

Madison Public Schools

French 4 Honors

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Course Overview

Description

French IV Honors is offered to students at the intermediate-low proficiency level. As defined by the American Council on the Teaching of Foreign Languages (ACTFL), a student functioning at the intermediate-low proficiency level exhibits the following characteristics:

- Speaking
 - Creates with the language in straightforward social situations
 - Conversation restricted to predictable topics related to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases.
 - Primarily reactive; struggles to answer direct questions or requests for information
 - Able to ask a few appropriate questions
 - Combines and recombines language into short statements and discrete sentences.
 - Frequent pauses and hesitancy
- Writing
 - Creates statements and formulates questions based on familiar material
 - Uses short and simple conversation-style sentences with basic word order almost exclusively in the present tense
 - Includes basic errors in grammar, word choice, punctuation, and spelling
- Listening
 - Understands some information from sentence-length speech, one utterance at a time, in basic personal and social contexts
- Reading
 - Understands some information from the simplest connected texts dealing with a limited number of personal and social needs

French IV Honors emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The French IV Honors course emphasizes the correct use of grammatical functions as a means of enhancing effective communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French.

Goals

Students of French IV Honors will be able to use the language to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. They will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. Language learners may demonstrate differing proficiencies depending upon the communicative mode in which they are functioning (interpersonal, interpretive, or presentational).

In Madison High School, students who complete French IV should meet the cumulative progress indicators for the Intermediate Mid Level of proficiency. Intermediate Mid Level students communicate using strings of sentences to ask and answer questions, handle simple transactions

related to everyday life, and are able to talk about subject matter studied in other classes. By the end of French IV, students taking a continuing sequence of French should exhibit the following characteristics:

- Speaking
 - Conversation limited to predictable and concrete exchanges necessary for survival in the target culture related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging
 - Responds to direct questions or requests for information
 - Capable of asking a variety of questions when necessary to obtain simple information such as directions, prices, and services
 - Expresses personal meaning by creating with the language
 - Speaks with pauses, reformulations, and self-corrections
- Writing
 - Short, simple communications, compositions, and requests for information in loosely connected text about personal preferences, daily routines, common events, and other personal topics
 - Framed in present time but may reference other time frames
 - Evidence of control of basic sentence structure and verb forms
- Listening
 - Understands simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts
- Reading
 - Understands short, non-complex texts that convey basic information and deal with basic personal and social topics

Students should also be able compare and contrast their own culture with the target language culture.

Materials

Core: Textbook: *T'es Branché 3*

Supplemental: McDougal Littell, a division of Houghton Mifflin Company, *Discovering French Rouge*, Valette and Valette.

Internet: Youtube, TV5, WR.com, CoffeebreakFrench.com

Resources

[Suggested Activities & Resources](#)

Benchmark Assessments

Benchmark assessments are given quarterly and focus on the main ideas and standards of the course.

Modifications and Adaptations for Special Needs Learners

(Gifted and Talented Students, English Language Learners, Students with Special Needs, At-Risk Students, and Students with 504 Plans)

Additional modifications and adaptations

- Use of the projector allows students to read information as it is explained by the teacher.
- Use of a website with calendar allows students to access and review information from home.

Unit 1 Overview

Unit Title: *Vive les Vacances!*

Unit Summary:

This unit provides the language and techniques needed for success in French IV Honors, and a brief review of basic material previously learned. Students will reactivate their communication skills including:

- introducing themselves and others
- talking about daily and weekly activities
- describing past events, including their recent summer vacation

Suggested Pacing: 10 lessons

Learning Targets

Unit Essential Questions:

- How do American and French teenagers spend their leisure time?
- What are qualities and characteristics that we value in ourselves and others?
- How has travel to a Francophone country influenced the student?

Unit Enduring Understandings:

- French and American adolescents share many of the same likes and interests
- People of all ages share important personality traits
- Lessons from the past resonate today

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

Summative Assessment:

- To have their oral proficiency assessed, students will create and present a dialogue with a partner based on one of several given situations such as:
 - A first meeting with a Francophone exchange student who will be spending the year with their family.
 - A chat with a friend on the subject of a recent vacation trip to a Francophone country.
- To assess their listening comprehension, they will hear a portion of a story “*Les trois bagues*” with the theme of family and social values, and provide short (multiple-choice or T/F) answers.
- To assess reading comprehension and their ability to understand what characteristics are valued in themselves and others, they will analyze two characters from the short story “*Le football*.”
- Writing will be assessed via an essay question comparing family values during the Middle Ages with those of today (also based on “*Les Trois Bagues*.”)

