

TOWNSHIP OF UNION PUBLIC SCHOOLS



French III Honors

Curriculum Guide

Curriculum Guide Re Approved December 2018



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French III Honors

Curriculum Committee Member

Kimberlee J Safranek

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Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**
- **To enrich the students' cultural knowledge and experience with the Francophone world through a comparison with their own cultural experience.**

Course Description

French III Honors develops and expands communicative skills in French and teaches the learner more about French and Francophone cultures. Cultural topics and dialogues will serve as the cornerstone for conversation and projects. Speaking, listening, reading, pronunciation, and writing skills in the target language will be perfected in preparation for French IV Honors.

Aural comprehension, pronunciation, and speaking exercises facilitate oral communication. Additional vocabulary and grammar are introduced to lead to more advanced reading and writing. Authentic reading materials and audio/video/ film resources enrich instruction as well as authentic writing and speaking opportunities that apply vocabulary and grammar to real-life situations.

The course includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics.

In accordance with current standards, at least 50% of the class is conducted in the target language with a view to a greater percentage over the progression of the scholastic year.

Separate, distinct course proficiencies as well as additional, more challenging assignments and assessments validate the distinction of French III Honors from French III.

Recommended Textbook:

Discovery French Rouge, Valette/Valette

Course Proficiencies

The French III Honors class continues on a more advanced level to reinforce the skills that the students have acquired in the French II Honors class or equivalent.

Students will be able to...

Marking Periods 1&2:

- Create two paragraph compositions in the target language by the end of marking period 2 on assigned topics.
- Describe others, incorporating the reflexive verbs in both passé composé and present tense.
- Explain what chores one does, ask for and offer help, describe an object.
- Talk about outdoor activities, correctly present subjunctive tense after “Il faut” and “vouloir que”; talk about weather, relate a series of past events choosing between passé composé and the imperfect; describe habitual past actions in the form of oral skit creation and presentation.
- Shop for various items: post office facilities available in France and how to communicate in a post office situation; ask for a specific haircut and describe what one wants the hairdresser to do to attain it, correctly using positive and negative commands and causative “faire”; negotiate/know what is sold at different French boutiques.
- Plan a trip abroad, negotiate customs, make travel arrangements, travel in France and francophone countries with ease by means of train station and airport
- Correctly use in compositions and skits the direct and indirect object pronouns, as well as the structure “faire+infinitive”

Marking Periods 3&4:

- Create three paragraph compositions in the target language by the end of the 4th marking period on given topics
- Decide where to stay when travelling, reserve a room in a hotel, ask for services in a hotel, express dissatisfaction using “ne ... que” (“only”) and various negatives not limited to “ne...pas” (“not”)
- Use future/present tenses correctly in “Si” and “Quand” clauses.
- Visit a doctor and accurately explain symptoms; visit a dentist, visit an emergency ward; use adverb comparisons to describe process of getting well (i.e., “feel better than before”); use adjective comparisons to describe symptoms (i.e.; “my fever is higher today than yesterday”).
- Make a date, explain where one lives, and discuss advantages/disadvantages of city life; use subjunctive to express emotions, feelings, doubt.
Describe friendships, express feelings toward others, congratulate, comfort and express sympathy for others, describe various phases of life; describe what would have happened if conditions were different (the conditional tense)

Curriculum Units

Unit 1: Daily routine/Physical descriptions

Unit 2: Chores/Asking for favors

Unit 3: Vacations/Describing an event

Unit 4: Shopping at boutiques/at the hair stylist

Unit 5: Traveling abroad/Planning a trip to France/Francophone countries

Unit 6: Places to stay during travel (Hotels, Inns, and Youth Hostels)

Unit 7: Visiting the Doctor/Dentist

Unit 8: A day in the city/describing where one lives

Unit 9: Family/Friends/Stages of life

Unit 10: Studies and work: Future careers

Pacing Guide- Course

Content

Number of Days

Unit 1:

15-20 days

Unit 2:

15-20 days

Unit 3:

15-20 days

Unit 4:

15-20 days

Unit 5:

