfect 	<ul style="list-style-type: none"> • Describe where one lives • Make clarifications • Vocabulary for turning on and off appliances

Title of Curriculum: French 3

Unit Name	Why Enduring understandings	How Skills	What Content
Reprise (Note: this unit reviews core material from Discovering French – Bleu and Blanc)	<ul style="list-style-type: none"> • Students will expand their ability to communicate in French (speaking, listening, reading, writing) • Students will gain knowledge and understanding of the French-speaking world 	<ul style="list-style-type: none"> • Reactivate skills for introductions • Review the use of passé composé and imperfect • Review direct and indirect object pronouns 	<ul style="list-style-type: none"> • Talk about daily activities and food
Unit 1: Au jour le jour	<ul style="list-style-type: none"> • Students will use French to expand their knowledge through connections with other areas of the curriculum 	<ul style="list-style-type: none"> • Use reflexive verbs to discuss daily routine in past and present tenses • Use reflexive verbs in idiomatic expressions 	<ul style="list-style-type: none"> • Vocabulary for physical appearance and daily routine • Vocabulary for physical condition and feelings • French art
Unit 2: Soyons utile!	<ul style="list-style-type: none"> • Students will use French to gain an understanding of the nature of language and culture 	<ul style="list-style-type: none"> • Form and use the subjunctive tense to express obligation and wishes or wants 	<ul style="list-style-type: none"> • Vocabulary for chores • Ask for help, accepting, and giving excuses • Overview of French history and literature 200 B.C – 1453 A.D,
Unit 3: Vive la nature		<ul style="list-style-type: none"> • Use passé composé and imperfect verbs with regular, irregular, and reflexive verbs • Use passé compose and imperfect to relate details 	<ul style="list-style-type: none"> • Vacation, outdoor activities, the environment • Vocabulary to discuss and describe an event or tell a story • Vocabulary for weather in

		<p>of a story</p> <ul style="list-style-type: none"> Recognize the use of passé simple in literature 	<p>past, present, and immediate future</p> <ul style="list-style-type: none"> Overview of French history and literature 1453 – 1715
Unit 4: Aspects de la vie quotidienne		<ul style="list-style-type: none"> Review the use of pronouns <i>y</i> and <i>en</i> Combine definite and indefinite pronouns Use <i>faire</i> to show an action being completed for you 	<ul style="list-style-type: none"> Vocabulary for shopping at specialty markets and personal services Indefinite expressions of quantity Overview of French music from medieval times to the present
Unit 5: Bon voyage		<ul style="list-style-type: none"> Use negative expressions Conjugate and use verbs in the future and conditional tenses 	<ul style="list-style-type: none"> Vocabulary for travel Overview of French history from 1715 - 1870
Unit 6: Séjour en France		<ul style="list-style-type: none"> Make comparisons of adjectives, adverbs, and nouns Form and use the superlative Use the interrogative pronoun <i>lequel</i> Use possessive pronouns to replace nouns with possessive adjectives 	<ul style="list-style-type: none"> Vocabulary for hotel stays Overview of French history and literature from 1870 - 2002
Unit 7: La Forme et la Santé		<ul style="list-style-type: none"> Use subjunctive tense to express doubts, fears and beliefs, and emotions 	<ul style="list-style-type: none"> Vocabulary for health care

Title of Curriculum: French 4

Unit Name	Why	How	What
Unit 1: Nonfiction	<ul style="list-style-type: none"> • Students will expand their ability to communicate in French (speaking, listening, reading, writing) • Students will gain knowledge and understanding of the French-speaking world • Students will use French to expand their knowledge through connections with other areas of the curriculum • Students will use French to gain an understanding of the nature of language and culture 	<ul style="list-style-type: none"> • Review imperfect vs. passé composé in memoires • Read critically • Identify and interpret cultural inferences • Understand, speak and write about current events in France and francophone countries • Research, interpret, and present biographical information 	<ul style="list-style-type: none"> • La Presse Française: Newspapers from France and francophone countries • Memoires: Maryse Condé and Simone de Beauvoir • Biographies of famous French people
Unit 2: Short story		<ul style="list-style-type: none"> • Identify elements of fable, folktale, and fairy tale • Identify how authors present characters by means of rhetorical elements • Identify elements of plot development • Compare and contrast presentation of story 	<ul style="list-style-type: none"> • Fables and folktales • Fairy tales • Short stories

		elements across media	
Unit 3: Poetry and Drama		<ul style="list-style-type: none"> • Identify elements of poetry including theme, tone, figurative language, rhythm, rhyme • Identify cultural references and influences in poetry • Analyze character development in plays • Compare and contrast the directors' visions in various presentations of the same play 	<ul style="list-style-type: none"> • Selection of 20th century poetry • The play <i>Knock</i> by Jules Romains
Unit 4: Novel		<ul style="list-style-type: none"> • Identify elements of the novel: character, plot, setting, etc. • Summarize plot • Identify use of figurative and rhetorical language in a novel • Compare and contrast presentation across media 	<ul style="list-style-type: none"> • Novels to include, but not limited to: le <i>Petit Prince</i> and excerpts from <i>Candide</i>

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **French I**

Title of Unit	Unit 1: Introduction: Faisons connaissance
Enduring Understandings	<ul style="list-style-type: none"> • Studying and understanding the structure of language develops skills which are transferable to other disciplines and can help in learning across the curriculum and throughout life • Systematically studying a foreign language fosters a deeper understanding of one's own language, broadens one's own global perspective, and prepares a student for fuller participation in the global community • Studying a foreign culture fosters a deeper understanding of one's own heritage, culture, and country. • Proficiency in a foreign language will improve proficiency and fluency in one's own native tongue.
Essential Questions	<ul style="list-style-type: none"> • What is the value of learning another language? • Why is it important to communicate effectively? • How do history, literature and the arts influence and reflect a society and its culture? • How do other cultures influence our lives?
Content	<ul style="list-style-type: none"> • Greetings and responses in French • Introducing oneself • Talking about friends and family • Understanding pronunciation and usage of the French Alphabet
Skills	<ul style="list-style-type: none"> • Greet and respond in French • Introduce oneself and others • Understand and use the French Alphabet • Comprehend and communicate giving name and where you are from • Understand, speak, and write telephone numbers using 1-10 • Use and understand basic classroom phrases • Know basic-geography of French-speaking countries
Common Summative Assessments	<p>Lesson Assessments Unit Assessment</p>

Standards	<p>Communication: Communicate in Languages Other Than English</p> <p>Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <hr/> <p>Cultures: Gain Knowledge and Understanding of Other Cultures</p> <p>Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Standard 2.2: Products of Culture Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <hr/> <p>Connections: Connect with Other Disciplines and Acquire Information</p> <p>Standard 3.1: Making Connections Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>Standard 3.2: Acquiring Information Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <hr/> <p>Comparisons: Develop Insight into the Nature of Language and Culture</p> <p>Standard 4.1: Language Comparisons Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Standard 4.2: Cultural Comparisons Students demonstrate understanding of the concept of culture through comparisons of the cultures</p>
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studied and their own.

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Communities: Participate in Multilingual Communities at Home and Around the World

Standard 5.1: School and Community

Students use the language both within and beyond the school setting.