Each of the four sections of the Unit I assessment will count 25 points and will be based on the French IV Speaking, Listening, Reading, or Writing rubric.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Introduce and describe themselves	<p>Students will read an article about four francophone teenagers who spent their summers in various parts of the world.</p> <p>Students will interview each other and present each other to the class.</p>	<p>Written dictée on article</p> <p>Oral assessment - student records teacher generated questions on material they have read</p> <p>Oral assessment: interviews are recorded and assessed using French IV oral rubric</p>	<p>7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses</p> <p>7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities</p> <p>CRP 8 Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP 9 Model integrity, ethical leadership and effective management</p> <p>CRP 10 Plan education and career paths aligned to personal goals</p> <p>7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p> <p>7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p> <p>CRP 1 Act as a responsible and contributing citizen and employee</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations</p>	2 lessons
Read a short story for comprehension	<p>Students will read “Petit Nicolas: Le Football” as a summer assignment</p> <p>Students will read “Les trois bagues” for comprehension and character development.</p>	<p>Discussion in pairs and as a class</p> <p>Comprehension quiz, true/false and multiple choice</p> <p>Essay on character analysis http://www.wordreference.com</p>	<p>7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes</p> <p>7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities</p> <p>CRP 4 Communicate clearly and effectively and with reason</p>	2 lessons
Write a 150 word essay in the past tense	<p>Students will review the past tenses, all forms.</p> <p>Students will write about the best or worst day of their summer, using passe compose and imparfait</p>	<p>Assessment of writing using French IV rubric Writing rubric</p>	<p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>CRP 4 Communicate clearly and effectively and with reason</p>	1 lesson

	tenses, full sentences, and varied vocabulary		CRP 6 Demonstrate creativity and innovation	
Imagine themselves in various daily situations and dialogue with other students	Students will refer to pages 10 and 19 of their text and role play with various partners	Oral presentation of role play dialogues Oral Rubric	7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports	1 lesson
Create dialogues based on material they have read	Students will review the usage of object pronouns. Students will create dialogues with a partner based on people previously mentioned	Formative fill-in quiz Oral presentation of dialogues in pairs	7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports NJSLA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources. CRP4. Communicate clearly and effectively and with reason. 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.	3 lessons

Unit 2 Overview

Unit Title: The Importance of Personal Appearance

Unit summary: This unit will deal with what French people call “Le Look.” It will focus on how French teenagers care for their personal appearance and how French artists have expressed the concept of beauty. Students will learn what constitutes the daily routine.

Suggested pacing: 8-12 lessons

Learning Targets

Unit Essential Questions:

- What do French people consider physical beauty and how has this changed over the centuries?
- What constitutes the daily routine for French people?
- How can I describe what people do for themselves?
- How can I express feelings and changes of mood?

Unit Enduring Understandings:

- The concept of physical beauty has greatly changed over the centuries
- People can experience and express many different feelings and moods
- Humor can be used to combat negative emotions such as anxiety and depression
- The Impressionist painters revolutionized French art of the 19th century

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

Summative Assessment:

- Oral proficiency will be in the form of a recorded answer to a question provided by the teacher. The student will be expected to use the reflexive verb form properly as he or she talks about his or her daily routine.
- The writing assessment will require that the student describe a photo of a famous person (from history, in French art, or a modern celebrity) and describe his or her physical characteristics and personal traits.
- Reading comprehension includes content questions on the Ionesco “*Histoire pour un enfant de moins de trois ans*” demonstrating their understanding of the use of humor to combat feelings of depression and anxiety.
- The listening comprehension portion is based on new vocabulary and a podcast about the advisability of participating in a beauty contest as a child.

Each of the four sections of the Unit 2 assessment will count 25 points and will be based on the French IV Speaking, Listening, Reading, or Writing rubric.

