

Madison Public Schools

Honors French V

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Course Overview

Description

French V 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 V 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.

Students of French V 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).

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

- Speaking
 - Speakers are able to handle a large number of communicative tasks involving most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as topics relating to events of current, public, and personal interest.
 - They demonstrate the ability to narrate and describe in the major time frames of past, present and future.
 - They can handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events, as long as it occurs within the context of a situation with which they are familiar.
 - The vocabulary is fairly extensive, though primarily generic in nature except in the case of specialization or interest.
- Writing
 - Writers at the intermediate-mid level can compose short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics
 - Their writing is framed in the present tense but may contain references to other time frames.
- Listening
 - Listeners at Intermediate-mid level are able to understand simple, sentence-length speech. One utterance at a time, in a variety of basic personal and social contexts.
 - Comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur

- Reading
 - Readers are able to understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge
 - They are able to get some meaning from short connected texts featuring descriptions and narration dealing with familiar topics

Materials

Core: Textbook: Themes

Supplemental: quizlet.com youtube.com, edpuzzle.com

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)

Goals

In Madison High School, students who complete French V should meet the cumulative progress indicators for the Intermediate High Level of proficiency. Intermediate High 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 V, students taking a continuing sequence of French should exhibit the following characteristics:

- Speaking
 - Speakers at the Intermediate high level will be able to converse with ease and confidence when dealing with the routine tasks and social situations.
 - They will be able to narrate and describe in all major time frames using connected discourse of paragraph length.
 - They can generally be understood by native speakers unaccustomed to dealing with non-natives
- Writing
 - Writers will be able to write compositions and simple summaries related to school and home experiences.
 - Their vocabulary, grammar, and style will essentially correspond to that of the spoken language
- Listening
 - Listeners will be able to understand, with ease and confidence, sentence-length speech in basic personal and social contexts.
 - They can derive substantial meaning from some connected texts typically understood on the advanced level, although there will be gaps due to a limited knowledge of vocabulary and structures of the language.

- Reading
 - Readers will be able to understand fully and with ease texts that convey basic information and deal with social topics to which the reader brings personal interest or knowledge.
 - They will be able to understand connected texts featuring description and narration

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

Resources

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

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

Le Petit Prince, Antoine de St Exupéry

Petit Nicolas, Sempé and Goscinny

Notre Dame de Paris, Victor Hugo

Glencoe/McGraw Hill, *Trésors du Temps*, Lenard 1997

Suggested Resources and Activities Page:

<https://docs.google.com/document/d/197wMxFOuNTuVH7l3KPdKiUxG6GmBSIWHWzuSR5dF2Q8/edit?ts=577d2df8>

Unit 1 Overview

Unit Title: *En route!* (On the road...)

Unit Summary:

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

- Describing activities centered around driving and car travel
- Analyzing characters from a movie they have seen over the summer
- Summarizing a story they have read, using new vocabulary
- Describing past events, including their recent summer vacation

Learning Targets

Unit Essential Questions:

- How important is the car in the life of French and American teenagers?
- How has car travel influenced the students' daily lives?
- What is the advantage of being true to one's core values?
- What skills do I need to succeed in Honors French V?

Unit Enduring Understandings:

- French and American adolescents share many interests, but the availability of a car is more prevalent among young American teenagers
- The car is a necessity for suburban dwellers in the United States, but must be used with caution
- People of all ages share important personality traits
- Lessons from the past resonate today

Suggested Pacing: 10 lessons

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:
 1. Giving a friend a ride to and from school
 2. A car accident
- To assess their listening comprehension, they will hear a portion of a story “*La Parure*” 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 create an alternate ending to “*La Parure*.”
- Writing will be assessed via an essay question comparing core values during the 19th century with those of today via an analysis of principle characters in “*La Parure*.”

