

# TOWNSHIP OF UNION PUBLIC SCHOOLS



## ***French IV Honors***

### **Curriculum Guide**

Curriculum Guide Approved June 2015



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# ***French IV 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

This full year course will include the history, culture, traditions, art and literature of France and Francophone countries (when applicable) from the Middle Age to the twentieth century. As a basis for communicative proficiency, a collection of literary genres will be read by the learner providing the dynamic for both speaking and writing advanced skills. Poems, essays and plays in the target language will be emphasized.

Along with the pivotal cultural component inherent in French literature, the learner will experience the broad spectrum of French history which is reflected therein. Coincidental and concomitant to both are the primary source views into daily French life of the Middle Age through the twentieth century. Students will also develop and demonstrate increased understanding and appreciation of the Francophone world.

Grammar will be reviewed and expanded upon, including compound tenses and the use of the subjunctive. The learner will actively engage in the target language, communicating the context, syntax, theme, narrative, response, and grammatical structure of the literary selection; the learner will infuse this knowledge into written composition as well.

## **Recommended Textbook:**

Trésor du temps (Glencoe)

## Course Proficiencies

### Students will be able to...

- Read and discuss French history, art, literature, and poetry from the Moyen Age, the Renaissance, and the 17<sup>th</sup> and 18<sup>th</sup> centuries.
- Create a written and oral report on a person from the French Revolution.
- Create and present an original poem that mirrors the formats and subjects present in Renaissance poetry or the poetry of the Moyen Age.
- Correctly form and use regular and irregular verbs in present tense.
- Correctly form and use imperfect tense, passé compose, and the plus-que-parfait.
- Continue to independently research assigned French cultural topics.
- .Correctly form and use future and conditional tenses
- Correctly form and use subjunctive and past subjunctive
- Correctly form and use pronominal verbs.
- Correctly form and use adjectives.
- Correctly form and use negatives.
- Correctly form and use present participles.
- Create three paragraph compositions on assigned topics.
- Read and discuss French history, art, literature, and poetry from the 19<sup>th</sup> and 20<sup>th</sup> centuries.
- Read and discuss Francophone literature.
- Correctly form and use interrogatives pronouns.
- Correctly form and use the passive voice.
- Correctly form and use possessive and relative pronouns.
- Correctly form and use the infinitive.
- Correctly form and use “quelque chose” + adjectives.
- Create and present an original poem that mirrors the poetry of French poets using symbolism.
- Create five paragraph compositions on assigned topics

## Curriculum Units

Unit 1: The Middle Ages

Unit 2: The Renaissance

Unit 3: The 17<sup>th</sup> Century

Unit 4: The 18<sup>th</sup> Century

Unit 5: The 19<sup>th</sup> Century

Unit 6: The 20<sup>th</sup> Century

## Pacing Guide- Course

<b><u>Content</u></b>	<b>Number of Days</b>
<b><u>Unit 1:</u></b> The Middle Ages	25-30 days
<b><u>Unit 2:</u></b> The Renaissance	25-30 days
<b><u>Unit 3:</u></b> The 17 <sup>th</sup> Century	25-30 days
<b><u>Unit 4:</u></b> The 18 <sup>th</sup> Century	25-30 days
<b><u>Unit 5:</u></b> The 19 <sup>th</sup> Century	25-30 days
<b><u>Unit 6:</u></b> The 20 <sup>th</sup> Century	25-30 days

**Unit 1;**

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p><i>Who was Charlemagne? Who was Charles Martel? What is the invasion that devastated the North of France during this period?</i></p> <p><i>What are the Crusades? How did the crusades influence the poetry of the middle ages? Who is Sainte Foy? What is the Bayeux Tapestry? Why do cathedrals have stained glass windows? What other social aspects influenced the poetry and drama of the middle ages?</i></p>	<p>-Historical overview of France around the early 1000 A.D.; ----</p> <p>-Learn how political influence can modify the views and wording of past achievements in history.</p> <p>-Read and appreciate <i>The song of Roland</i></p> <p>-Recognize and discuss art at the beginning of the middle ages.</p> <p>-Read and discuss medieval farce: <i>Maitre Pathelin</i></p> <p>-Read and appreciate a poem of Villon</p> <p>-Recognize and discuss art at the end of the middle ages.</p> <p>-correct formation and use of the present, past composed, imperfect and past perfect tenses</p> <p>Video clips of board approved videos such as “Knights in Armor”</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 2:**