Standard 5.2: Lifelong Learning

Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Title of Unit	Unit 2 : La Vie Courante
Enduring Understandings	<ul style="list-style-type: none"> • Snack foods and beverages • Asking about prices and paying for food/drink • Using the “euro” • Definite and indefinite articles • Pronouns to replace objects • Telling time • Use of the 24-hour clock for appointments and transportation • The Date and the day of the week • Weather expressions
Essential Questions	<ul style="list-style-type: none"> • What is the value of learning another language? • Why is it important to communicate effectively? • How do history, literature and the arts influence and reflect a society and its culture? • How do other cultures influence our lives?
Content	<ul style="list-style-type: none"> • Snack foods and beverages • Prices • Use Formal/Informal verbs and pronouns • Using forms of “avoir” with hunger/thirst • Definite and indefinite articles • “time” • Using a form “etre” to tell time. • Days of the week • Months of the Year • The date • Weather expressions • Seasons
Skills	<ul style="list-style-type: none"> • Ask for foods and beverages • Asking about prices • Learning formal and informal verbs and pronouns • Expressing hunger and thirst

	<ul style="list-style-type: none"> • Using definite and indefinite articles • Telling time • Giving the date • Describing the weather
Common Summative Assessments	<p>Lesson Assessments</p> <p>Unit Assessments</p>
Standards	<p>Communication: Communicate in Languages Other Than English</p> <p>Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>.....</p> <p>Cultures: Gain Knowledge and Understanding of Other Cultures</p> <p>Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Standard 2.2: Products of Culture Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>.....</p> <p>Connections: Connect with Other Disciplines and Acquire Information</p> <p>Standard 3.1: Making Connections Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>Standard 3.2: Acquiring Information Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>.....</p> <p>Comparisons: Develop Insight into the Nature of Language and Culture</p>

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Communities: Participate in Multilingual Communities at Home and Around the World

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Standard 5.2: Lifelong Learning

Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Title of Unit	Unit 3: Qu'est-ce qu'on fait
Enduring Understandings	<ul style="list-style-type: none"> • Activities • Conjugations of "etre" • Describing locations • Negative expressions • Conjugations of "er" verb • Forming questions • Irregular verb "Faire"
Essential Questions	<ul style="list-style-type: none"> • What is the value of learning another language? • Why is it important to communicate effectively? • How do history, literature and the arts influence and reflect a society and its culture? • How do other cultures influence our lives?
Content	<ul style="list-style-type: none"> • Expressions of wishes and wants • Conjugations of regular and irregular verbs • Formation of questions • School classes and schedules
Skills	<ul style="list-style-type: none"> • Expressing wishes • Forming questions • Conjugating "er" and irregular verbs • Comparing school in U.S. and France • Comparing phone etiquette in U.S. and France
Common Summative Assessments	Lesson Assessments Unit Assessment
Standards	<p>Communication: Communicate in Languages Other Than English</p> <p>Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics.</p>

Standard 1.3: Presentational Communication

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

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Cultures: Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Practices of Culture

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

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Connections: Connect with Other Disciplines and Acquire Information

Standard 3.1: Making Connections

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Communities: Participate in Multilingual Communities at Home and Around the World

Standard 5.1: School and Community

Students use the language both within and beyond the school setting.

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	enrichment.
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Title of Unit	Unit 4: Le monde personnel et familial
Enduring Understandings	<ul style="list-style-type: none"> • Vocabulary: les personnes (people) • Asking questions about people • Adjectives: Masculine and feminine • Objects: asking about objects • Describing your bedroom • Prepositions • What you have and what you don't have: Expressions using AVOIR • Haiti: Connections • Plural definite and indefinite articles • The uses of the definite article to express ideas • Importance of friendships in the French culture • Adjectives to describe personality, nationality • Colors • Noun/adjective agreement • Adjective placement • Driving in France
Essential Questions	<ul style="list-style-type: none"> • What is the value of learning another language? • Why is it important to communicate effectively? • How do history, literature and the arts influence and reflect a society and its culture? • How do other cultures influence our lives?
Content	<ul style="list-style-type: none"> • Physical descriptions of people and objects, • The description of personal items and your bedroom • Expressions of what you have and what you don't have • Descriptions with prepositions • Formation of plural articles • Expressions using definite articles • Descriptions using personalities, nationalities, and colors.

	<ul style="list-style-type: none"> • Placement of adjectives
Skills	<ul style="list-style-type: none"> • Describe people and objects • Describe personal items and your bedroom • Express what you have and what you don't have • Describe using prepositions • Make articles plural • Express ideas using definite articles • Describe people using adjectives about personalities and nationalities. • Describe items using color • Forming agreements with adjectives and nouns • Learning about Haiti • Learning about the "rules of the road": French and driving
Common Summative Assessments	<p>Lesson Assessments</p> <p>Unit Assessment</p>
Standards	<p>Communication: Communicate in Languages Other Than English</p> <p>Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Cultures: Gain Knowledge and Understanding of Other Cultures</p> <p>Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Standard 2.2: Products of Culture Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p>

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Title of Unit	Unit 5: En Ville
Enduring Understandings	<ul style="list-style-type: none"> • Cities and towns: buildings, places of interest, directions • Activities: Nouns and verbs • Home and apartments • Irregular verbs: aller, venir, • Prepositions: chez, à and de with the definite articles • Places and events, getting around town, in a restaurant • “Near future” tense • Playing sports and instruments • Stress Pronouns • Descriptions using “de” • Possession: “de” and adjectives • Family members • Ordinal numbers • Cultural Information: • At the café, Pets in France, When in Paris...Landmarks • Movies,Tintin, French singers • Le Paris: using maps
Essential Questions	<ul style="list-style-type: none"> • What is the value of learning another language? • Why is it important to communicate effectively? • How do history, literature and the arts influence and reflect a society and its culture? • How do other cultures influence our lives?
Content	<ul style="list-style-type: none"> • Cultural information about French cities and Paris (in particular) • Building names and descriptions • Directions • Home descriptions • Locations of Paris • Use of verb “to go” and “to come” • Use of Prepositions • Activities

	<ul style="list-style-type: none"> • Descriptions of Family / Importance of pets • Use & placement of stress and possessive adjectives
Skills	<ul style="list-style-type: none"> • Learning about cities • Understanding building names • Learning directions • Describing homes • Using the verb “to go” in the present and “Near Future” tense • Placing prepositions • Using the verb “to come” • Understanding pronoun differences (stress/possessive pronouns) • Describing families and pets
Common Summative Assessments	<p>Lesson Assessments Unit Assessment</p>
Standards	<p>Communication: Communicate in Languages Other Than English Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>.....</p> <p>Cultures: Gain Knowledge and Understanding of Other Cultures Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Products of Culture Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>.....</p>

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Communities: Participate in Multilingual Communities at Home and Around the World

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Standard 5.2: Lifelong Learning

Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Title of Unit	Unit 6 : Le Shopping
Enduring Understandings	<ul style="list-style-type: none"> • Name and describe the clothes that you wear • Discuss Style • To shop for clothes and other items • To talk about money • To make comparisons • To point out certain people or objects to your friends
Essential Questions	<ul style="list-style-type: none"> • What is the value of learning another language? • Why is it important to communicate effectively? • How do history, literature and the arts influence and reflect a society and its culture? • How do other cultures influence our lives?
Content	<ul style="list-style-type: none"> • Clothing names and adjectives • Descriptions with new verbs as they relate to clothing • Use of stem-changing verbs • Use of demonstrative and interrogative adjectives • Introduction of IR/ER verbs • Comparisons • Introduction of verbs in relation to money • Use of new subject pronoun
Skills	<ul style="list-style-type: none"> • Learning vocabulary of clothing • Describing with adjectives • Using new verbs • Learning regular IR, RE verbs • Comparing with adjectives • Using verbs as relating to spending or earning money and wearing clothing
Common Summative Assessments	Lesson Assessments Unit Assessment
Standards	Communication: Communicate in Languages Other Than English Standard 1.1: Interpersonal Communication

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Interpretive Communication

Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Presentational Communication

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

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Cultures: Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Practices of Culture

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Products of Culture

Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

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Connections: Connect with Other Disciplines and Acquire Information

Standard 3.1: Making Connections

Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Acquiring Information

Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

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Comparisons: Develop Insight into the Nature of Language and Culture

Standard 4.1: Language Comparisons

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Cultural Comparisons

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

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Communities: Participate in Multilingual Communities at Home and Around the World

Standard 5.1: School and Community

	<p>Students use the language both within and beyond the school setting.</p>
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Standard 5.2: Lifelong Learning

Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Windham PERC Curriculum Document Review

