

South Brunswick Schools
World Language
Language: French

South Brunswick Schools
World Language Curriculum

Language: French

Level: 6th - 12th Grades



South Brunswick Schools
World Language
Language: French

Grammar sequence in French Curriculum Grades 6,7,8

Grade 6

- Definite and indefinite articles.
- Singular conjugations of common “er” verbs.
- Singular conjugations of avoir, etre, aller.
- Subject pronouns (all except “on”).
- Adjectives of size, color, personality/physical traits.
- Possessive pronouns – singular.
- Prepositions of placement.
- Infinitives following conjugated verbs.
- Question forming with inflection and *est-ce que*

Grade 7

- Futur proche “Near future”.
- Plural conjugations of common “er” verbs.
- Plural conjugations of avoir, etre, aller.
- Singular and plural conjugation of faire.
- Comparatives & superlatives.
- Possessive pronouns – plural.
- “C’est” vs. “Il est”.

Grade 8

- Passe compose (compound past).
- Conjugation of selected “ir” and “re” verbs.
- Expressions w/ avoir
- Prepositions of location/geography.
- Partitive article.
- Question forming through inversion.

South Brunswick Schools
World Language
 Language: French
MS 6th Grade

Unit 1: Je parle français		
Enduring Understanding: Many aspects of communication are common to all languages.		
Suggested Time:	Essential Question(s):	NJCCCS
September – mid October	1. How do people communicate without words? 2. Does context aid understanding in oral and written language? 3. What are some common elements that exist in both French and English? 4. What are some major differences between French and English? 5. What are some useful French phrases?	• 7.1 a, b, c • 7.2 a, b, c

MS 6th Grade

Unit 2: Ma famille		
Enduring Understanding: Family can be defined in many ways.		
Suggested Time:	Essential Question(s):	NJCCCS
Mid October- Mid December	1. What is the make-up of a typical French family and how does it compare with an American family? 2. How do French family members address each other?	• 7.1 a, b, c • 7.2 a, b, c

South Brunswick Schools
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MS 6th Grade

Unit 3: Ma maison		
Enduring Understanding: Living space effects daily life.		
Suggested Time:	Essential Question(s):	NJCCCS
Mid December- Mid February	1. How does the space we live in effect our daily life? 2. Why do people decide to live in the places they do?	• 7.1 a, b, c • 7.2 a, b, c

MS 6th Grade

Unit 4: Mardi Gras		
Enduring Understanding: People get excited during the celebration of holidays because the festivities stimulate all five senses.		
Suggested Time:	Essential Question(s):	NJCCCS
Mid February to the end of February	1. Which things at a Mardi Gras celebration excite which senses? 2. Which senses are stimulated during the preparation of le gateau à l'orange? How does it taste? 3. Does enjoyment of an activity increase when more senses are involved? 4. Do the festivities of Mardi Gras season affect the following days of Lent? Would Lent be different if there were no Mardi Gras?	• 7.1 a, b, c • 7.2 a, b, c

South Brunswick Schools
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MS 6th Grade

Unit 5: Au Café		
Enduring Understanding: Sharing a meal with others nourishes the body and the soul.		
Suggested Time:	Essential Question(s):	NJCCCS
March and April	1. How is hunger and thirst expressed in French ? 2. How will I order food and drinks in a French café or restaurant? 3. How will I ask about prices and paying for the items chosen? 4. How do I invite others to join me for something to eat or drink? How do I accept or decline an invitation to go get something to eat or drink? 5. How might a successful café advertise?	• 7.1 a, b, c • 7.2 a, b, c

MS 6th Grade

Unit 6: Le Cirque		
Enduring Understanding: Circus acts are universal in their appeal.		
Suggested Time:	Essential Question(s):	NJCCCS
May and June	1. Are circus acts better identified by what they do or by their costumes and props? 2. Which circus performer would I like to be?	• 7.1 a, b, c • 7.2 a, b, c

South Brunswick Schools
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MS 7th Grade