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Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Describe what people look like and explain how to make themselves look good Understand how different artists have expressed the concept of beauty	Vocabulary from unit and supplemental vocabulary list Reading for meaning, comparing and contrasting using new vocabulary	Vocabulary quiz, defining words in context Vocab podcast Written comparison of work of two artists	7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. CRP 4 Communicate clearly and effectively and with reason CRP 5 Consider the environmental, social and economic impacts of decisions CRP 8 Utilize critical thinking to make sense of problems and persevere in solving them.	3 lessons 1 lesson
Talk about daily activities	Vocabulary from DF Rouge and supplementary list Review of reflexive verbs in all tenses	Oral presentation; role play of given situations with partner; recorded and assessed Formative test on reflexive verbs: fill-ins Reflexive verb exercises	7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts CRP 11 Use technology to enhance productivity	2 lessons 2 lessons
Describe how they feel in different circumstances	New vocabulary from DF Rouge, and supplemental vocabulary	Oral Presentation of skit about emotional problems using new vocabulary	7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations	1 lesson
Understand about the post World War II “Theater of the Absurd”	Read and understand a short story by Eugene Ionesco, “Conte pour Enfants de moins de trois ans.”	Reading comprehension quiz: true false and multiple choice. Ionesco quiz Written letter to francophone pen pal describing the events of the story	7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes 7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials. 7.1.IM.C.5 Compare	2 lessons

			<p>cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.</p> <p>CRP 9 Model integrity, ethical leadership and effective management</p>	
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Unit 3 Overview	
Unit Title: Household Routine	
Unit Summary: In this unit, students will learn the language and grammatical functions for describing daily household chores and activities. They will discover how to ask others for help and to describe objects: their shape, dimensions, weight, and construction. Using the subjunctive mode, they will learn to describe what they have to do, want to do, and to express opinions about situations and events.	
Pacing of unit: 24 lessons	
Learning Targets	
Unit Essential Questions: <ul style="list-style-type: none"> • How can I talk about various chores and activities around the home? • How can I ask others for help and be of service? • How can I describe everyday objects found in the home? • How do I describe what I have to do or give my opinion? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> • How is the daily home life of young French people different than that of young Americans? • What are the benefits of part time jobs for young people? • What responsibilities do young people have in a family? • How do material objects differ in size, shape and appearance? 	
Evidence of Learning	
<p>Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.</p> <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Unit 3 oral proficiency test will require the student to be proficient in the use and formation of the subjunctive mode. It will be in the form of a face to face dialogue with the teacher in which the student will combine two sentences (on the topic of household chores or services rendered in the home) into one using the subjunctive mode. • The student will demonstrate reading proficiency with content questions as well as written resumé of the short story “<i>La Couverture</i>” in which a young man’s attitudes towards his family responsibility are called into question. • Listening proficiency will be based on new vocabulary and a podcast about hobbies, particularly gardening and do-it-yourself projects. <p>Alternative Assessment:</p> <ul style="list-style-type: none"> • Writing proficiency will be based on a essay on part time jobs, benefits or disadvantages, and the tools needed to perform these jobs. <p>Each of the four sections of the Unit 3 assessment will count 25 points and will be based on the French IV Speaking, Listening, Reading, or Writing rubric.</p>	

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Describe what the French call “bricolage” and what creative activities they engage in at home	Content: Hobbies such as “bricolage” and “jardinage” and the French love of home improvement Skills: Reading for meaning and pleasure. New vocabulary acquisition	Reading comprehension quiz, true/false and multiple choice. Listening comprehension quiz; teacher generated questions based on article Listening quiz Writing short answers to questions from article Oral presentation on personal hobbies (DIY and gardening)	7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes. 7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses	2 lessons
Describe household chores and the tools necessary to do them Understand how having a job can be beneficial	Content: New vocabulary from DF Rouge Skills: Subjunctive mode, conjugation in present tense Subjunctivator! Expressing desires and personal obligation Reading an article on job acquisition for meaning and analysis Reading a short story “La Couverture”	Vocabulary quiz; words in context Formative test (fill-ins) of subjunctive mode; regular formation Oral presentation to class expressing their opinion on jobs they would like to have Written essay: writing a letter to a friend about a job one has or would like to have; the advantages and inconveniences of this job Podcast about métiers Comprehension questions, true or false and multiple choice Oral presentation (skit) of a scene from the story Essay: analysis of	7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. 7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics. 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. 7.1.IM.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities in familiar and some unfamiliar situations. 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some	8 lessons