Standards of approval: Course Name: French II

Title of Unit	Reprise (Note: This unit reviews concepts and vocabulary from Units 1-6 of Discovering French –Bleu)
Enduring Understandings	<ul style="list-style-type: none"> • Students will expand their ability to communicate in French (speaking, writing, oral and written comprehension) • Students will gain knowledge and understanding of the French-speaking world • Students will use French to expand their knowledge through connections with other areas of the curriculum • Students will use French to gain an understanding of the nature of language and culture
Essential Questions	<ul style="list-style-type: none"> • What is the value of learning another language? • Why is it important to communicate effectively? • How do history, literature and the arts influence and reflect a society and its culture? • How do other cultures influence our lives?
Content	<p>Counting</p> <ul style="list-style-type: none"> • Giving the date • Telling time • Weather • Things one owns - clothing, furniture • Daily activities - 1st, 2nd, 3rd conjugation verbs, irregular verbs from French 1 • Likes and dislikes • Interrogative expressions • Answering questions • Articles (and use in negative sentences, and with prepositions) • Possessive adjectives • Colors • Demonstrative adjectives • Interrogative adjectives • Subject pronouns • Stress pronouns

	<ul style="list-style-type: none"> • Imperative forms with “moi” • The euro • School subjects • Time zones • Subjects French teens study • French teen activities
Skills	<ul style="list-style-type: none"> • Students will be able to speak, write, and understand numbers through the thousands • Students will be able to tell and write times, understand times given orally and in written form • Students will be able to speak, write and understand vocabulary and grammar constructions for weather • Students will be able to describe things they own orally and in written form, and will be able to understand this oral and written vocabulary and verb forms used • Students will be able to describe places they go and things they do orally and in written form, and will be able to understand the oral and written vocabulary and verb forms used • Students will be able to discuss things they like and do not like to do orally and in written form, and will be able to understand the oral and written vocabulary and verb forms used • Students will be able to ask and answer questions both orally and in written form, and will be able to understand the oral and written vocabulary and verb forms used • Students will understand the structure of the French school system • Students will understand the monetary system for the euro
Common Summative Assessments	<p>Written test on each part of the unit</p> <p>Unit test</p> <p>Written paragraph at end of unit – places the student likes to go and things s/he likes to do on vacation</p> <p>Assessment of oral expression</p>
Standards	<p>Communication: Communicate in Languages Other Than English</p> <p>Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of</p>

topics.

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Cultures: Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Practices of Culture

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Products of Culture

Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

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Connections: Connect with Other Disciplines and Acquire Information

Standard 3.1: Making Connections

Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Acquiring Information

Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

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Comparisons: Develop Insight into the Nature of Language and Culture

Standard 4.1: Language Comparisons

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Cultural Comparisons

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

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Communities: Participate in Multilingual Communities at Home and Around the World

Standard 5.1: School and Community

Students use the language both within and beyond the school setting.

Standard 5.2: Lifelong Learning

Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Title of Unit	Unit 1: Who Am I?
Enduring Understandings	<ul style="list-style-type: none"> • Students will expand their ability to communicate in French (speaking, writing, oral and written comprehension) • Students will gain knowledge and understanding of the French-speaking world • Students will use French to expand their knowledge through connections with other areas of the curriculum • Students will use French to gain an understanding of the nature of language and culture
Essential Questions	<ul style="list-style-type: none"> • What is the value of learning another language? • Why is it important to communicate effectively? • How do history, literature and the arts influence and reflect a society and its culture? • How do other cultures influence our lives?
Content	<ul style="list-style-type: none"> • Nationalities • Professions • Identity • Friends and family vocabulary • Physical and personality adjective • Introductions • Telephone expressions / vocabulary • Expressions with <i>être</i> • Adjectives: form and position • Irregular adjectives • Determining the use of <i>C'est</i> or <i>Il / Elle est</i> • Expressions with <i>avoir</i> • Expressions with <i>faire</i> • Questions with inversion • Verb <i>aller</i>: construction with infinitive • Verb <i>venir</i>: construction with <i>venir de</i> and infinitive • The present tense with <i>depuis</i> • French regions • French holidays

	<ul style="list-style-type: none"> • French landmarks • Le Tour de France
Skills	<ul style="list-style-type: none"> • Students will be able to express needs • Students will be able to use expressions indicating emotion • Students will be able to listen and converse in social situation • Students will be able to understand and convey information about family, friends, transportation, professions, and work • Students will be able to use authentic materials written in French • Students will be able to write letters or short guided compositions • Students will be able to use and understand expressions and questions when speaking and listening • Students will be able to write sentences/ paragraphs on the topics from the unit • Students will be able to understand important ideas and some details in highly contextualized authentic texts • Students will demonstrate culturally appropriate behavior when understanding and expressing important ideas and some details • Students will be able to discuss / compare and contrast French holiday celebrations • Students will demonstrate familiarity with the regions of France • Students will demonstrate their familiarity with the Tour de France
Common Summative Assessments	<p>Written test on each part of the unit</p> <p>Unit test</p> <p>Written paragraph at end of unit – description of a friend</p> <p>Assessment of oral expression</p>
Standards	<p>Communication: Communicate in Languages Other Than English</p> <p>Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>

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Cultures: Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Practices of Culture

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Products of Culture

Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

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Connections: Connect with Other Disciplines and Acquire Information

Standard 3.1: Making Connections

Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Acquiring Information

Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

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Comparisons: Develop Insight into the Nature of Language and Culture

Standard 4.1: Language Comparisons

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Cultural Comparisons

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

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Communities: Participate in Multilingual Communities at Home and Around the World

Standard 5.1: School and Community

Students use the language both within and beyond the school setting.

Standard 5.2: Lifelong Learning

Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Title of Unit	Unit 2: The Week-end, At Last!
Enduring Understandings	<ul style="list-style-type: none"> • Students will expand their ability to communicate in French (speaking, writing, oral and written comprehension) • Students will gain knowledge and understanding of the French-speaking world • Students will use French to expand their knowledge through connections with other areas of the curriculum • Students will use French to gain an understanding of the nature of language and culture
Essential Questions	<ul style="list-style-type: none"> • What is the value of learning another language? • Why is it important to communicate effectively? • How do history, literature and the arts influence and reflect a society and its culture? • How do other cultures influence our lives?
Content	<ul style="list-style-type: none"> • Past tense: transitive and intransitive verbs, irregular past participles, negation, interrogative forms • Irregular verbs: <i>prendre, mettre, voir, sortir, partir, dormir</i> • Regular verbs: <i>aider, assister à, bronzer, laver, chercher, nager, nettoyer, ranger, passer, rencontrer, rentrer, rester, retrouver, travailler, monter, descendre</i> • Expressions using <i>il y a</i> • Expressions using <i>aller</i> • <i>Quelqu'un, quelque chose</i>, and their opposites • Vocabulary for weekend activities at home and around town • Vocabulary – the country and the farm (animals) • Expressions for time and sequence • Talking about past events • Common activities of French teens • Paris • Riding the Paris subway • The French love of nature
Skills	<ul style="list-style-type: none"> • Students will be able to describe what they do on weekends • Students will be able to describe where they go and how they got there • Students will be able to describe the countryside and understand the description of others • Students will be able to convey and understand information about the past

	<ul style="list-style-type: none"> • Students will be able to talk, write, and understand information about a series of events • Students will be able to write a postcard • Students will be able to use French when taking public transportation • Students will be able to read and understand authentic materials such as tickets, brochures, and short narratives • Students will be able to create simple paragraphs when writing • Students will be able to understand main ideas and some details in highly contextualized authentic texts when reading • Students will be able to converse, listen, and understand in face to face social situations • Students will be able to discuss / compare and contrast aspects of French and American culture
<p>Common Summative Assessments</p>	<p>Written test on each part of the unit Unit test Written paragraph at end of unit – recounting of a past event Assessment of oral expression</p>
<p>Standards</p>	<p>Communication: Communicate in Languages Other Than English Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>.....</p> <p>Cultures: Gain Knowledge and Understanding of Other Cultures Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Products of Culture Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>.....</p> <p>Connections: Connect with Other Disciplines and Acquire Information</p>

Standard 3.1: Making Connections

Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Acquiring Information

Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

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Comparisons: Develop Insight into the Nature of Language and Culture

Standard 4.1: Language Comparisons

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Cultural Comparisons

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

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Communities: Participate in Multilingual Communities at Home and Around the World

Standard 5.1: School and Community

Students use the language both within and beyond the school setting.

