

TOWNSHIP OF UNION PUBLIC SCHOOLS



French V Honors

Curriculum Guide

Curriculum Guide Re Approved December 2018



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French V Honors

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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 V Honors students strive for mastery of the French language .Through the mastery French, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. French V H students develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using French to participate in communities around the world.

French V Honors is taught as a two consecutive semester class. This is a college level course that will use various literary, journalistic, musical, and cinematic works as well as text-based and online materials to allow students to develop the three modes of communication. The French V Honors course is organized into thematic units that will allow students to immerse themselves into real world language situations where they will perform in the intermediate to pre-advanced range as described in the ACTFL Performance Guidelines for K-12 Learners. Following the philosophy demonstrated by the schematic of the six overlapping themes, this course presents themes in pairs. Within each unit, students work to improve their competency through a wide variety of tasks via interaction with authentic materials. When **communicating**, students in the French V Honors course will demonstrate an understanding of the **culture(s)**, incorporate interdisciplinary topics (**connections**), make **comparisons** between the native language and the target language and between cultures, and use the target language in real-life settings (**communities**).

Recommended Textbooks:

Cours Supérieur (Amsco)

Amsco III: Civilisation (Amsco)

Connaissons et reactions (Prentice Hall)

Course Proficiencies

Students will be able to...

- engage in oral and written exchanges, including providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions.
- interpret and demonstrate understanding of spoken and written language, including literature, on a variety of topics.
- present information, concepts, and ideas on a variety of topics to listeners and readers.
- use the language at the advanced proficiency level to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied.
- use the language at the advanced proficiency level to demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.
- use resources (that may include technology) in the language and cultures being studied at the advanced proficiency level to gain access to information.
- use the language at the advanced proficiency level to obtain, reinforce, or expand knowledge of other subject areas.
- use the language at the advanced proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied.
- use the language at the advanced proficiency level to demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied.
- use the language at the advanced proficiency level to demonstrate an understanding of the influence of one language and culture on another.
- use the language at the advanced proficiency level both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate.
- show evidence of becoming a lifelong learner by using the language at the advanced proficiency level for personal enrichment and career development.

Curriculum Units

Unit 1: Respecting essential facets of our lives

Unit 2: Reflecting on social problems around us

Unit 3: Developing the variety and quality of pass times

Unit 4: Appreciation of the Arts

Unit 5: Confronting the daily news that affects our lives

Unit 6: Exploring aspects that enrich life

Pacing Guide- Course

Content

Number of Days

Unit 1:

25-30 days

Unit 2:

25-30 days

Unit 3:

25-30 days

Unit 4:

25-30 days

Unit 5:

25-30 days

Unit 6:

25-30 days

Unit 1:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is a French home like? What kinds of living quarters exist in the Francophone world and how do they differ from those in the USA? What would it be like to visit a Haitian market? What are the stores like in the Francophone world? How is creole related to French? What professions are popular in France? What characterizes the poetry of Tirolien? What would it be like to visit/live in Guadeloupe? What is French Caribbean music like and who are the artists that write/perform it?</p>	<p>Home/apartment vocab (new category, includes verbs) Store and business vocab and expressions (synonyms + additions to previous) Related class generated vocab Class-generated extra credit questions/activities Present, commands and immediate future review Articles and quantity review Passé Composé (review and new) with Avoir and Etre plus verbs using both <i>Fantome</i> reader/film clips Reading excerpts from Martinique and Guadeloupe CD of French Caribbean music/research of artists who write/perform it Creative writing: Create own travel brochure with class generated rubric Tirolien research/oral readings/discussion of poems</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 Game day reviews Review of notes Oral presentations done by students Written and oral quizzes Review exam Unit Tests Homework Class participation Mandated SGO evaluating tests as required by the World Language department.</p>

Unit 2:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>Is poverty/violence a problem in France? What are the characteristics of Sartre's works? What illnesses plague the Francophone world and how do the French react to them? Does France have a Prehistoric history? What was living in the Middle Ages/Renaissance France like? What kind of writing did de Le Clezio create? Is pollution a problem in France?</p>	<p>Poverty/violence vocab (new category, includes verbs) Medical vocab and expressions (synonyms + additions to previous)(illnesses/treatments); pollution/environment vocab Related class generated vocab Class-generated extra credit questions/activities Present, commands and immediate future review Articles and quantity review Imperfect vs. Passé Composé (review); Passive voice; negative expressions review: <i>Fantome</i> reader/film clips Historical review from Prehistoric France to 16th century; recording of Georges Brassens's song "Chanson pour L'Auvergnat" Creative writing: Create your own poem depicting a social problem studied in this unit with class generated rubric Clezio research/oral readings/discussion of excerpts</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 Game day reviews Review of notes Oral presentations done by students Written and oral quizzes Review exam Unit Tests Homework Class participation Mandated SGO evaluating tests as required by the World Language department.</p>