		<p>characters' points of view, motivation and the consequences of their actions</p>	<p>unfamiliar topics.</p> <p>7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</p> <p>7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	
Ask for and do favors for people	Content: New vocabulary based on doing favors and refusing help; expression opinion	Formative quiz on irregular subjunctive	7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.	8 lessons

	<p>Subjunctive mode: Irregular formation</p> <p>Differentiation between saying what one wants to do and what one wants others to do.</p>	<p>Vocabulary quiz in context</p> <p>Create a dialogue in pairs based on given situations and present in class</p> <p>Formative written quiz using PPT slides</p> <p>Sentence rewrite based on video situations</p>	<p>7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts</p> <p>CRP 8 Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</p>	
Describe an object	New vocabulary from DF Rouge plus supplemental list	Oral and written description of an object (from PPT slide or real life)	<p>7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p>	4 lessons

Unit 4 Overview

Unit Title: *Vive la Nature!*

Unit Summary:

Unit 4 deals with the French love for their roots, ecological tourism, and protection of the environment. Students will learn about French vacation opportunities and how to benefit from and avoid the dangers of the natural world. They will improve on their ability to discuss weather conditions.

Suggested pacing: 12 lessons

Learning Targets

Unit Essential questions:

- How do the French people feel about their environment?
- Why was Jacques Cousteau so well known?
- How can I describe and narrate past events in French?

Unit Enduring Understandings:

- The natural environment is important and should be respected
- Past events, particularly those from our childhood, play an important role even as we age.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

Summative Assessment:

- The Unit 4 writing assessment will be a demonstration of the students' ability to narrate events in his or her past and their importance in forming the person they are today, using the two past tenses accurately, in the style of the short story "King."
- The assessment of reading comprehension consist of multiple choice questions based on two articles about nature and the importance of protection of the environment.
- The oral presentation will be a. a recording about Jacques Cousteau, based on the students' Internet research or b. dialog completion with partner (recorded), participating in a debate about the benefits and disadvantages of the sun.

Alternative Assessment:

- Listening comprehension will be assessed via a podcast on environmental protection, using new vocabulary from the unit.

Each of the four sections of the Unit 4 assessment will count 25 points and will be based on the French IV Speaking, Listening, Reading, or Writing rubric.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Discuss French vacation preferences	Reading an article on various forms of French tourism for meaning and pleasure Comparing and contrasting French and US culture in regards to the natural world	Define terms from article on French tourism Oral participation in debate on French vs American approach to environmental protection	7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. 7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports. 7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and	4 lessons

		<p>Email to a friend inviting them to participate in an environmental protection club at school</p> <p>Listening comprehension exercise based on protection of the environment podcast Vacances podcast</p>	<p>cultural practices.</p> <p>7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</p> <p>CRP 1 Act as a responsible and contributing citizen and employee</p>	
Describe the pleasures and problems of vacationing in a natural setting	New vocabulary from DF Rouge plus supplementary vocabulary list	<p>Vocabulary in context quiz: defining words and fill-ins</p> <p>Role play with partner based on given situation Vacation podcast</p>	<p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>	2 lessons
Understand the contributions of Jacques Cousteau and Jacques Prevert	Articles on Cousteau, the good and bad aspects of the sun, and a poem by Prévert "Le soleil" Prevert	<p>Participation in a debate on "The Sun: friend or enemy?"</p> <p>Internet research on Cousteau; written summary</p>	<p>7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p>	1 lesson

			<p>7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.</p> <p>CRP 4 Communicate clearly and effectively and with reason</p> <p>CRP5 Consider the environmental, social and economic impacts of decisions</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p>	
Describe weather conditions and natural phenomena using the past tense	New vocabulary from DF Rouge and supplemental vocabulary list	<p>Dialogue completion with partner; oral presentation.</p> <p>Vocabulary fill-in quiz</p>	<p>7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>CRP 8 Utilize critical thinking to make sense of problems and persevere in solving them.</p>	2 lessons

Narrate an event from their childhood	<p>Short story “King” by Rene Goscinny</p> <p>Review use of passe compose and imparfait to narrate past events</p> <p>Passe simple literary tense</p>	<p>Quiz based on reading, true/ false and short answers</p> <p>Listening to the story on Internet; oral summary "King"</p> <p>Create a written personal account in the style of “King.”</p>	<p>7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topic</p> <p>CRP 11 Use technology to enhance productivity</p>	2 lessons
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Unit 5 Overview

Unit Title: *Aspects de la vie quotidienne* (Daily life in France)

Unit Summary:

Unit 5 deals with French shopping habits, how to buy daily necessities, how to have items repaired, and how to ask for various services.