Standard 5.2: Lifelong Learning

Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Title of Unit	Unit 3: Bon Appetit!
Enduring Understandings	<ul style="list-style-type: none"> • Students will expand their ability to communicate in French (speaking, writing, oral and written comprehension) • Students will gain knowledge and understanding of the French-speaking world • Students will use French to expand their knowledge through connections with other areas of the curriculum • Students will use French to gain an understanding of the nature of language and culture
Essential Questions	<ul style="list-style-type: none"> • What is the value of learning another language? • Why is it important to communicate effectively? • How do history, literature and the arts influence and reflect a society and its culture? • How do other cultures influence our lives?
Content	<ul style="list-style-type: none"> • Phrases for ordering in a café or restaurant • Phrases for expressing preferences • Phrases used in food shopping • Vocabulary for food • Quantities • Expressions of quantity • Regular verbs (in present and past tense): <i>commander, déjeuner, detester, diner</i> • Regular verbs – stems with spelling changes: <i>acheter, amener, envoyer, esperer, nettoyer, payer, préférer</i> • Expressions using <i>tout</i> and its forms • Irregular verbs (in present and past tense): <i>boire, devoir, pouvoir, vouloir, mettre (la table), prendre (le petit déjeuner), il faut (+infinitive)</i> • Customs for shopping, ordering food in a restaurant or café, tipping
Skills	<ul style="list-style-type: none"> • Students will be able to understand and convey in written and oral form information about likes and dislikes • Students will understand customs involving food • Students will be able to understand and convey in oral and written form expressions involving quantity • Students will be able to order food in a restaurant or café and understand related responses • Students will be able to understand and convey in written and oral form vocabulary for common

	<p>foods</p> <ul style="list-style-type: none"> • Students will be able to write simple paragraphs about food, food preferences, etc. • Students will be able to understand and convey in written and oral form what they want to do, can do, and must do • Students will be able to understand authentic written materials
<p>Common Summative Assessments</p>	<p>Written test on each part of the unit Unit test Written paragraph at end of unit – describe a recent meal Assessment of oral expression</p>
<p>Standards</p>	<p>Communication: Communicate in Languages Other Than English Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>.....</p> <p>Cultures: Gain Knowledge and Understanding of Other Cultures Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Products of Culture Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>.....</p> <p>Connections: Connect with Other Disciplines and Acquire Information Standard 3.1: Making Connections Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Acquiring Information Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p>

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Comparisons: Develop Insight into the Nature of Language and Culture

Standard 4.1: Language Comparisons

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Cultural Comparisons

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

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Communities: Participate in Multilingual Communities at Home and Around the World

Standard 5.1: School and Community

Students use the language both within and beyond the school setting.

Standard 5.2: Lifelong Learning

Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Title of Unit	Unit 4: Leisure Activities and Events
Enduring Understandings	<ul style="list-style-type: none"> • Students will expand their ability to communicate in French (speaking, writing, oral and written comprehension) • Students will gain knowledge and understanding of the French-speaking world • Students will use French to expand their knowledge through connections with other areas of the curriculum • Students will use French to gain an understanding of the nature of language and culture
Essential Questions	<ul style="list-style-type: none"> • What is the value of learning another language? • Why is it important to communicate effectively? • How do history, literature and the arts influence and reflect a society and its culture? • How do other cultures influence our lives?
Content	<ul style="list-style-type: none"> • Vocabulary and phrases for extending, accepting, and declining an invitation • Vocabulary for events and performances • Vocabulary for performers • Vocabulary for things that are read, recited, or written • Regular verbs: <i>chercher, coûter, garder, laisser, oublier, raconteur, regretter, remercier, trouver</i> • Regular verb with stem change: <i>commencer</i> • Irregular verbs: <i>connaître, savoir (+infinitive), dire, écrire, lire</i> • Direct object pronouns • Indirect object pronouns • Verbs followed by an indirect object (<i>à</i>): <i>parler, téléphoner, rendre visite, répondre</i> • Verbs followed by two complements (<i>à</i>): <i>acheter, apporter, demander, dire, donner, écrire, emprunter, monter, présenter, prêter, rendre</i> • Expressions of time • Forms of entertainment in France and popular French singers and actors • The history and culture of Canada, Louisiana, Haiti, Martinique, Guadeloupe, Tahiti, and French Guiana
Skills	<ul style="list-style-type: none"> • Students will be able to describe and discuss forms of entertainment and favorite singers and actors • Students will be able to extend, accept, and decline an invitation • Students will be able to use and understand expressions of emotion

	<ul style="list-style-type: none"> • Students will be able to use and understand the use of direct and indirect pronouns in oral and written form • Students will demonstrate their familiarity with the vocabulary and expressions of the unit in oral and written form • Students will be able to understand and convey information about schedules, leisure activities, prices, places and events, transportation, and travel • Students will demonstrate understanding of important ideas and some details in highly contextualized text when reading • Students will demonstrate their ability to write short guided compositions and/ or letters
<p>Common Summative Assessments</p>	<p>Written test on each part of the unit Unit test Written paragraph at end of unit – describe and critique a movie he/she has seen recently Assessment of oral expression</p>
<p>Standards</p>	<p>Communication: Communicate in Languages Other Than English</p> <p>Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>.....</p> <p>Cultures: Gain Knowledge and Understanding of Other Cultures</p> <p>Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Standard 2.2: Products of Culture Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>.....</p> <p>Connections: Connect with Other Disciplines and Acquire Information</p>

Standard 3.1: Making Connections

Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Acquiring Information

Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

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Comparisons: Develop Insight into the Nature of Language and Culture

Standard 4.1: Language Comparisons

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Cultural Comparisons

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

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Communities: Participate in Multilingual Communities at Home and Around the World

Standard 5.1: School and Community

Students use the language both within and beyond the school setting.

Standard 5.2: Lifelong Learning

Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Title of Unit	Unit 5: Vive Sports!
Enduring Understandings	<ul style="list-style-type: none"> • Students will expand their ability to communicate in French (speaking, writing, oral and written comprehension) • Students will gain knowledge and understanding of the French-speaking world • Students will use French to expand their knowledge through connections with other areas of the curriculum • Students will use French to gain an understanding of the nature of language and culture
Essential Questions	<ul style="list-style-type: none"> • What is the value of learning another language? • Why is it important to communicate effectively? • How do history, literature and the arts influence and reflect a society and its culture? • How do other cultures influence our lives?
Content	<ul style="list-style-type: none"> • Vocabulary and phrases for naming and describing sports • Vocabulary for talking about daily activities and personal care • Vocabulary for naming parts of the body • Vocabulary for describing physical features • Vocabulary and phrases for explaining how to stay fit • Vocabulary and phrases for explaining what is wrong to a doctor • Reflexive verbs • Expressions of time • The irregular verb <i>courir</i> • Expressions that show an opinion • Journal writing • Popular sports in France • French concerns about fitness • The Tour de France
Skills	<ul style="list-style-type: none"> • Students will be able to describe and discuss sports and fitness activities • Students will be able to discuss health concerns with a doctor • Students will be able to use and understand reflexive verbs • Students will be able to express an opinion in oral and written form • Students will demonstrate their familiarity with the vocabulary and expressions of the unit in oral

	<p>and written form</p> <ul style="list-style-type: none"> • Students will be able to understand and convey information about giving a physical description • Students will demonstrate understanding of important ideas and some details in highly contextualized text when reading • Student will demonstrate their ability to write short guided compositions and / or letters
<p>Common Summative Assessments</p>	<p>Written test on each part of the unit Unit test Written paragraph at end of unit – a journal entry about an athletic event; a trip to the doctor Assessment of oral expression</p>
<p>Standards</p>	<p>Communication: Communicate in Languages Other Than English Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>.....</p> <p>Cultures: Gain Knowledge and Understanding of Other Cultures Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Products of Culture Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>.....</p> <p>Connections: Connect with Other Disciplines and Acquire Information Standard 3.1: Making Connections Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Acquiring Information Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p>

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Comparisons: Develop Insight into the Nature of Language and Culture

Standard 4.1: Language Comparisons

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Cultural Comparisons

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

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Communities: Participate in Multilingual Communities at Home and Around the World

Standard 5.1: School and Community

Students use the language both within and beyond the school setting.