Unit 3:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How does Moliere express his themes of his plays? What are the characters in these plays like? What is it like to go to the theater or to the movies in a Francophone country? What are the themes of French comic books? Who are the popular comic book characters in France? What is petanque? What sports are popular in the Francophone world? What makes Euro Disney different than our Disney? What was living in 17th century France like? What are popular French pastimes? What would it be like to visit/live in Martinique?</p>	<p>Theater and cinema vocab (new category, includes verbs) Comic book vocab and expressions (synonyms + additions to previous); Sports vocab (review and new); vocab related to Euro Disney; Related class generated vocab Class-generated extra credit questions/activities Adjective, adverb and noun review; Simple future review; comparative and superlative review: <i>Fantome</i> reader/film clips Historical review of 17th century France; excerpts from Moliere's plays including film clips of <i>Bourgeois Gentilhomme</i>; Reading excerpts from Martinique; Creative writing: Research of Martinique and report or PowerPoint showing cultural differences/similarities with France</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 Game day reviews Review of notes Oral presentations done by students Written and oral quizzes Review exam Unit Tests Homework Class participation Mandated SGO evaluating tests as required by the World Language department.</p>

Unit 4:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Who is Matisse? What are his paintings world renowned? Who is Cesar, and what sculptures is he famous for creating? What would it be like to visit/live in Senegal? What history surrounds the Eiffel tower? What is Francophone music like? What would it be like to visit/live in Mali? What is traditional Canadian music like?</p>	<p>Painting/sculpture/architecture vocab (new category, includes verbs) Music and musical instrument vocab (cognates + additions to previous); Related class generated vocab Class-generated extra credit questions/activities Subjunctive review; personal pronouns; demonstrative/relative pronoun review; <i>Le Petit Prince</i> reader/film clips Reading excerpts from Senegal and Mali; Creative writing: Research of Matisse and Cesar and report or PowerPoint showing how their artwork impacted French society Recording of "Une chanson canadienne: Saint-Laurent"</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 Game day reviews Review of notes Oral presentations done by students Written and oral quizzes Review exam Unit Tests Homework Class participation Mandated SGO evaluating tests as required by the World Language department.</p>

Unit 5:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are La Fontaine's fables about? Is France an agricultural country? Who is Vaclav Havel? What type of government does France have? What forms of communication are available in France? What are France's most known businesses and industries? Who is St. Exupery and what did he write besides <i>Le Petit Prince</i>? What was living in 18th or 19th century France like?</p>	<p>Agricultural and political vocab (new category, includes verbs) Communications vocabulary (cognates + additions to previous); business and industry vocab; Related class generated vocab Class-generated extra credit questions/activities indefinite pronouns and adjectives; conditional past and present review; possessives; plus-que-parfait review; <i>Le Petit Prince</i> reader/film clips Historical review of 18th and 19th century France; Creative writing: Research of France's government and report or PowerPoint showing how it differs from our government.</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 Game day reviews Review of notes Oral presentations done by students Written and oral quizzes Review exam Unit Tests Homework Class participation Mandated SGO evaluating tests as required by the World Language department.</p>

Unit 6:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is French cuisine like? How are a French person's table manners different than an American's? What type of writing does Maupassant create? What transportation exists in France? Who are Cartier and Champlain? What would it be like to live in Quebec?</p>	<p>Inventions vocab (new category, includes verbs) Food and transportation vocab (cognates + additions to previous); style vocab; Related class generated vocab Class-generated extra credit questions/activities Preposition review; the simple past; numbers review; <i>Le Petit Prince</i> reader/film clips Reading excerpts from Quebec. Reading of Maupassant's <i>La Parure</i> Creative writing: Research of Cartier and Champlain and report or PowerPoint showing how their explorations impacted North America</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 Game day reviews Review of notes Oral presentations done by students Written and oral quizzes Review exam Unit Tests Homework Class participation Mandated SGO evaluating tests as required by the World Language department.</p>

New Jersey Core Curriculum Content Standards
World Language

Interpretive:

7.1.AL.A.1

Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes.

7.1.AL.A.2

Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.

7.1.AL.A.3

Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.

7.1.AL.A.4

Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.

7.1.AL.A.5

Evaluate information from oral and written discourse dealing with a variety of topics.

7.1.AL.A.6

Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres.

7.1.AL.A.7

Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.

7.1.AL.A.8

Analyze elements of the target language that do not have a comparable linguistic element in English.

Interpersonal:

7.1.AL.B.1

Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.

7.1.AL.B.2

Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.

7.1.AL.B.3

Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

7.1.AL.B.4

Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.

7.1.AL.B.5

Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.

7.1.AL.B.6

Use language in a variety of settings to further personal, academic, and career goals.

Presentational Mode:

7.1.AL.C.3

Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.

7.1.AL.C.2

Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.

7.1.AL.C.3

Use language creatively in writing for personal, career, or academic purposes.

7.1.AL.C.4

Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.

7.1.AL.C.5

Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.

7.1.AL.C.6

Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.

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.	