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

See also Honors French V Suggested resources Page

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Comprehend a full length feature film set in 1940's France. Write a 150 word essay involving character analysis	Students will analyze two characters from the film “Les Choristes,” comparing and contrasting their personality traits. They will use all tenses, including the subjunctive mode, complex sentences,	Assessment of writing using French V rubric Writing rubric	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.IH.C.5 Explain cultural perspectives associated with the target found in culturally authentic materials.	4 lesson

	smooth transitions, and varied vocabulary		CRP 4 Communicate clearly and effectively and with reason CRP 6 Demonstrate creativity and innovation	
Talk about a car ride, past or future	Review of future and past tenses; New vocabulary using teacher generated list pertaining to the car Two videos on youtube pertaining to parts of the car and functions of various types of vehicles	Students 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 7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.	4 lessons
Create dialogues based on material they have read	<i>La Parure</i> , Guy de Maupassant - short story and video Students will review the usage of object pronouns. Students will create dialogues with a partner based on people previously mentioned	Formative fill-in, true and false quiz Oral presentation of dialogues in pairs	7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies. 7.1.IH.C.3 Use language creatively in writing for a variety of purposes. CRP 6 Demonstrate creativity and innovation	2 lessons

Unit 2 Overview

Unit Title: *Notre Dame de Paris*

Unit Summary:

In this unit, students will become acquainted with various aspects of life in Paris during the late Middle Ages via the French musical film “Notre Dame de Paris,” a 1998 adaptation of Victor Hugo’s novel. They will first study late gothic architecture and the contrasting lives of the urban poor, clerics, and the nobility. They will then learn the story via song, which will include the mastery of new vocabulary.

Suggested Pacing: 20 lessons

Learning Targets

Unit Essential Questions:

- How did the architecture of gothic cathedrals influence the lives of Parisians of the late

Middle Ages?

- What has been the influence of this famous novel on French history of the 19th century?
- How can we reach an understanding of the cruelty and goodness of people towards one another?

Unit Enduring Understandings:

- Lessons from the past apply to modern situations as well.
- The Late Middle Ages in France was a time of great artistic and social upheaval

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 an exchange between Esmeralda and Phoebus or Quasimodo and Frollo.
- To assess their listening comprehension, they will watch the film version and become familiar with the songs and their lyrics.
- Writing will be assessed via several essay questions which require them to compare and contrast characters, develop alternative plot endings, and compare characters with adolescents of today.
- The students will read and study the lyrics, which narrate the story.

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

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Comprehend Notre Dame de Paris through music and lyrics	Vocabulary from songs in the film version Reading for meaning, comparing and contrasting using new vocabulary	Vocabulary quiz, defining words in context Written comparison of various characters in the novel Presentation of dialogue based on alternative plot twists Oral presentation; role play of given situations with partner; recorded and	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.	10 lessons

		assessed	<p>7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports</p> <p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p>	
Talk about gothic architecture in France of the late Middle Ages	Vocabulary from Internet source	Formative test terms used in French architecture	7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.	3 lessons
Describe how individuals react in different circumstances	Vocabulary from Notre Dame de Paris lyrics and supplemental vocabulary	Oral Presentation of skit about emotional problems using new vocabulary	<p>7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).</p> <p>7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.</p>	2 lessons
Understand French	Internet research; <i>Tresor du</i>	Formative	7.1.IH.A.5 Synthesize	5 lessons

society in the late Middle Ages	<u>Temps</u>	<p>reading comprehension quiz: true false and multiple choice.</p> <p>Written letter to francophone pen pal describing the events of the story</p>	<p>information from oral and written discourse dealing with a variety of topics.</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>	
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Unit 3 Overview

Unit Title: *En ville!* (Urban Life in France)

Unit Summary:

In this unit, students will learn the language and grammatical functions for describing daily life in a typical urban setting. They will learn about different types of housing and transportation options, as well as typical street life in French cities.

Pacing of unit: 22 lessons

Learning Targets

Unit Essential Questions:

- How does daily life in a French city differ from that of an American urban setting?
- What type of housing is available to French urban dwellers?
- How do French people get around their cities?

Unit Enduring Understandings:

- Urban dwellers in France enjoy a wide range of benefits particularly in the area of public transportation and a variety of housing

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 assessed via a conversation in which the student indicates his preference for living either in the city or the country.
- Presentational writing will be assessed by an essay describing the student's hometown: history, development, principal activities
- Interpretive Listening will be by means of a podcast about a Francophone capitol city
- Reading will be the interpretation of a story about a man who compares his life in the country with that in a large city, stating the advantages and disadvantages of both.