Unit I: Clothing		
Enduring Understanding: Seasons and climate dictate, in part, what types of clothing are worn in a given country, but style is determined by culture and social traditions.		
Suggested Time:	Essential Question(s):	NJCCCS
September – mid October	1. What types of clothing are appropriate for different seasons and weather conditions? 2. Where do people in France shop for clothes? 3. What factors help a consumer determine whether or not an item of clothing is the right one to buy?	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

MS 7th Grade

Unit II: Visitons un pays francophone.		
Enduring Understanding: Travel broadens horizons and gives a deeper understanding of the traveler’s own culture.		
Suggested Time:	Essential Question(s):	NJCCCS
Mid-October - December	1. What are some necessary preparations to take before traveling to a foreign country? 2. What can a traveler do to gain a deeper understanding of the culture of the country visited? 3. What insights to our own lives can be gained by visiting a foreign country?	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

South Brunswick Schools
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MS 7th Grade

Unit III: Ma ville imaginaire		
Enduring Understanding: The design of a city, or any communal space, is based on a series of compromises.		
Suggested Time:	Essential Question(s):	NJCCCS
January – Mid March	1. What makes a city desirable to live in? 2. How do French and American cities differ?	• 7.1 a, b, c • 7.2 a, b, c

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MS 7th Grade

Unit IV: Impressionism		
Enduring Understanding: The use of color, light and form as well as the subject matter chosen by an artist can define the style of a single painting or an entire artistic movement.		
Suggested Time:	Essential Question(s):	NJCCCS
mid March – mid May	1. Do paintings that share a similar style of production look similar? 2. What language is needed to discuss the “style” of paintings in general? 3. What additional words are needed to discuss the “style” of impressionist paintings? 4. Are these words also a part of everyday life? 5. Is the subject matter in the paintings of the Impressionists shocking? 6. Can artistic styles be imitated ? 7. How much have I mastered concerning the language and the impressionist movement?	• 7.1 a, b, c • 7.2 a, b, c

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MS 7th Grade

Unit V: Le Marché		
Enduring Understanding: When visiting another country, shopping in an open air market is a more broadening and interactive social experience than shopping in a large supermarket.		
Suggested Time:	Essential Question(s):	NJCCCS
mid-May to end of June	<ol style="list-style-type: none">1. Where are open air markets found?2. How do open air markets differ from large super markets?3. How would we ask for quantities of fruit in an open air market?4. How could we serve the fruit purchased from an open-air market?	<ul style="list-style-type: none">• 7.1 a, b, c• 7.2 a, b, c

South Brunswick Schools
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8th Grade/HS level 1

Unit I: Introducing Self		
Enduring Understanding: The words and actions used to present oneself to others make an impression that either encourages or discourages further communication. Students will be able to introduce themselves in a way that encourages communication with others in a culturally correct manner.		
Suggested Time:	Essential Question(s):	NJCCCS
Month of September	1. Do people from other cultures greet each other differently? Or is there one universal way of initiating a conversation? 2. What sort of information is typically exchanged when first meeting someone? 3. Why might one speak to a stranger?	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

8th Grade/HS level 1

Unit II: Introducing Others		
Enduring Understanding: People can introduce others in a manner that facilitates acceptance and furthers communication.		
Suggested Time:	Essential Question(s):	NJCCCS
October	1. What are the various levels of friendship and different types of friends? 2. What are the various kinds of family units? 3. What sort of information about friends and family members can be shared with others?	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

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8th Grade/HS level 1

Unit III: Food and Drinks		
Enduring Understanding: The universal human need for nourishment has created social traditions that vary among different times and cultures.		
Suggested Time:	Essential Question(s):	NJCCCS
November	1. When they are hungry or thirsty what choice of places to go do French teenagers have? 2. How do you know if someone is hungry or thirsty and where they want to go for a snack? 3. What determines our food choices? Do these choices affect other aspects of our lives? 4. How would you order and pay for a meal in a French speaking country? 5. How does the weather affect how much or what we eat and drink?	• 7.1 a, b, c • 7.2 a, b, c