Suggested pacing: 16 lessons

Learning Targets

Unit Essential questions:

- How can I obtain various services in a Francophone country?
- How do shopping habits in France differ from those in the US?
- How do parental attitudes vis a vis adolescents compare with US counterparts?

Unit Enduring Understandings:

- People appreciate your effort to use their language.
- Language requires that you circumlocute to solve problems.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

Summative Assessment:

- The Unit 5 oral Test assesses the students' ability to shop for necessities and services in a Francophone country. It will be in the form of a video skit created with a partner and presented to the teacher. The skill of circumlocuting language will be demonstrated as the students negotiate with each other in order to complete errands and have services rendered before taking a trip.
- Reading comprehension will be based on short-answer questions from the short story "*L'histoire des cheveux*."
- Writing will be assessed via the retelling of an adolescent's difficulties with his parents. (Summary of above story with an alternative ending.)
- Listening comprehension will assess the acquisition of new vocabulary and content using a podcast about a shopping excursion.

Each of the four sections of the Unit 5 assessment will count 25 points and will be based on the French IV Speaking, Listening, Reading, or Writing rubric.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
<p>Communicate with tradespeople in a Francophone country by understanding the challenges of daily life</p>	<p>Reading for content and pleasure</p> <p>New vocabulary from DF Rouge, plus supplemental vocabulary</p>	<p>Vocabulary quiz, fill-ins and matching</p> <p>Oral presentation; dialogue completion with partner</p> <p>Listening comprehension (teacher generated questions) using new vocabulary Listening quiz</p>	<p>7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</p> <p>7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</p> <p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>CRP 1 Act as a responsible and contributing citizen and employee</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p>	<p>4 lessons</p>

<p>Answer questions and create statements using one or more object pronouns</p> <p>Express quantity of objects</p>	<p>Review of object pronouns</p> <p>Usage of double object pronouns</p> <p>Indefinite expressions, <i>quelques, plusieurs, la plupart de, certains</i></p>	<p>Creation of a video with partner using new vocabulary and grammatical structures.</p>	<p>7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>CRP 11 Use technology to enhance productivity</p>	<p>8 lessons</p>
<p>Ask for services and repairs in French shops</p>	<p>New vocabulary DF Rouge and supplemental vocabulary</p> <p>Causative “faire”</p>	<p>Practice oral and written quizzes</p> <p>Oral and written evaluation using PPT slides</p>	<p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>CRP 11 Use technology to enhance productivity</p>	<p>2 lessons</p>
<p>Summarize a narrative and analyse characters</p>	<p>Reading for pleasure: short story “L’Histoire de cheveux”</p> <p>Anticipation of future events involving cause and effect</p>	<p>Quiz (true/false and short answers) based on reading content From DF Rouge</p> <p>Creation of a written personal account of a similar event in their family relationships</p>	<p>7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</p> <p>7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one’s own culture as evidenced through their cultural products and cultural practice.</p> <p>CRP 6 Demonstrate creativity and innovation Demonstrate creativity and innovation</p>	<p>2 lessons</p>

Unit 6 Overview

Unit Title: *Bon voyage* (Train and plane travel to France)

Unit Summary:

Unit 6 involves where and how French young people travel, why the train is popular, and how the Eurotunnel has linked Great Britain to the rest of Europe. The students also learn how to make future plans.

Suggested pacing: 16 lessons

Learning Targets

Unit Essential questions:

- Why would someone want to travel to another country?
- How does a region's geography, climate, and natural resources affect the way people live and work?
- How can I prepare myself for travel to and within France?

Unit Enduring Understandings:

- Learning a second language (French, in this case) will give you a connection to the Francophone world.
- Some gestures are culture-specific.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

Summative Assessment:

- The assessment of reading comprehension will be based on articles about the geographical regions of France and comparisons with young tourists' impressions of America. The format will be multiple choice and T/F.
- Writing will be assessed in the form of a narrative recounting a mystery to be solved; the student will predict a probable ending based on data provided.
- Listening comprehension will be based on questions using new vocabulary in a podcast on train travel.