Each of the interpersonal and presentational modes of the Unit 3 assessment will count as 25 points and will be based on the AP Speaking and Writing rubrics

Alternative Assessment: Panel Discussion

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
<p>Read an article enabling them to understand the history of French cities and how French urban homes differ from each other.</p> <p>Communicate with friends about their homes</p>	<p>Article on various urban dwellings available in large cities</p> <p>New vocabulary based on descriptions of urban dwellings, arranging to meet friends, explaining where people live</p>	<p>Interpretive reading for comprehension; true or false and multiple choice questions.</p> <p>Using new vocabulary in original dialogues; listening comprehension</p>	<p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as</p> <p>7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).</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>	2 lessons

			NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
Narrate past actions and events in sequence	Review of Imperfect tense Mastery of Past perfect tense	Formative quiz on imperfect, passé composé, and past perfect tenses	7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.	5 lessons
Express what would happen in certain circumstances, as well as what would have happened using indirect speech and making polite requests	Review of conditional mode Mastery of conditional sentences using imperfect and “si” clauses Mastery of past conditional mode	Formative quiz on future and conditional and past conditional tenses Pairing of sentences using “si” clauses in the imperfect tense Pairing sentences using past perfect “si” clauses with past conditional main clauses Writing a letter as a losing mayoral candidate suggesting what one would have done to improve conditions in the town had he been elected Listening comprehension and oral responses	7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English. 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.	12 lessons
Understand and interpret a short story using newly acquired vocabulary and structures	<i>Les Pêches</i> by André Theuriot	Reading comprehension questions Role play with partner, describing circumstances twenty years after the end of story Written essay describing an embarrassing incident and the consequences	7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses. 7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies. 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.	3 lessons

Unit 4 Overview

Unit Title: *Les relations personnelles*

Unit Summary: Students will learn what friendship and family life mean in French culture, what young French people in France do to help the disadvantaged, and what is involved in planning a wedding in France. They will learn to talk about friends and acquaintances and explain how people get along with one another, as well as how to congratulate and comfort each other. They will learn to clearly describe people and the various phases of life.

Suggested Pacing: 25 lessons

Learning Targets

Unit Essential Questions:

- How important are family and friends within the French culture?
- What are the qualities I should look for in a friend?
- What are some ways young people can help the less fortunate in their communities?
- How does the institution of marriage in French culture differ from that of my culture?
- What are the phases of life, and how are they marked in French culture?

Unit Enduring Understandings:

- French people tend to have fewer casual friends than Americans, but are very close to their families and a few close friends
- Numerous benevolent organizations exist in France which provide help to those in need.

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 presentational mode will be assessed by having the student describe the charitable organizations that exist within his or her community
- An written essay will describe the life events of a well known Francophone person
- Listening comprehension will be assessed via the interpretation of a series of short conversations

Alternative Assessment:

- Reading comprehension will be based on an article about a French charitable organization, Les Restos du Coeur.

The total of the assessments will equal 100 points

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Compare and contrast family life in France and the United States	Reading for comprehension an article about friends and family in France, and the qualities one looks for in a friend	Paired discussion about preferences, shared with the class Short comprehension quiz	7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics. 7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.	6 lessons
Describe what young French students do to help others	Research on several French volunteer organizations, comparing them to similar US charities, and pointing out key differences	Oral description of student's own experience as a volunteer	CRP1. Act as a responsible and contributing citizen and employee. 8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and	5 lessons