8th Grade/HS level 1

Unit IV: Activities		
Enduring Understanding: Life is the result of the choices and decisions we make every day.		
Suggested Time:	Essential Question(s):	NJCCCS
December and January	1. What choices do teenagers in France have about what they do and where they go? 2. Are there new activities I would try if given the chance? How can I say what others are doing and where? 3. How can I accept or decline invitations to do things? Or ask other to join me in an activity?	• 7.1 a, b, c • 7.2 a, b, c

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8th Grade/HS level 1

Unit V: Daily Life		
Enduring Understanding: People segment the world they experience on a daily basis into categories so that it can be more easily understood.		
Suggested Time:	Essential Question(s):	NJCCCS
February and March	<ol style="list-style-type: none"> 1. How is my living space divided? What goes where? 2. How is my time divided? 3. How are people divided? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

8th Grade/HS level 1

Unit VI: En Ville		
Enduring Understanding: Cities may differ because of geographical location and historical background, but they also share many common features.		
Suggested Time:	Essential Question(s):	NJCCCS
April to mid-may	<ol style="list-style-type: none"> 1. What are some features most cities have in common? 2. How do people from different cultures choose the names of city streets? 3. How does one get around in a city? 4. What would the ideal francophone city look like? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

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8th Grade/HS level 1

Unit VII: Le Shopping		
Enduring Understanding: Fashion trends and styles mark a need to conform as well as a desire to be creative.		
Suggested Time:	Essential Question(s):	NJCCCS
mid-May and June	<ol style="list-style-type: none"> 1. Where would one find various items of clothing in France? 2. How can one say which article of clothing is wanted and why, and determine the cost? 3. How can I say which stores people visited? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

HS Level 2

Unit I: Qui suis-je?		
Enduring Understanding: What defines a person is a combination of many factors.		
Suggested Time:	Essential Question(s):	NJCCCS
September to mid October	<ol style="list-style-type: none"> 1. How do I describe myself and others? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

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HS Level 2

Unit II Allons a Paris		
Enduring Understanding: A culture is partially defined by people’s choice of leisure activities.		
Suggested Time:	Essential Question(s):	NJCCCS
	<ol style="list-style-type: none"> 1. How do we travel through Paris and the countryside? 2. What can we do and see in various locations of France? 3. What types of music and visual art are enjoyed in France and in the U.S.? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

HS Level 2

Unit III Les Loisirs		
Enduring Understanding: Students will discuss daily physical activities as well as previous day activities and experiences.		
Suggested Time:	Essential Question(s):	NJCCCS
February to March	<ol style="list-style-type: none"> 1. What makes our different from everyone else’s? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

HS Level 2

Unit IV: Parcourons la France		
Enduring Understanding: One must travel to broaden their horizons. The learner will be able to talk about and plan the places they would like to visit.		
Suggested Time:	Essential Question(s):	NJCCCS
May – June	<ol style="list-style-type: none"> 1. Where do we go and how do we get there? 2. How do we describe the places we go and the people we see there? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

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FRENCH 2 – Scope and Sequence