15-20 days

Unit 6:

15-20 days

Unit 7:

15-20 days

Unit 8:

15-20 days

Unit 9:

15-20 days

Unit 10:

15-20 days

Unit 1:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>How do French people use adjectives to compare people?</p> <p>Do French teenagers do the same daily activities as Americans?</p> <p>How do French teenagers care for their appearance?</p> <p>Choose two works done by your favorite French Impressionist. Compare/contrast these two works taking into account theme, style, tone, and the impact that your artist's personal life may have had on his/her artwork. Your project will include a cover page, a works cited page, and a typed two page report.</p> <p>What is surrealism, and what French painters used it?</p>	<p>Describing people and their ailments (The use of the definite article)/explaining one's daily activities</p> <ul style="list-style-type: none"> • Reflexive verbs: different tenses and uses <p>Describing people's physical appearance</p> <ul style="list-style-type: none"> • Personal care and hygiene <p>Expressing how one feels and inquiring about other people</p> <ul style="list-style-type: none"> • Clothing and personal style <p>How have artists expressed their concept of beauty?</p> <p>French modern art</p> <ul style="list-style-type: none"> • Impressionism and impressionist artists: Monet, Degas, Renoir, Manet, B. Morisot • Artists of the post-impressionist era: Van Gogh, Gauguin, Matisse, Rousseau, Toulouse-Lautrec • Surrealism as an artistic and literary movement: Magritte <p>Poems :</p> <ul style="list-style-type: none"> • Desnos, <i>La fourmi</i> • Prévert, <i>Pour faire le portrait d'un oiseau</i> 	<p>Graphic and Pictorial Organizers, Think-Pair-Share</p> <p>Sticky Note discussions, One sentence summaries, Jigsaw, Power Notes, One Sentence Summary , (Chapter review)</p>	<p>Oral checks and quizzes</p> <p>Game day reviews</p> <p>Review of notes Oral presentations</p> <p>Written and oral quizzes</p> <p>Review</p> <p>Homework</p> <p>Class participation</p> <p>Unit Test</p> <p>Project: French Impressionists</p> <p>Every Friday: summaries following a reader chapter from <u><i>Poursuite Inattendue</i></u></p>

Unit 2:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>How do the French express need?</p> <p>What kind of chores do French teenagers do at home?</p> <p>How does one describe inanimate objects in French?</p> <p>What kind of hobbies do French teenagers enjoy?</p> <p>Who is Charlemagne, and how did his actions impact French history?</p> <p>After viewing the film <i>William the Conqueror</i>, discuss at least three different facts that you learned that your text book didn't reveal. You may also choose to do additional research, but if you do, be sure that your report includes a work cited page.</p>	<p>- Explaining what has to be done</p> <ul style="list-style-type: none"> • Il faut que + subjunctive <p>Telling people what you would like them to do</p> <ul style="list-style-type: none"> • Vouloir que + subjunctive <p>Helping around the house</p> <ul style="list-style-type: none"> • In the house itself • Outside <p>Asking for help and offering to help</p> <ul style="list-style-type: none"> • Accepting or refusing help • Thanking people for their help <p>Describing an object</p> <ul style="list-style-type: none"> • Shape, weight, length, consistency, appearance, etc. <ul style="list-style-type: none"> • The material it is made of <p>Why do French people enjoy do-it yourself activities?</p> <ul style="list-style-type: none"> • What is bricolage? • What is jardinage? <p>How do French young people earn money by helping their neighbors?</p> <p>Early French history (7-2)</p> <ul style="list-style-type: none"> • Important events 	<p>Graphic and Pictorial Organizers, Notebook activities, Think-Pair-Share, OEQ's in English relating to chapter topics, one sentence summaries, Chapter review</p>	<p>Oral checks Notebook Checks Game day reviews Review of notes Oral presentations Written and oral quizzes Test Review Homework Class participation Unit Test Every Friday: summaries following a reader chapter from <i>Poursuite Inattendue</i> 1st Quarter Test or equivalent .</p>