Standard 5.2: Lifelong Learning

Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Title of Unit	Unit 6: At Home
Enduring Understandings	<ul style="list-style-type: none"> • Students will expand their ability to communicate in French (speaking, writing, oral and written comprehension) • Students will gain knowledge and understanding of the French-speaking world • Students will use French to expand their knowledge through connections with other areas of the curriculum • Students will use French to gain an understanding of the nature of language and culture
Essential Questions	<ul style="list-style-type: none"> • What is the value of learning another language? • Why is it important to communicate effectively? • How do history, literature and the arts influence and reflect a society and its culture? • How do other cultures influence our lives?
Content	<ul style="list-style-type: none"> • Vocabulary and phrases for talking about where we live • Vocabulary for describing a home's rooms and furnishings • Talking about past actions (past tense) • Talking about things one used to do on a regular basis (imperfect tense) • Vocabulary for areas of a town or city • Irregular verbs: <i>éteindre, mettre, vivre, ouvrir, couvrir, découvrir</i> • Regular verbs: <i>allumer, fermer, heurter, traverser</i> • Expressions of time: repeated events • Story: The Haunted House • French castles
Skills	<ul style="list-style-type: none"> • Students will be able to describe and discuss past events and habitual events from the past • Students will be able to describe a home and its furnishings • Students will be able to use and understand verbs from the unit • Students will demonstrate their familiarity with the vocabulary and expressions of the unit in oral and written form • Students will demonstrate understanding of important ideas and some details in highly contextualized text when reading • Students will demonstrate their ability to write short guided compositions and / or letters
Common	Written test on each part of the unit

<p>Summative Assessments</p>	<p>Unit test Written paragraph at end of unit – a description of their home; a story from their past Assessment of oral expression</p>
<p>Standards</p>	<p>Communication: Communicate in Languages Other Than English Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>.....</p> <p>Cultures: Gain Knowledge and Understanding of Other Cultures Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Products of Culture Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>.....</p> <p>Connections: Connect with Other Disciplines and Acquire Information Standard 3.1: Making Connections Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Acquiring Information Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>.....</p> <p>Comparisons: Develop Insight into the Nature of Language and Culture Standard 4.1: Language Comparisons Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Cultural Comparisons</p>

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities: Participate in Multilingual Communities at Home and Around the World

Standard 5.1: School and Community

Students use the language both within and beyond the school setting.

Standard 5.2: Lifelong Learning

Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **French III**

Title of Unit	Reprise (Note: This unit reviews core material from Discovering French – Bleu and Blanc)
Enduring Understandings	<ul style="list-style-type: none"> • Students will expand their ability to communicate in French (speaking, writing, oral, and written comprehension) • Students will gain knowledge and understanding of the French-speaking world • Students will use French to expand their knowledge through connections with other areas of the curriculum • Students will use French to gain an understanding of the nature of language and culture
Essential Questions	<ul style="list-style-type: none"> • What is the value of learning another language? • Why is it important to communicate effectively? • How do history, literature and the arts influence and reflect a society and its culture? • How does globalization affect our identity?
Content	<ul style="list-style-type: none"> • Review of... • Adjectives of personality and physical description • Verbs in simple future (am going to - <i>aller + infinitive</i>), and the use of infinitive with “to have just” (<i>venir de + infinitive</i>), and “to be in the act of” (<i>être en train de + infinitive</i>) • Regular and irregular verbs in present tense • Definite and indefinite articles – also use with quantities, negation • Question word and phrases • Past tense – transitive and intransitive verbs • Imperfect tense • Direct and indirect object pronouns
Skills	<ul style="list-style-type: none"> • Students will be able to speak, write, and understand introductions and descriptions of themselves and others • Students will be able to order in a café or restaurant and understand appropriate responses • Students will be able to accept and refuse invitations and understand appropriate responses • Students will be able to discuss, write about, and understand everyday activities • Students will be able to describe vacation activities and understand appropriate responses • Students will be able to ask for help and understand appropriate responses • Students will be able to describe what they do for others and understand appropriate responses

	<ul style="list-style-type: none"> • Students will be able to use and understand regular and irregular descriptive adjectives in oral and written form • Students will be able to form, use, and understand common regular and irregular verbs in oral and written form • Students will be able to form, use, and understand the two past tenses – <i>passé composé</i> and <i>imparfait</i> in oral and written form • Students will be able to use and understand direct and indirect objects in oral and written form • Students will become familiar with the French train system and well known stations • Students will become familiar with some resort regions in France • Students will become familiar with Antoine de Saint-Exupéry as World War II aviator and writer • Students will become familiar with some of the cultural aspects of Morocco • Students will review cultural information from Discovering French – Blanc
Common Summative Assessments	<p>Written test on each part of the unit</p> <p>Unit test</p> <p>Written paragraph at end of unit – places the student went and things he/she did on a family vacation</p> <p>Assessment of oral expression</p>
Standards	<p>Communication: Communicate in Languages Other Than English</p> <p>Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>.....</p> <p>Cultures: Gain Knowledge and Understanding of Other Cultures</p> <p>Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Standard 2.2: Products of Culture Students demonstrate an understanding of the relationship between the products and perspectives of the</p>

culture studied.

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Connections: Connect with Other Disciplines and Acquire Information

Standard 3.1: Making Connections

Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Acquiring Information

Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

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Comparisons: Develop Insight into the Nature of Language and Culture

Standard 4.1: Language Comparisons

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Cultural Comparisons

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

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Communities: Participate in Multilingual Communities at Home and Around the World

Standard 5.1: School and Community

Students use the language both within and beyond the school setting.

Standard 5.2: Lifelong Learning

Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Title of Unit	Unit 1: Personal Appearance / Daily Routine
Enduring Understandings	<ul style="list-style-type: none"> • Students will expand their ability to communicate in French (speaking, writing, oral and written comprehension) • Students will gain knowledge and understanding of the French-speaking world • Students will use French to expand their knowledge through connections with other areas of the curriculum • Students will use French to gain an understanding of the nature of language and culture
Essential Questions	<ul style="list-style-type: none"> • What is the value of learning another language? • Why is it important to communicate effectively? • How do history, literature and the arts influence and reflect a society and its culture? • How do other cultures influence our lives?
Content	<ul style="list-style-type: none"> • Metric measurements for height and weight • Adjectives of physical description • The way articles are used with parts of the body • The use of <i>avoir mal</i> (to have pain) with parts of the body • Idiomatic expressions that use vocabulary for parts of the body • Review of uses for articles • Vocabulary for personal care articles • Reflexive verbs - with negation, present tense, past tense with agreement, and imperative forms • Verbs, adjectives, and phrases for physical conditions and feelings • Famous French artists and art styles / eras
Skills	<ul style="list-style-type: none"> • Students will be able to speak, write, and understand descriptions of themselves and others • Students will be able to speak, write, and understand phrases about caring for one's appearance • Students will be able to speak, write, and understand aspects of daily routine • Students will be able to express feelings and changes of mood in written and oral form • Students will be able to describe and comprehend vocabulary and phrases concerning one's ailments • Students will become familiar with how French young people feel about style and fashion • Students will become familiar with the ways some famous French artists expressed beauty in their art

<p>Common Summative Assessments</p>	<p>Written test on each part of the unit Unit test Written paragraph at end of unit –things the student did to get ready for school / a school function Assessment of oral expression</p>
<p>Standards</p>	<p>Communication: Communicate in Languages Other Than English Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>.....</p> <p>Cultures: Gain Knowledge and Understanding of Other Cultures Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Products of Culture Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>.....</p> <p>Connections: Connect with Other Disciplines and Acquire Information Standard 3.1: Making Connections Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Acquiring Information Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>.....</p> <p>Comparisons: Develop Insight into the Nature of Language and Culture Standard 4.1: Language Comparisons Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p>

Standard 4.2: Cultural Comparisons

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

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Communities: Participate in Multilingual Communities at Home and Around the World

Standard 5.1: School and Community

Students use the language both within and beyond the school setting.