		Written description of French student who does useful volunteer work, based on article	their impact on educational, career, personal and or social needs. 7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.	
Talk about their own friends, acquaintances, and personal relationships	New vocabulary on personal relationships and various emotions	Oral brainstorming about the meaning of friendship and sentiments Written description of student's relationship with various friends and family members	7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests. 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.	2 lessons
Describe people or things relating back to what has been already mentioned	Use of relative pronouns: subject (qui), direct object (que) and object of preposition (lequel, dont)	Formative quiz: Recombination of main and relative clauses into complex sentences, using proper pronoun. Rewriting story filling in pronouns missing	7.1.IH.C.1 Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.	6 lessons
Describe French marriage customs and compare them to the American counterpoint	Reading for comprehension and comparing/contrasting	Post reading Dictée Oral cultural comparison Written description of real or imaginary marriage ceremony they have attended	7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.	2 lessons
Talk about the "phases of life:" birth, youth, adulthood, old age and death, and the accompanying activities	New vocabulary from <i>Rouge</i> P. 360 plus teacher generated supplemental list	Debate with partner about getting married vs. remaining single Biography of an elderly person in the student's family	7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.	2 lessons
Read and comprehend a short story based on the theme of love and fidelity	<i>Le Bracelet</i> by Michelle Maurois <i>Rouge</i> , p. 366	Demonstrate knowledge of new vocabulary Role playing situation from story with partner Write an alternate conclusion to the story	7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. 7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture. 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.	2 lessons

			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.	
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Unit 5 Overview

Unit Title: *Vers la Vie active!* (University studies and careers in France)

Unit Summary: Unit 5 touches on the life of French youth as they finish High School and choose either the University or technical training and a job. Students learn what are the most popular professions in France and how to prepare for a job interview. They learn how to plan for the future, prepare a resume in French, and how to describe their personal qualifications for the job they want. Linguistic tools include describing simultaneous actions, explaining under what conditions we do certain things, and how our actions affect others.

Suggested Pacing: 20 lessons

Learning Targets

Unit Essential Questions:

- What steps do French teenagers take to prepare for a career?
- How can I prepare for a job after high school or college?
- What are the qualities and skills that employers look for?
- How can I prepare a resume?

Unit Enduring Understandings:

- There are many choices to make when planning a career
- It is wise to make use of available resources when job hunting
- Employers look for responsible and well trained candidates

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:

- Students will write an essay describing their “ideal job,” in which they will explain why they have chosen this field, what training will be necessary, and the personal qualifications they will need.
- Students will listen to a series of conversations with people planning their careers, and will answer questions based on what they have learned.
- They will participate in a job interview with a woman at an employment agency.

- They will read a typical resume and letter of recommendation and answer questions about the candidate and his or her suitability for the job

Each section of the assessment will be worth 25 points

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Describe in detail the French Baccalaureate Exam, comparing it to American standardized tests	Article on “Le Bac,” p. 383 <i>Rouge</i> , and accompanying new vocabulary	Defining unfamiliar words orally and as a written exercise After watching a video showing students who have passed the exam, students will orally compare their own reactions in a similar situation	7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new linguistic structures in English. 7.1.IH.A.8 Analyze structures of the target language and comparable formal and informal contexts. 7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials.	6 lessons
Communicate their plans after high school, including University or work.	Vocabulaire from <i>Rouge</i> p. 386-387, 394-397 pertaining to studies or work	Oral introspective on the type of student they were and what they would choose as a French or American youth Letter to a French friend explaining future plans Oral recording of role play on pertinent situations Listening comprehension of situations using newly acquired vocabulary	7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce. 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.	5 lessons
Describe simultaneous actions	Usage of preposition and infinitive construction Usage of past infinitive Usage of present participle	Written and oral sentence completion, substitutions or rejoinders	7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.	4 lessons
Prepare for a job interview and understand how to conduct themselves	Articles on preparing C.V., proper dress and comportment, post interview tips New verb: acquérir	Exposition describing real or imaginary interview, including how they dressed, when they arrived, how they felt, what questions were asked, what difficulties they encountered, what they did afterwards, and the results	7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce. 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	3 lessons

			peers and experts synthesizing information from multiple sources. NJSLSA.SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
Communicate purpose or intent of their actions	Use of subjunctive mode after certain conjunctions	Written and oral rejoinders using proper forms of the subjunctive or indicative, according to need.	7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.	2 lessons

Unit 6 Overview

Unit Title: *Célébrons l'enfance!* (An Introduction to literature)

Unit Summary: Students will be introduced to the works of two authors who used the theme of childhood in their stories, Rene Goscinny and Marcel Pagnol. They will have the opportunity to use accompanying videos from the Internet to supplement their reading with listening comprehension, thereby facilitating vocabulary acquisition, and they will have the opportunity to write creatively based on the theme of the stories.