	<p>The Roman conquest The Holy Roman Empire The Norman Conquest of England The Hundred Years War • Important people Vercingétorix Charlemagne Guillaume le Conquérant Aliénor d'Aquitaine Jeanne d'Arc Literature: <i>La Chanson de Roland</i> or equivalent</p>		
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Unit 3:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>How do the French differentiate between One-time past events and past events that occur more than once?</p> <p>Why do the French enjoy the outdoors so much and what outdoor activities do they enjoy?</p> <p>How do the French get involved in protecting the environment?</p> <p>Who is Jacques Cousteau and what contributions did he make to science?</p> <p>In the form of a composition, describe Francois I 's contributions to French society and how they still impact the French today.</p>	<p>Learn vocabulary needed for the reading session to follow.</p> <p>Completion of questions assessing understanding of text read.</p> <p>Historical overview of France from 1610-1715 A.D.; Learn how political influence can modify the views and wording of past achievements in history.</p> <p>-Read and appreciate farce revival in Moliere's <i>The school for women</i></p> <p>-Read and discuss Ms. de Sévigné's <i>letter to her daughter on the death of Vatel</i></p> <p>Video clips of board approved videos</p>	<p>Graphic and Pictorial Organizers, Think-Pair-Share discussions, One sentence summaries, weekly OEQ's based on topics discussed, 15-30 second oral monologue, student-generated written/oral test reviews.</p>	<p>Oral checks and quizzes</p> <p>Game day reviews</p> <p>Review of notes</p> <p>Oral presentations done by students</p> <p>Written and oral quizzes</p> <p>Review exam</p> <p>Unit Tests</p> <p>Homework</p> <p>Class participation</p> <p>Mandated SGO evaluating tests as required by the World Language department.</p>

Unit 4:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>How do the French express quantity?</p> <p>In France, where would you go to buy toothpaste? Paper clips?</p> <p>How would you describe to a French hairstylist what you want him/her to fix your hair?</p> <p>How do you know that a French pharmacy has a pharmacist on duty?</p> <p>How does one mail something home from France?</p> <p>What is Cajun music? How does it differ from Zydego?</p> <p>After viewing film clips of the opera <i>Carmen</i>, research one of the following topics:</p> <ol style="list-style-type: none"> 1. Psychology of a man in love 2. Women in opera: Carmen vs. Michaela 	<p>Answering questions and referring to people, things, and places using pronouns</p> <ul style="list-style-type: none"> • Two-pronoun sequence <p>Talking about quantities</p> <ul style="list-style-type: none"> • The pronoun en • Indefinite expressions of quantity <p>Describing services that you have done by other people</p> <ul style="list-style-type: none"> • The construction faire + infinitive <p>Shopping for various items</p> <ul style="list-style-type: none"> • in a stationery store • in a pharmacy • in a convenience store <p>Buying stamps and mailing items</p> <p>at the post office</p> <p>Having one's hair cut</p> <p>Asking for a variety of services</p> <ul style="list-style-type: none"> • at the cleaners • at the shoe repair shop • at the photo shop <p>How are certain aspects of</p>	<p>Graphic and Pictorial Organizers, Notebook activities, Think-Pair-Share, OEQ's in English relating to chapter topics, one sentence summaries, Chapter review</p>	<p>Oral checks</p> <p>Notebook Checks</p> <p>Game day reviews</p> <p>Review of notes</p> <p>Oral presentations</p> <p>Written and oral quizzes</p> <p>Test Review</p> <p>Homework</p> <p>Class participation</p> <p>Unit Test</p> <p>summaries following a reader chapter from <i>Poursuite Inattendue</i></p> <p>Project: <i>Carmen</i></p> <p>Midterm or equivalent</p>