Alternative Assessment:

- The oral presentation will be a dialog completion based on cultural situations in an airport and the problems encountered. Students will work in pairs and present a recorded video or audio skit using the future tense and if clauses.

Each of the four sections of the Unit 6 assessment will count 25 points and will be based on the French IV Speaking, Listening, Reading, or Writing rubric.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
<p>Make travel plans and purchase either plane or train tickets</p>	<p>Reading an article on train travel for content and pleasure TGV</p> <p>New vocabulary from DF Rouge, plus supplemental list</p>	<p>Reading comprehension quiz</p> <p>Vocabulary quiz, defining words, fill-ins and matching</p> <p>Listening comprehension from DF Rouge using new vocabulary.</p> <p>Oral presentation; discussion with partner about an imaginary trip they will take to France</p>	<p>7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</p> <p>7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</p> <p>CRP7 Employ valid and reliable research strategies</p> <p>7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</p> <p>7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance</p>	<p>4 lessons</p>

			<p>understanding of presentations.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	
Discuss future plans and what they would do under certain conditions	<p>Review of negative constructions: ne...pas, ne...jamais, ne...rien, ne...plus</p> <p>Usage of ne...personne, ne...nulle part, ne...aucun(e), et/ou, and ne...que</p>	<p>Formative written quiz changing affirmative statements to negative</p> <p>Listening comprehension from DF Rouge series</p> <p>Oral presentation with partner(s) of a skit taking place at customs in an airport.</p>	<p>7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>CRP2 Apply appropriate academic and technical skills</p> <p>7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p>	8 lessons
	<p>Review of future tense; use of future tense and conditionnel mode with “Si” clauses.</p> <p>Use of future tense after quand, dès que etc.</p>	<p>Written quiz filling in proper verb forms</p> <p>Video presentation: skit describing what one would do under certain conditions.</p>	<p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>CRP 10 Plan education and career paths aligned to personal goals</p> <p>7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topic.</p> <p>7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>	2 lessons

Summarize a narrative and analyse characters	Reading for pleasure: short story “Le mystérieux homme en bleu.” Anticipation of future events involving cause and effect	<p>Quiz (short answers) based on reading content</p> <p>Creation of a written personal account of a similar event told from another character's viewpoint.</p> <p>Video or audio presentation with partner.</p>	<p>7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</p> <p>7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</p> <p>7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</p> <p>7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>CRP 6 Demonstrate creativity and innovation Demonstrate creativity and innovation</p>	2 lessons
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Unit 7 Overview	
Unit Title: <i>Séjour en France!</i> (Places to stay in France)	
Unit Summary: Unit 7 deals with travel within France; the various accommodations and hotel services available.	
Suggested pacing: 16 lessons	
Learning Targets	
Unit Essential questions: <ul style="list-style-type: none"> • How can I plan a hotel stay in France? • How reliable is information obtained from the Internet? • Does the use of modern technology save or waste time? • Why do certain people prefer different types of vacations? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> • The goal in language learning is effective communication, not precise translation. • Language requires that you solve problems 	
Evidence of Learning	
<p>Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.</p> <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Unit 7 writing assessment requires that the students compare people, places and things, identify them using proper forms of the interrogative and demonstrative pronouns, and use possessive pronouns correctly. It will be in the form of an original dialogue in which the student must imagine planning a trip to France using the Internet, and deciding on the benefits of various touristic sites to visit. • Reading comprehension assessment will be in the form of short answer questions based on an article about the Michelin Guide, its history and use today. • The listening comprehension section will assess use of new vocabulary via a podcast about the dangers of relying on Google Translator. • Oral proficiency will be assessed in the form of a video recorded skit in which partners reserve a room and stay in a hotel in a Francophone country. (Problems ensue due to misunderstandings of the language.) <p>Each of the four sections of the Unit 7 assessment will count 25 points and will be based on the French IV Speaking, Listening, Reading, or Writing rubric.</p>	