Suggested Pacing: 19 lessons

Learning Targets

Unit Essential Questions:

- What are some stereotypes that are common to both French and American children?
- What are some rites of passage that French children endure during their school years?
- How can I read quickly for enjoyment and understanding?
- Do I need to understand everything I hear in order to enjoy a story?
- How can I retain new words and grammatical structures?

Unit Enduring Understandings:

- Children in all cultures exhibit similar characteristics on the way to maturity, but there are different traits as well which carry into adulthood.
- We do not have to understand every word in order to enjoy or understand what we read or hear.
- I retain new words or expressions by frequent repetition and changing the context.

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:

- Students will listen to a passage and orally place it in context of the story, using new acquired vocabulary and structures
- Students will create a scene from their own childhoods and write about it.
- Students will participate in a conversation which recounts a scene from their childhood.
- Students will compose a letter to a friend from childhood, reminiscing about an episode they shared.

(The unit evaluation will be worth 100 points)

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Read for comprehension and pleasure 5 episodes from “Petit Nicolas” by Rene Goscinny	<p>Content: “<i>Encore une fois</i>”, Lessons 2,3,4,5,8</p> <p>Internet: Petit Nicolas stories on Internet</p> <p>Skills: Review of grammatical structures; mastery of new vocabulary</p> <p>Listening comprehension of longer texts</p> <p>Students demonstrate ability to summarize orally and in writing.</p>	<p>Individual oral presentation and recapitulation of stories using powerpoint presentations or google slides</p> <p>Written short summaries</p> <p>Vocabulary quizzes</p> <p>Short answer questions after listening comprehension passages from youtube video</p>	<p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	15 lessons
Read a longer piece of literature and compare the two	<p>Content: “L’Affaire Lagneau” from <i>Encore une fois</i>.”</p> <p>Vocabulary mastery and review of grammatical structures</p>	<p>Written character analysis from the two pieces they have read, showing evidence of vocabulary acquisition and proper grammatical usage</p>	<p>7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials.</p>	4 lessons

Unit 7 Overview

Unit Title: *Lisons!* (Reading a full-length novel)

Unit Summary: Students will read “Le Petit Prince” by Antoine de Saint-Exupéry. This will be their first complete novel and they will make the transition to read for larger meaning, follow an accessible

plot, and enjoy a wonderful story where myth and poetry speak to all. They will also listen to the story as narrated by famed actor Gerard Philippe.

Suggested Pacing: 20 lessons

Learning Targets

Unit Essential Questions:

- What gives joy and meaning to life?
- How can we experience this joy?
- Why does the world of children seem more imaginative and mystical than that of adults?
- How can I learn to comprehend and interpret French literature?

Unit Enduring Understandings:

- Children, through their innocence, are able to understand certain truths inaccessible to adults
- There is beauty in simple things
- Human contact and friendship are necessary for a meaningful and joyful life
- To appreciate longer forms of literature, one need not comprehend every word

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:

- Students will compose an essay discussing various themes presented in the story
- They will participate in an imaginary conversation with the narrator
- They will write a letter to the main character
- They will listen to excerpts from the film version and identify the situation described

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
<p>Read for comprehension and pleasure the entire novel "Le Petit Prince" by Antoine de Saint-Exupéry</p> <p>Discuss orally a longer work and analyze characters, comparing themes from other works they are familiar with</p>	<p>Content: "Le Petit Prince"</p> <p>Internet: Film version of Petit Prince</p> <p>Skills: Review of grammatical structures; mastery of new vocabulary</p> <p>Ability to read quickly for meaning and pleasure</p> <p>Listening comprehension of longer texts</p>	<p>Individual oral presentation and recapitulation of stories</p> <p>Students demonstrate ability to summarize orally and in writing.</p> <p>Participation in discussion of events and themes in "Le Petit Prince"</p>	<p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and</p>	20 lessons

			informal settings, through appropriate responses.	