<p>3. Themes that make Carmen an excellent example of French Opera.</p> <p>Your project will include a cover page, a works cited page, and a typed two page report.</p>	<p>daily life different in France?</p> <ul style="list-style-type: none"> • Shopping on the Internet • Shopping in a supermarket • Services at the post office • When to tip and not to tip <p>The musical landscape of France and the French-speaking world</p> <ul style="list-style-type: none"> • Classical musicians: Lully, Chopin, Bizet, Debussy • Historical overview of French songs • Famous French singers of yesterday and today • The multicultural aspect of music from the francophone world: zouk (Antilles); rai (North Africa); cajun, zydeco (Louisiana) <p>Song: Vigneault, <i>Mon pays</i> or <i>equivalent</i></p> <p>Opera: Bizet, <i>Carmen</i></p>		
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Unit 5:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>How do the French express « not » or « no » ?</p> <p>How do the French express future activities?</p> <p>How do you make travel arrangements when planning to travel abroad?</p> <p>Why is the TGV so important to French people who travel?</p> <p>Why was the French Revolution often seen as the fault of Marie-Antoinette and Louis XVI?</p> <p>Why was Hugo's <i>Les Miserables</i> considered a masterpiece? How does the novel compare with the musical?</p>	<p>Making negative Statements</p> <ul style="list-style-type: none"> • Affirmative and negative expressions <p>Describing future plans</p> <ul style="list-style-type: none"> • Future tense • Use of future after quand <p>Hypothesizing about what one would do</p> <ul style="list-style-type: none"> • Introduction to the conditional <p>Planning a trip abroad</p> <p>Going through customs</p> <p>Making travel arrangements</p> <ul style="list-style-type: none"> • Purchasing tickets <p>Travel in France</p> <ul style="list-style-type: none"> • at the train station • at the airport <p>What are the advantages of visiting France by train?</p> <ul style="list-style-type: none"> • The TGV • The Eurotunnel <p>Why do French people like to travel abroad and what do they do on their vacations?</p>	<p>Graphic and Pictorial Organizers, Notebook activities, Think-Pair-Share, OEQ's in English relating to chapter topics, one sentence summaries, Chapter review</p>	<p>Oral checks</p> <p>Notebook Checks</p> <p>Game day reviews</p> <p>Review of notes</p> <p>Oral presentations</p> <p>Written and oral quizzes</p> <p>Test Review</p> <p>Homework</p> <p>Class participation</p> <p>Unit Test</p> <p>Every Friday: summaries following a reader chapter from <i>Comte de Monte Cristo</i> or <i>Les Trois Mousquetaires</i></p>

	<ul style="list-style-type: none">• Impressions of young people visiting the United States <p>The historical foundation of modern France</p> <ul style="list-style-type: none">• Important periods <p>the French Revolution the Napoleonic era</p> <ul style="list-style-type: none">• Important contemporary French institutions <ul style="list-style-type: none">• Important people <p>Louis XVI et Marie-Antoinette Napoléon</p> <p>Song: Rouget de Lisle, <i>La Marseillaise</i></p> <p>Literature: Victor Hugo, <i>Les Misérables</i> <i>Le mystérieux homme en bleu</i> or equivalent</p> <p>”</p>		
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Unit 6:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>How do the French express ownership?</p> <p>How do you book a hotel in France? What kind of hotels exist in France?</p> <p>What other types of lodging are available in France?</p> <p>Has France contributed anything to the world of science?</p> <p>After viewing film clips of Edith Piaf performing, choose a modern singer whom you believe was influenced by Edith Piaf. Be precise: you must address music style, themes, and stage presence of both Edith Piaf and your singer. Your project will include a cover page, a works cited page, and a typed two page report.</p>	<p>-The possessive pronouns Deciding where to stay when traveling Reserving a room in a hotel Asking for services in a hotel What inexpensive accommodations are available to students?</p> <ul style="list-style-type: none"> • Auberges de jeunesse • Séjour à la ferme <p>How does one use the <i>Guide Michelin</i> when traveling in France? France in the 20th century</p> <ul style="list-style-type: none"> • Important events the two World Wars the economic union of Europe • Important people Marie Curie Charles de Gaulle Simone Veil <p>Literature: Éluard, <i>Liberté</i> Film: L. Malle, <i>Au revoir, les Enfants</i> or equivalent <i>Une étrange aventure</i> or equivalent</p>	<p>Graphic and Pictorial Organizers, Notebook activities, Think-Pair-Share, OEQ's in English relating to chapter topics, one sentence summaries, Chapter review</p>	<p>Oral checks Notebook Checks Game day reviews Review of notes Oral presentations Written and oral quizzes Test Review Homework Class participation Unit Test Every Friday: summaries following a reader chapter from <u><i>Comte de Monte Cristo</i></u> or <u><i>Les Trois Mousquetaires</i></u> 3rd Quarter Test or equivalent</p>