<p>UNIT 1 (Qui suis-je ?) Who am I ?</p> <ul style="list-style-type: none"> • Age, nationality, domicile, birth date, occupation vocabulary, p 32, 33, 36, 37 • Verbs and expressions – être, avoir, faire, aller, venir – p 44, 56, 58, 66, 68 • Adjectives – p 46, 47, 48 • Other verbs used with être au passé composé – mourir, retourner, naître <p>UNIT 2 (Allons à Paris) Let’s go to Paris</p> <ul style="list-style-type: none"> • Weekend activity vocabulary – p 96, 98, 100, • Passé composé with avoir – p 104, 105 • Passé composé with irregular verbs - p 117 • Vocabulary with passé composé – p 106, 109, 120 • Passé composé with être – p 128 • Food vocabulary - 144, 146, 148, 150 • Verbs vouloir, pouvoir, devoir - p 156 • Boire – p 166 • Verbs – p 167 • Object pronouns, me, te, nous, vous, le, la, les p 204, 216 – 217 • Partitive article – p 158 • Les verbs mettre, prendre – p 110 • Quantity vocabulary – p 176, 178, 179 • The adjective tout – p 180 • The expression il faut – p 181 	<p>UNIT 3 (Les loisirs) Leisure Activities</p> <ul style="list-style-type: none"> • Vocabulary – p 194, 196, 198, 199, 256, 258 • Imperfect – p 317, 319 • Music, film vocabulary – p 194, 196 • Savoir and Connaître – p 214, 230 • Lire, Dire, Écrire – p 224 • Vocabulary for above verbs – p 225 <p>UNIT 4 (Parcourons la France) Let’s travel through France</p> <ul style="list-style-type: none"> • Vocabulary – Geographical vocabulary such as nord, sud, est, ouest, nord-est, nord-ouest, sud-est, sud-ouest. • Interrogative questions – qui, quoi, qu’est-ce qu(e), quand, où, pourquoi, comment, est-ce que • Quell(le)s, • La Marseillaise • Vocabulary and Grammar review for entire year (reading, listening, speaking, writing) <p>*From DISCOVERING FRENCH BLANC</p>
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HS Level 3

Unit I: My Daily Routine		
Enduring Understanding: People are often judged by their appearance. Students will be able to describe themselves and their daily routine.		
Suggested Time:	Essential Question(s):	NJCCCS
September & October	1. What is the importance of “le look” to the French? 2. How do people describe themselves and each other? 3. What is our daily routine? 4. How do people describe their physical condition and their sentiments?	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

HS Level 3

Unit II: Our Pastime Activities		
Enduring Understanding: As members of a household each of us has to contribute to the homes in which we live. Students will talk about the types of household chores they do regularly as their contribution to the home.		
Suggested Time:	Essential Question(s):	NJCCCS
November & December	1. What are the different rooms of the house? 2. What chores do various people perform at home? 3. How do the French express obligation and necessity? 4. How do we describe the objects around us?	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

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HS Level 3

Unit III: The Environment		
Enduring Understanding: Will my actions today effect the environment in the future? Students will be able to talk about why it is important to protect the environment.		
Suggested Time:	Essential Question(s):	NJCCCS
January	1. How do the French feel about the environment? 2. What can we do to protect the environment? 3. What can I do while on vacation to help maintain a clean environment? 4. What will I do to encourage others to be environmentally friendly?	• 7.1 a, b, c • 7.2 a, b, c

HS Level 3

Unit IV: Talking About Our Past.		
Enduring Understanding: What have we done and what we use to do make us who we are today. Students will be able to describe past events in French.		
Suggested Time:	Essential Question(s):	NJCCCS
February & March	1. How do we narrate a sequence of past events? 2. How can we describe the setting of past events? 3. What kind of information can we gather about the past? 4. Who do the French consider heroes and heroines?	• 7.1 a, b, c • 7.2 a, b, c

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HS Level 3

Unit V: Different Shopping Scenarios		
Enduring Understanding: What is needed to get by in different shopping situations in a French speaking country? Students will be able to communicate in various shopping situations.		
Suggested Time:	Essential Question(s):	NJCCCS
April - June	1. How do shopping habits differ in France and the United States? 2. How do I shop in France? 3. How do I answer questions using pronouns? 4. How do I talk about the future? 5. How do I describe what I would do under certain conditions?	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

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FRENCH 3 – Scope and Sequence

UNIT 1 My Daily Routine

- Physical description – p 36, 37
- Reflexive verb vocabulary – p 42
- Reflexive verbs present tense – p 42, 44, 48, 54
- Reflexive verbs past tense – p 50
- Feelings vocabulary – p 52

UNIT 2 Our Pastime Activities

- Household chore vocabulary – p 74, 75, 77
- Service vocabulary – p 84
- Subjunctive regular – p 78
- Description vocabulary – p 90, 91