Standard 5.2: Lifelong Learning

Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Title of Unit	Unit 2: Being Helpful
Enduring Understandings	<ul style="list-style-type: none"> • Students will expand their ability to communicate in French (speaking, writing, oral and written comprehension) • Students will gain knowledge and understanding of the French-speaking world • Students will use French to expand their knowledge through connections with other areas of the curriculum • Students will use French to gain an understanding of the nature of language and culture
Essential Questions	<ul style="list-style-type: none"> • What is the value of learning another language? • Why is it important to communicate effectively? • How do history, literature and the arts influence and reflect a society and its culture? • How do other cultures influence our lives?
Content	<ul style="list-style-type: none"> • Vocabulary for helping around the house: chores, house and garden tools • Formation (regular and irregular verbs) and use of the present subjunctive • Expressions for requesting help • Expressions for accepting and refusing help requests; expressing thanks • Expressions for opinions • Vocabulary for describing shape, size, appearance, state, consistency, temperature, weight, condition, and material of an object • A fable from the Middle Ages • Joan of Arc • Middle Ages History
Skills	<ul style="list-style-type: none"> • Students will be able to speak, write, and understand phrases using the present subjunctive tense • Students will be able to speak, write, and understand conversations and written content about chores and other activities around the home • Students will be able to speak, write, and understand descriptions of objects that include its shape, size, appearance, state, consistency, temperature, weight, condition, and material • Students will be able to express opinions • Students will be able to speak, write, and comprehend oral and written requests for assistance • Students will be able to accept or refuse requests and express thanks for assistance in oral and written form

	<ul style="list-style-type: none"> • Students will become familiar with France during the Middle Ages • Students will become familiar with the legends of Joan Of Arc
Common Summative Assessments	<p>Written on each part of the unit</p> <p>Unit Test</p> <p>Written paragraph at end of unit- how student's help out at home</p> <p>Assessment of oral expression</p>
Standards	<p>Communication: Communicate in Languages Other Than English</p> <p>Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>.....</p> <p>Cultures: Gain Knowledge and Understanding of Other Cultures</p> <p>Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Standard 2.2: Products of Culture Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>.....</p> <p>Connections: Connect with Other Disciplines and Acquire Information</p> <p>Standard 3.1: Making Connections Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>Standard 3.2: Acquiring Information Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>.....</p> <p>Comparisons: Develop Insight into the Nature of Language and Culture</p> <p>Standard 4.1: Language Comparisons</p>

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Cultural Comparisons

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities: Participate in Multilingual Communities at Home and Around the World

Standard 5.1: School and Community

Students use the language both within and beyond the school setting.

Standard 5.2: Lifelong Learning

Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Title of Unit	Unit 3: Hooray for Nature!
Enduring Understandings	<ul style="list-style-type: none"> • Students will expand their ability to communicate in French (speaking, writing, oral and written comprehension) • Students will gain knowledge and understanding of the French-speaking world • Students will use French to expand their knowledge through connections with other areas of the curriculum • Students will use French to gain an understanding of the nature of language and culture
Essential Questions	<ul style="list-style-type: none"> • What is the value of learning another language? • Why is it important to communicate effectively? • How do history, literature and the arts influence and reflect a society and its culture? • How do other cultures influence our lives?
Content	<ul style="list-style-type: none"> • Vocabulary for vacation activities and mishaps • Review of the formation “regular and irregular verbs” and use of the past tense • Review of the position of adverbs with past tense • Review of the position of partial negatives with past tense • Review of the imperfect tense • Comparison of when the past tense and imperfect tense are used • Vocabulary used for telling a story about the past • Expressions of surprise • Review of vocabulary for weather; new forms for past and simple future • Introduction of the <i>passé simple</i> with regular and irregular verbs- a literary past tense • Ecological tourism • Jacques Cousteau • Environmental awareness • Story of “Le petit Nicholas”- the equivalent of Dennis the Menace • The Renaissance • Louis XIV • The Play - <i>Cyrano de Bergerac</i>
Skills	<ul style="list-style-type: none"> • Students will be able to speak, write, and understand phrases using the past and imperfect tenses; and will understand the circumstance in which each should be used

	<ul style="list-style-type: none"> • Students will be able to speak, write, and understand conversations in written content about weather and vacation activities • Students will be able to recognize and understand textual material written in the <i>passé simple</i> • Students will be able to understand French views on ecology and conservation of natural resources • Students will become familiar with Jacques Cousteau and his work • Students will become familiar with the French character “Le petit Nicholas” - French equivalent of Dennis the Menace • Students will become familiar with the Renaissance Era in France • Students will become familiar with Louis XIV- The Sun King • Students will read and understand a synopsis of the play <i>Cyrano de Bergerac</i>
<p>Common Summative Assessments</p>	<p>Written Test on each part of the unit Unit Test Written paragraph at end of unit- students tell a story using past tense and the imperfect Assessment of oral expression</p>
<p>Standards</p>	<p>Communication: Communicate in Languages Other Than English Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>.....</p> <p>Cultures: Gain Knowledge and Understanding of Other Cultures Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Products of Culture Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>.....</p>

Connections: Connect with Other Disciplines and Acquire Information

Standard 3.1: Making Connections

Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Acquiring Information

Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

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Comparisons: Develop Insight into the Nature of Language and Culture

Standard 4.1: Language Comparisons

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Cultural Comparisons

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

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Communities: Participate in Multilingual Communities at Home and Around the World

Standard 5.1: School and Community

Students use the language both within and beyond the school setting.

Standard 5.2: Lifelong Learning

Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Title of Unit	Unit 4: Daily Life
Enduring Understandings	<ul style="list-style-type: none"> • Students will expand their ability to communicate in French (speaking, writing, oral and written comprehension) • Students will gain knowledge and understanding of the French-speaking world • Students will use French to expand their knowledge through connections with other areas of the curriculum • Students will use French to gain an understanding of the nature of language and culture
Essential Questions	<ul style="list-style-type: none"> • What is the value of learning another language? • Why is it important to communicate effectively? • How do history, literature and the arts influence and reflect a society and its culture? • How do other cultures influence our lives?
Content	<ul style="list-style-type: none"> • Vocabulary for shopping at a variety of different kinds of stores and shops • Review of direct and indirect object pronouns • Vocabulary for indefinite quantities • Review of the verb <i>faire</i> with the infinitive • Styles of French music • Famous French singers and composers
Skills	<ul style="list-style-type: none"> • Students will be able to speak, write, and understand phrases used in shopping at stationery store, the post office, pharmacy, and convenience store • Students will be able to speak, write, and understand conversations and written content about getting a haircut • Students will be able to speak, write, and understand conversations and written content using object pronouns • Students will be able to speak, write, and understand conversations and written content concerning services done for them by others • Students will be able to speak, write, and understand conversations and written content using indefinite quantities • Students will be able to understand French ways of shopping • Students will become familiar with types of French music and famous singers

	<ul style="list-style-type: none"> Students will become familiar with types of classical music and famous composers
Common Summative Assessments	<p>Written Test on each part of the unit</p> <p>Unit Test</p> <p>Written paragraph at end of unit- students write about a shopping trip</p> <p>Assessment of oral expression</p>
Standards	<p>Communication: Communicate in Languages Other Than English</p> <p>Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>.....</p> <p>Cultures: Gain Knowledge and Understanding of Other Cultures</p> <p>Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Standard 2.2: Products of Culture Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>.....</p> <p>Connections: Connect with Other Disciplines and Acquire Information</p> <p>Standard 3.1: Making Connections Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>Standard 3.2: Acquiring Information Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>.....</p> <p>Comparisons: Develop Insight into the Nature of Language and Culture</p> <p>Standard 4.1: Language Comparisons Students demonstrate understanding of the nature of language through comparisons of the language</p>

studied and their own.

Standard 4.2: Cultural Comparisons

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities: Participate in Multilingual Communities at Home and Around the World

Standard 5.1: School and Community

Students use the language both within and beyond the school setting.