Unit 7:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>How do the French express fear, doubt, emotions, and disbelief?</p> <p>How do the French express emotions about past actions?</p> <p>How would one schedule a doctor's or dentist's appointment in France? How would one describe medical symptoms?</p> <p>How does health insurance work in France?</p> <p>What kind of humanitarian work do the French do?</p> <p>Why are Maupassant's short stories so unique?</p> <p>What is SOS racism?</p> <p>Who are The Maghrébins?</p>	<ul style="list-style-type: none"> • Expressing how you and others feel about certain facts or events Use of the subjunctive after expressions of emotion Expressing fear, doubt or disbelief • Use of the subjunctive after expressions of doubt and uncertainty Expressing feelings or attitudes about past actions and events • The past subjunctive Going to the doctor's office • Describing your symptoms • Explaining what is wrong • Giving information about your medical history • Understanding the doctor's prescriptions Going to the dentist Going to the emergency ward How do the French take care of their health? 	<p>Graphic and Pictorial Organizers, Notebook activities, Think-Pair-Share, OEQ's in English relating to chapter topics, one sentence summaries, Chapter review</p>	<p>Oral checks Notebook Checks Game day reviews Review of notes Oral presentations Written and oral quizzes Test Review Homework Class participation Unit Test Every Friday: summaries following a reader chapter from <u><i>Comte de Monte Cristo</i></u> or <u><i>Les Trois Mousquetaires</i></u></p>

	<ul style="list-style-type: none">• How does the French health system work?• What is the Sécurité sociale? How do French doctors participate in humanitarian missions around the world?• What is Médecins sans frontières? <p>Modern France as a multi-ethnic and multi-cultural society</p> <ul style="list-style-type: none">• The new French mosaic: the impact of immigration on French society• The Maghrébins – their culture and their religion• SOS Racisme• Two French humanitarians: L'abbé Pierre and Coluche <p>Song: <i>Éthiopie</i> or equivalent Maupassant, <i>En voyage</i> or equivalent</p>		
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Unit 8:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>In French, how does one express actions that happened a very long time ago? How do the French discuss what would happen or would have happened if conditions were right?</p> <p>How are French neighborhoods named/ What sections exist in all French neighborhoods?</p> <p>How is Haitian art different from French art?</p> <p>After viewing film clips of <i>King of Hearts</i>, choose an American comedy and compare/contrast French and American comedy. Be precise: you must address at least three events from each film that you think make the film a comedy.</p>	<p>The pluperfect</p> <ul style="list-style-type: none"> • The conditional • The conditional and its uses • The past conditional • Sequence of tenses in “si” clauses <p>France:</p> <ul style="list-style-type: none"> • Its historical development • Its various neighborhoods • Its buildings • Various street shows • Sculptures to view while walking in Paris <p>Haitian art as an expression of life</p> <p>Movie: <i>King of Hearts</i> Literature: <i>Les peches</i> or equivalent <i>Pour saluer le Tiers-Monde</i> or equivalent</p>	<p>Graphic and Pictorial Organizers, Notebook activities, Think-Pair-Share, OEQ’s in English relating to chapter topics, one sentence summaries, Chapter review</p>	<p>Every Friday: summaries following a reader chapter from <i>Comte de Monte Cristo</i> or <i>Les Trois Mousquetaires</i></p>