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Use a French website to find hotel accommodations and ask for services	<p>Reading for content and pleasure about the Michelin Guide</p> <p>GuideMich</p> <p>New vocabulary from article</p>	<p>Reading comprehension quiz From DF Rouge</p> <p>Vocabulary quiz, fill-ins and matching</p> <p>Oral presentation; dialogue completion with partner</p> <p>Listening comprehension (teacher generated) using new vocabulary</p>	<p>7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</p> <p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</p> <p>CRP 7 Employ valid and reliable research strategies</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and</p>	4 lessons

			multimedia communication in multiple formats and contexts.	
<p>Compare people and things</p> <p>Express who or what is best or worst</p>	<p>Using comparatives and superlatives of adjectives, nouns, and adverbs.</p>	<p>Creation of a video with partner using new vocabulary and grammatical structures.</p> <p>Writing a letter to a friend comparing two hotels, a problem and how he/she resolved it.</p>	<p>7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>CRP 9 Model integrity, ethical leadership and effective management</p>	8 lessons
<p>Indicate what belongs to you and what belongs to other people</p>	<p>Review of “quel,” the interrogative adjective</p> <p>Asking questions using interrogative pronouns “lequel”</p> <p>Identifying people or things using the demonstrative and possessive pronouns “Celui” and “Le mien” etc.</p>	<p>PPT presentation requiring oral response.</p> <p>Formative oral and written quiz</p>	<p>7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topic.</p> <p>CRP 11 Use technology to enhance productivity</p>	4 lessons
<p>Summarize a narrative and analyse characters</p>	<p>Reading for pleasure: short story “Une Etrange Aventure”</p> <p>Anticipating the ending of a story based on material given.</p> <p>Web based research on the history of France during World War II.</p>	<p>Quiz (short answer)based on reading content</p> <p>Creation of a written account of a similar historical event that starts very realistically and ends in a bizarre fashion.</p>	<p>7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</p> <p>CRP 6 Demonstrate creativity and innovation</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p>	2 lessons

			<p>7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</p> <p>CRP 6 Demonstrate creativity and innovation</p>	
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Unit 8 Overview
Unit Title: <i>La Forme et la sante</i> (Health and Medical Care in France)
Unit Summary: Unit 8 deals with the French Healthcare system, how the French eat in a healthy manner, and how they promote good health around the world.
Suggested pacing: 16 lessons
Learning Targets
Unit Essential questions: <ul style="list-style-type: none"> Why do the French choose “healthy” foods and how does that food define their culture? How does the French system of healthcare differ from our own? How can I express my medical concerns in French to a doctor or dentist?
Unit Enduring Understandings: <ul style="list-style-type: none"> The French healthcare system has certain advantages and disadvantages when compared to the American system. We all have a responsibility to give humanitarian aid to less fortunate people. The use of a second language (French) can be necessary in solving problems.
Evidence of Learning
<p>Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.</p> <p>Summative Assessment:</p> <ul style="list-style-type: none"> Listening comprehension proficiency will be based on new vocabulary and a podcast about French attitudes towards organic and GMO foods. Multiple choice and short answer questions. The oral proficiency assessment will demonstrate the student’s ability to engage in a dialog with teacher using a situation in which an adolescent expresses his plan to join a healthcare providing volunteer organization (Les Médecins sans frontières.) The teacher plays the role of an unhappy parent. Emotions such a joy, sorrow, anger and regret will be expressed. The reading assessment consists of an article describing the French healthcare system and comparing it to our own. Students will answer short comprehension questions. Students will compose a written dialogue between him/herself as an American tourist visiting a French dentist or medical doctor in which an emergency situation must be dealt with. <p>Each of the four sections of the Unit 8 assessment will count 25 points and will be based on the French IV Speaking, Listening, Reading, or Writing rubric.</p>

Express their emotions about past events	<p>Review of use of passé composé and present subjunctive mode</p> <p>Formation and usage of past subjunctive.</p>	<p>Formative quiz based on structures.</p> <p>Creation of an video or audio interview with partner using new vocabulary and grammatical structures.</p>	<p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and other unfamiliar topics.</p> <p>CRP 8 Utilize critical thinking to make sense of problems and persevere in solving them.</p>	8 lessons
Summarize a narrative and analyse characters	<p>Reading for pleasure: short story “La Parure” by Guy de Maupassant "LaParure"</p> <p>Anticipation of future events involving cause and effect</p> <p>Analysis of characters and their motives</p>	<p>Quiz (short answers) based on reading content</p> <p>Listening comprehension exercise based on Internet reading of story.</p> <p>Creation of a written dialogue or narrative describing an alternative ending to the story</p>	<p>7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</p> <p>7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one’s own culture as evidenced through their cultural products and cultural practices.</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>CRP 9 Model integrity, ethical leadership and effective management</p>	3 lessons