UNIT 3 The Environment

- Vocabulary – p 112
- Readings – p 109, 110, 120, 122, 123
- 7 commandements du campeur – p 111
- Ecology – p 121

UNIT 4 Talking About Our Past

- Vocabulary – p 124, 125
- Weather vocabulary – p 126
- Passé composé review – p 114
- Imparfait review – p 116

UNIT 5 Different Shopping Scenarios

- Shopping vocabulary – p 152, 153
- Pronoun y and en – p 156
- Quantity expressions – p 158
- Coiffure vocabulary – p 161
- Object pronouns – p 162, 164
- Service vocabulary – p 166
- Faire + infinitive – p 168
- Travel vocabulary – p 190, 191, 196, 197, 198
- Future tense – 201
- Conditional tense – p 207

*From DISCOVERING FRENCH ROUGE

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Level 3 H

Unit I: My Daily Routine		
Enduring Understanding: People are often judged by their appearance. Students will be able to describe themselves and their daily routine.		
Suggested Time:	Essential Question(s):	NJCCCS
September-October	1. What is the importance of “le look” to the French? 2. How do people describe themselves and each other? 3. What is our daily routine? 4. How do people describe their physical condition and their sentiments? 5. What chores do various people perform at home?	• 7.1 a, b, c • 7.2 a, b, c

HS Level 3 H

Unit II: French Fine Arts		
Enduring Understanding: A society’s culture is reflected by their fine arts. Students will be able to identify various French artists, musicians, writers and the impact that they have had on French society.		
Suggested Time:	Essential Question(s):	NJCCCS
November-December	1. What is the artist trying to communicate? 2. Who are some influential French artists?	• 7.1 a, b, c • 7.2 a, b, c

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	3. What impact have past and present French musicians made on the French culture? 4. How did French writers express themselves in their works?	
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HS Level 3 H

Unit III: The Environment		
Enduring Understanding: Will my actions today effect the environment in the future? Students will be able to talk about why it is important to protect the environment.		
Suggested Time:	Essential Question(s):	NJCCCS
mid-March to April	1. How do the French feel about the environment? 2. What can we do to protect the environment? 3. What can I do while on vacation to help maintain a clean environment? 4. What will I do to encourage others to be environmentally friendly?	• 7.1 a, b, c • 7.2 a, b, c

HS Level 3 H

Unit IV: Heroes and Heroines		
Enduring Understanding: Do people from different countries tell stories in a different fashion, with different intentions? Or is the purpose, form, and content, of storytelling universal?		
Students will be able to tell a story from the past in French.		
Suggested Time:	Essential Question(s):	NJCCCS
January-mid-March	1. How do we narrate a sequence of past events? 2. How can we describe the setting of past events?	• 7.1 a, b, c • 7.2 a, b, c

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	<ol style="list-style-type: none"> 3. What kind of information can we gather about the past? 4. What is a hero or a heroine? 5. Who do the French consider heroes and heroines? 	
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HS Level 3 H

Unit V: La Petit Prince		
Enduring Understanding: Having an open mind is an important asset to one's intellectual and emotional development.		
Suggested Time:	Essential Question(s):	NJCCCS
mid-April to June	<ol style="list-style-type: none"> 1. How can we learn important life lessons by exploring the major themes of the classic French novel <i>Le Petit Prince</i>. 2. What do we value in our lives? 3. How does travel to other places make us look at things from a new perspective? 4. What is the difference between growing old and maturing? 5. How does love impact our lives? 6. How do I talk about the future? 7. How do I describe what I would do under certain conditions? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

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HS Level 4

Unit I: The Francophone World		
Enduring Understanding: The culture of a society is the product of customs, traditions, beliefs and the government of that society. Students will gain better understanding of the Francophone world.		
Suggested Time:	Essential Question(s):	NJCCCS
September to November	<ol style="list-style-type: none"> 1. How many francophone countries are there in the world? 2. What are the different types of places where one can stay while visiting a French speaking country? 3. How can I make reservations at a hotel and ask for different services? 4. How can I compare people or things? 5. How can I indicate what belongs to me and what belongs to other people? 6. How can I point out specific people or things and ask questions about them? 7. How can I convince others to visit a specific French speaking country? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