Unit 9:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>How do the French express « each other » ?</p> <p>How do the French combine sentences using relative pronouns/ What is a relative clause ?</p> <p>Is friendship the same in France as it is here ?</p> <p>How do the French congratulate each other ?</p> <p>If family life important in France ?</p> <p>What kinds of community service projects do french teenagers do ?</p> <p>Are French weddings the same as American weddings ?</p> <p>What is francophone Africa and how does it differ from</p>	<p>-• Reciprocal use of reflexive verbs</p> <p>Describing people and things in complex sentences</p> <ul style="list-style-type: none"> • Relative pronouns • Relative clauses <p>Describing degrees of friendship</p> <p>Expressing different feelings towards other people</p> <p>Discussing the state of one’s relationship with other people</p> <p>Congratulating, comforting, and expressing sympathy for other people</p> <p>Describing the various phases of a person’s life</p> <p>How important are friends and family to French people?</p> <ul style="list-style-type: none"> • The meaning of friendship • Family relationships <p>How socially concerned are French</p>	<p>Graphic and Pictorial Organizers, Notebook activities, Think-Pair-Share, OEQ’s in English relating to chapter topics, one sentence summaries, Chapter review</p>	<p>Oral checks</p> <p>Notebook Checks</p> <p>Game day reviews</p> <p>Review of notes</p> <p>Oral presentations</p> <p>Written and oral quizzes</p> <p>Test Review</p> <p>Homework</p> <p>Class participation</p> <p>Unit Test</p> <p>Final Exam or equivalent</p> <p>Every Friday: summaries following a reader chapter from <i><u>Comte de Monte Cristo</u></i> or <i><u>Les Trois Mousquetaires</u></i></p>

<p>France ?</p>	<p>young people and what type of social outreach do they do?</p> <p>What is a typical French wedding like?</p> <ul style="list-style-type: none"> • Where French spouses meet one another • Planning the wedding • A French wedding ceremony <p>The place of Western and Central Africa in the francophone world</p> <ul style="list-style-type: none"> • Historical periods and events: prehistory, the African empires, colonization, and independence • Basic facts about Western Africa <p>language and culture</p> <p>religions and traditions</p> <ul style="list-style-type: none"> • African art and its influence on European art <p>African Fable: <i>La Gélinotte et la Tortue</i></p> <p>Literature</p> <ul style="list-style-type: none"> • D. Diop, <i>Afrique</i> • Dadié, <i>La légende baouléor</i> <p>equivalent M. Maurois, <i>Le Bracelet</i> or equivalent</p>		
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Unit 10:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>How do the French describe actions that happen simultaneously ?</p> <p>How do the French view college ? What tests must they take to enter college ?</p> <p>What kinds of careers do French teenagers consider ?</p> <p>How do the French prepare resumes ?</p> <p>Is military service mandatory in France ?</p> <p>What parts of our country speak French or have French history ?</p>	<p>-Describing simultaneous actions</p> <ul style="list-style-type: none"> • The present participle <p>Explaining the purpose of an action</p> <ul style="list-style-type: none"> • Pour + infinitive • Pour que + subjunctive <p>Explaining the timing, conditions, and constraints of an action</p> <ul style="list-style-type: none"> • The use of the infinitive or the subjunctive after certain prepositions and conjunctions <p>Deciding on a college major</p> <ul style="list-style-type: none"> • University courses <p>Planning for a career</p> <ul style="list-style-type: none"> • Professions • The work environment • Different types of industries <p>Looking for a job</p> <ul style="list-style-type: none"> • Preparing a résumé • Describing one's qualifications at a job interview <p>How important is academic</p>	<p>Graphic and Pictorial Organizers, Think-Pair-Share Sticky Note discussions, One sentence summaries, Jigsaw, Power Notes, 15-30 second monologue (MP 3 and 4 review)</p>	<p>Oral checks and quizzes</p> <p>Game day reviews</p> <p>Review of notes Oral presentations</p> <p>Written and oral quizzes</p> <p>Review</p> <p>Homework</p> <p>Class participation</p> <p>Final Exam</p> <p>Every Friday: Written summary of reader chapter from <u><i>Le Comte de Monte Cristo</i></u></p>

success
 to French young people?
 • The French school system:
 high
 schools and universities
 • Le bac: its history and its
 Importance
 What does one do after
 graduation?
 • Choosing a profession
 • Le service militaire
 How does one interview for a
 job?
 • Preparing for the interview
 • Writing a résumé in French
 The French presence in North
 America
 • Historical background
 The French in Canada and
 Louisiana
 • Important people
 Jacques Cartier, Jeanne Mance,
 Cavelier de La Salle
 • Why certain American cities
 have
 names
 Song: Richard, *Réveille*
 Literature: La Fayette, *Lettre à
 sa femme* or equivalent
 Thériault, *Le Portrait* or
 equivalent

New Jersey Core Curriculum Content Standards
World Language

Interpretive:

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.