Standard 5.2: Lifelong Learning

Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Title of Unit	Unit 5: Bon voyage
Enduring Understandings	<ul style="list-style-type: none"> • Students will expand their ability to communicate in French (speaking, writing, oral and written comprehension) • Students will gain knowledge and understanding of the French-speaking world • Students will use French to expand their knowledge through connections with other areas of the curriculum • Students will use French to gain an understanding of the nature of language and culture
Essential Questions	<ul style="list-style-type: none"> • What is the value of learning another language? • Why is it important to communicate effectively? • How do history, literature and the arts influence and reflect a society and its culture? • How do other cultures influence our lives?
Content	<ul style="list-style-type: none"> • Vocabulary and expressions used for travel: passports, customs, buying a ticket, checking luggage, etc. • Review of partial negatives • Public transportation in France • Future Tense- regular and irregular verbs • Conjunction involving time • Conditional tense- regular and irregular verbs • The French Revolution • Favorite destinations of French students • French impressions of the U.S. • Napoleon Bonaparte • Marie Antoinette • French Geography • Departments • French money • The Louvre • “La Marseillaise” - The French National Anthem • Victor Hugo- <i>Les Miserables</i>

<p>Skills</p>	<ul style="list-style-type: none"> • Students will be able to speak, write, and understand phrases used for travel, going through customs, buying a ticket, getting information, etc. • Students will be able to speak, write, and understand conversations and written content about what one will do or would do • Students will be able to speak, write, and understand conversations and written content about travel in France • Students will be able to understand French impressions of Americans and the U.S. • Students will become familiar with the French National Anthem and its history • Students will become familiar with major events of the French Revolution • Students will become familiar with Napoleon Bonaparte • Students will become familiar with Marie Antoinette • Students will become familiar with the French euro • Students will become familiar with the division of France into departments • Students will become familiar with the Louvre • Students will become familiar with Victor Hugo and his play <i>Les Miserables</i>
<p>Common Summative Assessments</p>	<p>Written Test on each part of the unit Unit Test Written paragraph at end of unit- Students write about where they would like to go in France Assessment of oral expression</p>
<p>Standards</p>	<p>Communication: Communicate in Languages Other Than English Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <hr style="border-top: 1px dashed #ccc;"/> <p>Cultures: Gain Knowledge and Understanding of Other Cultures Standard 2.1: Practices of Culture</p>

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Products of Culture

Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

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Connections: Connect with Other Disciplines and Acquire Information

Standard 3.1: Making Connections

Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Acquiring Information

Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

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Comparisons: Develop Insight into the Nature of Language and Culture

Standard 4.1: Language Comparisons

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Cultural Comparisons

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

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Communities: Participate in Multilingual Communities at Home and Around the World

Standard 5.1: School and Community

Students use the language both within and beyond the school setting.

Standard 5.2: Lifelong Learning

Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Title of Unit	Unit 6: Vacationing in France
Enduring Understandings	<ul style="list-style-type: none"> • Students will expand their ability to communicate in French (speaking, writing, oral and written comprehension) • Students will gain knowledge and understanding of the French-speaking world • Students will use French to expand their knowledge through connections with other areas of the curriculum • Students will use French to gain an understanding of the nature of language and culture
Essential Questions	<ul style="list-style-type: none"> • What is the value of learning another language? • Why is it important to communicate effectively? • How do history, literature and the arts influence and reflect a society and its culture? • How do other cultures influence our lives?
Content	<ul style="list-style-type: none"> • Vocabulary and expressions used for getting a hotel room and requesting hotel services • Review of comparative and superlative forms • The form and use of interrogative pronouns • Demonstrative pronouns • Form and use of possessive pronouns • French History from 1870 to the present • Marie Curie • Jean Moulin • Charles DeGaulle • Paul Éluard • Louis Malle- film-<i>Au Revoir, Les Enfants</i>
Skills	<ul style="list-style-type: none"> • Students will be able to speak, write, and understand phrases used for checking into a hotel, describing the kind of room they would like, and discussing hotel services • Students will be able to speak, write, and understand conversations and written content about being a tourist in France • Students will be able to speak, write, and understand conversations using comparative and superlative forms • Students will be able to speak, write, and understand conversations using interrogative and demonstrative pronouns

	<ul style="list-style-type: none"> • Students will be able to speak, write, and understand and discuss literature and other cultural items appropriate to their level • Students will become familiar with Charles DeGaulle • Students will become familiar with Paul Éluord • Students will read and discuss <i>Au Revoir, Les Enfants</i> by Louis Malle
Common Summative Assessments	<p>Written Test on each part of the unit Unit Test Written paragraph at end of unit- Students write about getting a room in a French hotel Assessment of oral expression</p>
Standards	<p>Communication: Communicate in Languages Other Than English Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>.....</p> <p>Cultures: Gain Knowledge and Understanding of Other Cultures Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Products of Culture Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>.....</p> <p>Connections: Connect with Other Disciplines and Acquire Information Standard 3.1: Making Connections Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Acquiring Information Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p>

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Comparisons: Develop Insight into the Nature of Language and Culture

Standard 4.1: Language Comparisons

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Cultural Comparisons

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

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Communities: Participate in Multilingual Communities at Home and Around the World

Standard 5.1: School and Community

Students use the language both within and beyond the school setting.

Standard 5.2: Lifelong Learning

Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Title of Unit	Unit 7: Health and medical care
Enduring Understandings	<ul style="list-style-type: none"> • Students will expand their ability to communicate in French (speaking, writing, oral and written comprehension) • Students will gain knowledge and understanding of the French-speaking world • Students will use French to expand their knowledge through connections with other areas of the curriculum • Students will use French to gain an understanding of the nature of language and culture
Essential Questions	<ul style="list-style-type: none"> • What is the value of learning another language? • Why is it important to communicate effectively? • How do history, literature and the arts influence and reflect a society and its culture? • How do other cultures influence our lives?
Content	<ul style="list-style-type: none"> • Vocabulary and expressions used for getting medical/emergency services and explaining medical/dental conditions • The concept of tense and mood • The form and use of subjunctive mood- present and past tense • Irregular verb- to believe, to fear • Verbs and expressions of emotion, certainty and doubt • Humanitarian health organizations • <i>En Voyage</i> by Guy de Maupassant • The European Economic Union • Immigration- issues of race, religion, culture, and integration
Skills	<ul style="list-style-type: none"> • Students will be able to speak, write, and understand phrases used to answer medical questions and explain medical and dental conditions • Students will be able to speak, write, and understand conversations and written content using expressions of emotion, certainty, and doubt • Students will be understand the difference between tense and mood • Students will be able to speak, write, and understand conversations and written content using the subjunctive mood in present and past tense • Students will be able to speak, write, and understand conversations and written content about medical conditions and health care in France

	<ul style="list-style-type: none"> • Students will be able to understand French issues concerning the integration of immigrants into their culture/country • Students will become familiar with the European Economic Union • Students will become familiar with the author and playwright Guy de Maupassant • Students will be able to compare and contrast French and American medical systems
Common Summative Assessments	<p>Written Test on each part of the unit Unit Test Written paragraph at end of unit- Students write about a trip to the hospital, doctor, or dentist Assessment of oral expression</p>
Standards	<p>Communication: Communicate in Languages Other Than English Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>.....</p> <p>Cultures: Gain Knowledge and Understanding of Other Cultures Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Products of Culture Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>.....</p> <p>Connections: Connect with Other Disciplines and Acquire Information Standard 3.1: Making Connections Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Acquiring Information Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p>

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Comparisons: Develop Insight into the Nature of Language and Culture

Standard 4.1: Language Comparisons

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Cultural Comparisons

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

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Communities: Participate in Multilingual Communities at Home and Around the World

Standard 5.1: School and Community

Students use the language both within and beyond the school setting.