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HS Level 4

Unit II: La santé		
Enduring Understanding: Optimal nutrition and wellness contribute to the general well being to individuals and families across a life span.		
Suggested Time:	Essential Question(s):	NJCCCS
December to mid January	1. Is healthcare a universal equality? 2. Does what we eat have an impact on our health? 3. How do we communicate about our physical well being? 4. How do different situations affect our mood? 5. How does one express their beliefs, ideas and fears? 6. Can everyone equally benefit from health care? 7. Can one person make a difference?	• 7.1 a, b, c • 7.2 a, b, c

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HS Level 4

Unit III: Un rendez-vous en ville		
Enduring Understanding: Everyone has leisure activities. They are often influenced by where we live.		
Students will be able to describe what one can do depending on where one lives.		
Suggested Time:	Essential Question(s):	NJCCCS
Mid January to mid March	<ol style="list-style-type: none"> 1. How did French cities develop historically and what do they look like now? 2. How do I describe my neighborhood and town? 3. How do I arrange to meet people and friends? 4. How do I make wishes or suggestions? 5. How do I formulate polite requests? 6. How do I narrate past actions in sequence? 7. How do I indicate what I would do in certain circumstances? 8. What would my ideal town consist of? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

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HS Level 4

Unit IV: Carrière		
Enduring Understanding: How can I increase the likelihood of personal success?		
Suggested Time:	Essential Question(s):	NJCCCS
Mid March to May	1. How does education differ throughout the world? 2. How do certain constraints affect our decisions? 3. How do our actions depend on what others do? 4. Do different cultures create different job opportunities? 5. What skills and attitudes do I need to be successful in my career?	• 7.1 a, b, c • 7.2 a, b, c

HS Level 4

Unit V: Interpersonal Relations		
Enduring Understanding: The discovery or establishment of common ground between individuals is a fundamental component for enduring interpersonal relationships.		
Suggested Time:	Essential Question(s):	NJCCCS
May to June	1. What do friendship and family life mean to French? 2. What is a friend? 3. Who are the most important people in my own life? 4. How do I explain how people get along with each other?	• 7.1 a, b, c • 7.2 a, b, c

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| | 5. How do I describe the various phases of life?

6. What are examples of different types of relationships? | |
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HS Level 4 H

Unit I: La Francophonie	
Enduring Understanding: To truly get a sense of France and the French people-one must study the many Francophone Countries.	
Suggested Time:	Essential Question(s):
September- November	1. How many francophone countries exist? 2. What are the different types of places where one can stay while visiting a French speaking country? 3. How can I convince others to visit a specific French speaking country?

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HS Level 4H

Unit II: L'Education	
Enduring Understanding: How can one increase the likelihood of personal success?	
Suggested Time:	Essential Question(s):
November- January	<ol style="list-style-type: none">1. What is "La Generation Kleenex?"2. How are teenagers in France similar to /different from teenagers in the U.S.A?3. How does education differ in France and the U.S.A?4. How are our decisions sometimes affected by constraints?5. What are my future career plans?

HS Level 4H

Unit III: La Famille	
Enduring Understanding: There are different aspects of parent/child relationships.	
Suggested Time:	Essential Question(s):
January- February	<ol style="list-style-type: none">1. What is the traditional family?2. How has the traditional family changed over the years?

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HS Level 4H

Unit IV: Les Classes Sociales	
Enduring Understanding: There are many issues that affect the different classes in our society such as homelessness and poverty.	
Suggested Time:	Essential Question(s):
February-April	<ol style="list-style-type: none"> 1. How are the rich treated differently from the poor? 2. What are the main problems that affect our society and why? 3. What community services exist in our region and how can we help the needy?