7.1.IM.A.5

Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.

7.1.IM.A.7

Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.A.8

Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

Interpersonal:

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.B.3

Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

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.

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.

Presentational Mode:

7.1.IM.C.2

Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

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.C.4

Synthesize information found in age- and level-appropriate culturally authentic materials.

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.

New Jersey Scoring Rubrics:

Writing Rubric: Writing Rubric

	4	3	2	1	
		Complete	Generally fill	Somewhat complete	Incomplete
Content	<u> </u> /4	Writer uses the appropriate functions and the vocabulary of the topic.	Writer usually uses the appropriate functions and the vocabulary of the topic.	Writer uses appropriate functions and vocabulary for the subject.	Writer uses none of the appropriate functions and vocabulary used for the subject.
		Understandable	Generally understandable	Sometimes understandable	Rarely understandable
Comprehensibility	<u> </u> /4	Reader can always understand what the writer is attempting to communicate.	Reader can understand most of what the writer is trying to communicate.	Reader can understand less than half of what the writer is trying to communicate.	Reader can understand none of what the writer attempts to communicate.
		Specific	Generally accurate	Sometimes specific	Rarely accurate
Precision	<u> </u> /4	Writer uses language correctly, including grammar, spelling, word order and punctuation.	Writer usually uses a language correctly, including grammar, spelling, order of words and punctuation.	Writer has some problems with the use of the language.	Writer makes a large number of errors in the use of the language.

Organization

 /4

Well organized

Presentation is logical and effective.

Generally Organized

Presentation is generally logical and effective with a few minor problems.

Somewhat organized

Presentation is somewhat illogical and confusing in places.

Poorly organized

Presentation lacks logical order and organization.

Effort

 /4

Excellent effort

Writer fulfills the requirements of the assignment and put care and effort in the process.

Good effort

Writer meets all the requirements of the assignment.

Moderate effort

Writer fills some of the requirements of the assignment.

Minimal effort

Writer meets few of the requirements of the assignment.

<u>Speaking Rubric:</u>	It's a start! / Early (1 point)	On the right road! / Progressing 2 points	It works well! / Competent 3 points	You are an expert! / Expert 4 points	Total On 4
Pronunciation	Most of the words are pronounced incorrectly. Accordingly, it is difficult to understand the presentation.	Some words are pronounced incorrectly, but the presentation is still understandable.	Most of the words are pronounced correctly, making it easy to understand presentation.	All words are pronounced correctly. All pronunciation errors are the result of students integrate additional vocabulary not included in the unit.	
Articulation	Words are not clearly set out. Therefore, the presentation is incomprehensible.	Some words are clearly set out. Part of the presentation is understandable.	Most of the words are clearly set out. As a result, most of the presentation is easy to understand.	All words are clearly set out. One can easily understand the presentation.	
Volume	The voice is not audible.	Volume is too low.	Volume is sufficient. Most people can hear the presentation.	Volume is excellent. All can easily hear the presentation.	
Use of French	Most of the presentation is available in English.	Some of the presentation is available in French.	Most of the presentation is in French.	The presentation is entirely in French.	
Preparation	Ill-prepared. Student has not practiced.	Somewhat prepared. Student practiced once.	Prepared. Student has practiced a few times.	Well prepared. It is obvious that much practice took place.	
Visual AIDS	No use of visual aids	Student uses visual aids but does not refer to them in the presentation.	Student uses and refers to us visual aids in the presentation.	Accessories are an integral part of the presentation. They improve the presentation.	