Standard 5.2: Lifelong Learning

Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Windham PERC Curriculum Document Review

Standards of approval: Course Name: **Honors French 4**

Title of Unit	Nonfiction
Enduring Understandings	<ul style="list-style-type: none"> • Students will understand that they are citizens of the world • Students will better understand world issues from more than one perspective • Students will better understand their own language and culture • Students will gain a greater appreciation and familiarity of the many aspects of French culture, art, music, and history
Essential Questions	<ul style="list-style-type: none"> • What is the value of learning another language? • Why is it important to communicate effectively? • How do history, literature and the arts influence and reflect a society and its culture? • How do other cultures influence our lives?
Content	<p>La Presse Française:</p> <ul style="list-style-type: none"> • Selections from <i>Interactions: Langue et Culture</i> • Newspapers from France and Francophone countries • Current events (political, economic, social) • Weather • Sports • Advertisements • Editorials • Presentation of a popular song – lyrics, vocabulary list, explanation of song • Critical review – fashion, book, music, cinema, restaurant • Embedded grammar review <p>Memoires:</p> <ul style="list-style-type: none"> • <i>Le Coeur à rire et à pleurer</i> Maryse Condé • <i>Une mort très douce</i> Simone de Beauvoir • Embedded grammar review – imparfait vs. passé composé <p>Biographies:</p>

	<ul style="list-style-type: none"> • Student research on famous French person
Skills	<ul style="list-style-type: none"> • Students will read critically • Students will identify and interpret cultural inferences • Students will speak, write, and understand current events in France and Francophone countries • Students will research, interpret, and present biographical information
Common Summative Assessments	<p>Quiz on the French press and media Written and oral reports on current events Oral presentations on current events Written editorial column / persuasive essay Popular French song research and presentation Advertisement project Written memoir Biography project – biographical sketch, keynote presentation, reporter/famous person interview iMovie, student-generated essay questions</p>
Standards	<p>Communication: Communicate in Languages Other Than English Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>.....</p> <p>Cultures: Gain Knowledge and Understanding of Other Cultures Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Products of Culture Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>.....</p> <p>Connections: Connect with Other Disciplines and Acquire Information</p>

Standard 3.1: Making Connections

Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Acquiring Information

Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

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Comparisons: Develop Insight into the Nature of Language and Culture

Standard 4.1: Language Comparisons

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Cultural Comparisons

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

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Communities: Participate in Multilingual Communities at Home and Around the World

Standard 5.1: School and Community

Students use the language both within and beyond the school setting.

Standard 5.2: Lifelong Learning

Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Title of Unit	Short story
Enduring Understandings	<ul style="list-style-type: none"> • Students will understand that they are citizens of the world • Students will better understand world issues from more than one perspective • Students will better understand their own language and culture • Students will gain a greater appreciation and familiarity of the many aspects of French culture, art, music, and history
Essential Questions	<ul style="list-style-type: none"> • What is the value of learning another language? • Why is it important to communicate effectively? • How do history, literature and the arts influence and reflect a society and its culture? • How do other cultures influence our lives?
Content	<p>Fables and folk tales:</p> <ul style="list-style-type: none"> • LaFontaine: <i>La Grenouille qui veut se faire aussi grosse que le Boeuf</i> • Corsican tale: <i>La fleur, le miroir et le cheval</i> <p>Short stories:</p> <ul style="list-style-type: none"> • <i>Le Horla</i> Guy de Maupassant • <i>La Belle et la Bête</i> Madame Leprince de Beaumont • <i>Le Chat botté</i> Charles Perrault • <i>La Parure</i> Guy de Maupassant • <i>Oriflamme</i> Eugène Ionesco
Skills	<ul style="list-style-type: none"> • Students will identify the elements of a fable, folk tale, fairy tale • Students will identify how authors present characters by means of rhetorical elements • Students will identify elements of plot development • Students will compare and contrast the presentation of story elements across media
Common Summative Assessments	<p>Reading Comprehension Questions Vocabulary Study Activities Grammar Activities Communicative Activities Original fable or folk tale Written and oral presentations</p>

	<p>Keynote presentation on selected short story Original fairy tale</p>
<p>Standards</p>	<p>Communication: Communicate in Languages Other Than English Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>.....</p> <p>Cultures: Gain Knowledge and Understanding of Other Cultures Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Products of Culture Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>.....</p> <p>Connections: Connect with Other Disciplines and Acquire Information Standard 3.1: Making Connections Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Acquiring Information Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>.....</p> <p>Comparisons: Develop Insight into the Nature of Language and Culture Standard 4.1: Language Comparisons Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Cultural Comparisons Students demonstrate understanding of the concept of culture through comparisons of the cultures</p>

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Communities: Participate in Multilingual Communities at Home and Around the World

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Standard 5.2: Lifelong Learning

Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Title of Unit	Poetry and Drama
Enduring Understandings	<ul style="list-style-type: none"> • Students will understand that they are citizens of the world • Students will better understand world issues from more than one perspective • Students will better understand their own language and culture • Students will gain a greater appreciation and familiarity of the many aspects of French culture, art, music, and history
Essential Questions	<ul style="list-style-type: none"> • What is the value of learning another language? • Why is it important to communicate effectively? • How do history, literature and the arts influence and reflect a society and its culture? • How do other cultures influence our lives?
Content	<p>Poetry:</p> <ul style="list-style-type: none"> • <i>Il pleure dans mon coeur...</i> Paul Verlaine • <i>Roman</i> Arthur Rimbaud • <i>Prière d'un petit enfant nègre</i> Guy Tiroliou • <i>Barbara</i> Jacques Prévert • Other poems individually chosen <p>Drama:</p> <ul style="list-style-type: none"> • <i>Knock</i> Jules Romains
Skills	<ul style="list-style-type: none"> • Students will identify elements of poetry including theme, tone, figurative language, rhythm, rhyme • Students will identify cultural references and influences in poetry • Students will analyze character development in plays • Students will compare and contrast the directors' visions in various theatrical presentations of the same play
Common Summative Assessments	<p>Reading Comprehension Questions</p> <p>Critical Thinking Essays</p> <p>Oral poetry reading</p> <p>Research and presentation on impressionism in art and music (podcast?)</p> <p>Research and presentation on French colonialism</p> <p>Research and presentation on WWII in Normandy</p>

	<p>Poetry project Vocabulary and grammar activities Communicative activities Performance of selected scenes from play</p>
Standards	<p>Communication: Communicate in Languages Other Than English Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>.....</p> <p>Cultures: Gain Knowledge and Understanding of Other Cultures Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Products of Culture Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>.....</p> <p>Connections: Connect with Other Disciplines and Acquire Information Standard 3.1: Making Connections Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Acquiring Information Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>.....</p> <p>Comparisons: Develop Insight into the Nature of Language and Culture Standard 4.1: Language Comparisons Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p>

Standard 4.2: Cultural Comparisons

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Communities: Participate in Multilingual Communities at Home and Around the World

Standard 5.1: School and Community

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Standard 5.2: Lifelong Learning

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Title of Unit	Novel
Enduring Understandings	<ul style="list-style-type: none"> • Students will understand that they are citizens of the world • Students will better understand world issues from more than one perspective • Students will better understand their own language and culture • Students will gain a greater appreciation and familiarity of the many aspects of French culture, art, music, and history
Essential Questions	<ul style="list-style-type: none"> • What is the value of learning another language? • Why is it important to communicate effectively? • How do history, literature and the arts influence and reflect a society and its culture? • How do other cultures influence our lives?
Content	<ul style="list-style-type: none"> • <i>Le Petit Prince</i> Antoine de Saint-Exupéry • Excerpts from <i>Candide</i> Voltaire • <i>Vendredi ou la vie sauvage</i> Michel Tournier • <i>Je déteste les enfants</i> Françoise Mallet-Joris
Skills	<ul style="list-style-type: none"> • Students will identify elements of the novel: character, plot, setting, etc. • Students will summarize plot • Students will identify the use of figurative and rhetorical language in the novel • Students will compare and contrast presentation across media
Common Summative Assessments	Reading Comprehension Questions Vocabulary Study Activities Grammar Activities Communicative Activities Reading Journal Socratic Circle
Standards	<p>Communication: Communicate in Languages Other Than English</p> <p>Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics.</p>

Standard 1.3: Presentational Communication

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

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Cultures: Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Practices of Culture

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Products of Culture

Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

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Connections: Connect with Other Disciplines and Acquire Information

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