HS Level 4 H

Unit V: Les Fables de La Fontaine	
Enduring Understanding: One can learn many lessons from the fables of Jean de la Fontaine.	
Suggested Time:	Essential Question(s):
April-June	<ol style="list-style-type: none"> 1. What lessons can we learn from reading fables? 2. What lessons did I learn from reading a fable of my choice? 3. What have I learned this year in French 4 Honors?

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HS French 5H

Unit I: Un Coup D’Oeil Sur La France		
Enduring Understanding: To truly get a sense of France and the French people-one must study the history of France.		
Suggested Time:	Essential Question(s):	NJCCCS
September- November	<ol style="list-style-type: none"> 1. What are the main events of the History of France? 2. How is French history and culture beneficial to the school community. 3. What period of French History most appeals to me? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

HS Level 5H

Unit II: Comment nous influence le francais.		
Enduring Understanding: The influence of French can be seen in many aspects of life.		
Suggested Time:	Essential Question(s):	NJCCCS
November- January	<ol style="list-style-type: none"> 1. What impact does French have in the world of art, music, science, technology and film? 2. How can I make a connection between French and an aspect of my life. 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

South Brunswick Schools
World Language
 Language: French

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HS Level 5 H

Unit III: L’immigration		
Enduring Understanding: People immigrate for many reasons and often face a lot of obstacles.		
Suggested Time:	Essential Question(s):	NJCCCS
January-April	<ol style="list-style-type: none"> 1. Why do people immigrate? 2. What are the obstacles that immigrants face? 3. Should immigrants be given the same rights as citizens of a country? 4. How did the Acadiens come to be known as Cajuns? 5. What is the current role of immigration in the Francophone world? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

HS Level 5 H

Unit IV: Le francais pour les petits enfants!		
Enduring Understanding: How we can learn and teach French!		
Suggested Time:	Essential Question(s):	NJCCCS

South Brunswick Schools
World Language
 Language: French

April-June	1. How has French influenced American culture and how has American culture influenced the French? 2. How can I teach French to a group of kindergarten students?	• 7.1 a, b, c • 7.2 a, b, c
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French AP

Unit I:Un Coup D’Oeil Sur La France	
Enduring Understanding: To truly get a sense of France and the French people-one must study the History of France.	
Suggested Time:	Essential Question(s):
September-November	1. What did I learn from reading <u>L’Etranger</u> ? 2. What are the main events of the History of France? 3. What are strategies needed in order to succeed in this course?

French AP

South Brunswick Schools
World Language
 Language: French

Unit II: Comment nous influence le francais?	
Enduring Understanding: The Influence of French can be seen in many aspects of life.	
Suggested Time:	Essential Question(s):
November-December	1. What impact does French have in the world of art, music, science, technology and film?

HS French AP

Unit III: Un peu de litterature	
Enduring Understanding: How are themes from selected French works still relevant today?	
Suggested Time:	Essential Question(s):
December-February	1. Can we judge an individual based on his/her acts alone?

HS French AP

Unit IV: L'Immigration	
Enduring Understanding: People immigrate for many reasons and often face a lot of obstacles.	
Suggested	Essential Question(s):

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 Language: French

Time:	
February-April	<ol style="list-style-type: none"> 1. Why do people immigrate? 2. What are the obstacles that immigrants face? 3. Should immigrants be given the same rights as citizens of a country? 4. How did the Acadiens come to be known as Cajuns?

HS French AP

Unit V: La Societe d’Aujourd’hui	
Enduring Understanding: The learner will be able to discuss in the target language current issues that affect our society (including crime, technology, obesity, time management and stress)	
Suggested Time:	Essential Question(s):
April-May	<ol style="list-style-type: none"> 1. What are the main problems that affect our society and why?

HS French AP

Unit VI: Le francais pour les petits enfants!	
Enduring Understanding: How we can learn and teach French!	
Suggested Time:	Essential Question(s):

South Brunswick Schools
World Language
Language: French

May-June	1. How can I teach French to a group of kindergarten students?
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