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p><i>Who was Francis I? Who was Henri IV? Who started the reform and why? Who invented the printing press?</i></p> <p><i>What characterizes the Renaissance? How did the castles have influence on Renaissance literature? How is the poetry of the Renaissance different from that of the Middle Ages? What is the importance of the Unicorn tapestry? How did society influence poetry and literature of the Renaissance?</i></p>	<p>-Learn vocabulary needed for the reading session to follow.</p> <p>-Completion of questions assessing understanding of text read.</p> <p>-Read poems by Ronsard that illustrate renaissance poetry.</p> <p>-Write an original poem that mimics either the poetry of the middle ages or the Renaissance</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 3:**

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p><i>Who was Richelieu?</i>  <i>Who was Louis XIV? What is the role of the French Academy? How did the building of the Palace of Versailles influence the French Revolution?</i>  <i>How did the events at the Palace of Versailles influence seventeenth century literature?</i>  <i>How did society influence theatre and literature of the seventeenth century? Why is the epistolary so popular?</i></p>	<p>Learn vocabulary needed for the reading session to follow.            Completion of questions assessing understanding of text read.            Historical overview of France from 1610-1715 A.D.; Learn how political influence can modify the views and wording of past achievements in history.            -Read and appreciate farce revival in Moliere's <i>The school for women</i>            -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            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 <i>(CPIs)</i>	Activities	Assessments
<p><i>Who was Louis XV? What is the role of the Regency? How Louis XVI did and Marie - Antoinette influence the French Revolution? How did the Encyclopedia influence how society thought during this period? What is the reign of terror?</i></p> <p><i>How did society influence eighteenth century literature? What new philosophies were born during this century? How have the furniture styles changed during this period? What themes are seen in the art at the end of the old Regime? How has art changed during the Revolution?</i></p>	<p>-Learn vocabulary needed for the reading session to follow. -Completion of questions assessing understanding of text read. -Learn vocabulary needed for the reading session to follow. Completion of questions assessing understanding of text read. - Historical overview of France from 1715-1794 A.D.; Learn how political influence can modify the views and wording of past achievements in history. -Read and appreciate Voltaire's <i>Candide</i> -Read and discuss Rousseau's <i>Les Confessions</i> -Recognize and discuss art at the beginning of the eighteenth century -Recognize and discuss art at the end of the Ancien Régime</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>

-Recognize and discuss art of the Revolution  
-Independent research of a personality associated with the Revolution. Report created on what this character did/do you agree that his actions were beneficial?  
-correct formation and use of adjectives, negative and present treated

Video clips of board approved videos such as “The French Revolution”, “The Necklace Affaire”, and “The Guillotine”.

### Unit 5:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><i>Who was Napoleon? What is the difference between a king and an emperor? What inventions changed society during this period? What kinds of government followed the government of Napoleon? How did society influence nineteenth century literature?</i></p> <p><i>What are the elements that it is needed to create a poem that reflects the romanticism? What is realism? How does realism differ from romanticism? What is symbolism? What poets wrote the symbolist poems? How are symbolism and surrealism different?</i></p>	<p>- Historical overview of France from 1794-1899 A.D.; Learn how political influence can modify the views and wording of past achievements in history.</p> <p>-Read and appreciate Hugo's poem "the return of Russia"</p> <p>-Read and discuss Lamartine's <i>Lake</i> Baudelaire's "Parfum Exotique"; Rimbaud's "Voyelles"; Appolinaire's "Alcohol"</p> <p>- Recognize and discuss art during Napoleon's reign</p> <p>-Recognize and discuss art at the end of the nineteenth century</p> <p>-correct formation and use of possessive and relative pronouns and the passive voice</p> <p>Video clips of board approved videos such as "Napoleon"</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 <i>(CPIs)</i>	Activities	Assessments
<p><i>What is the role of the European Union? How did the first world war and the second world war change the economy and society of France? What is the decolonization process? How did socialism change France?</i></p> <p><i>How did society influence poetry and literature of the twentieth century? What new philosophies were born during this century? How is does "Gigi" reflects the society of the twentieth century?</i></p> <p><i>How is francophone literature different from French literature?</i></p>	<ul style="list-style-type: none"> <li>-Learn vocabulary needed for the reading session to follow.</li> <li>-Completion of questions assessing understanding of text read.</li> <li>- Historical overview of France from 1900 to 2000 A.D.; Learn how political influence can modify the views and wording of past achievements in history.</li> <li>-Read and appreciate Prévert's Poetry</li> <li>-Read and discuss Camus's <i>La Peste</i></li> <li>-Read and form an opinion of Sartre's <i>Defense de l' Existentialism</i></li> <li>-View Colette's <i>Gigi</i></li> <li>-Read Dura's <i>Moderato cantabile</i></li> <li>-Read Ba's <i>Amkoullel l'enfant peul</i></li> <li>-Read additional examples of Francophone literature, including literature from Canada and Viet Nam</li> </ul>	<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>

	<p>-correct formation and use of infinitives and “quelque chose + adjectives</p> <p>-Recognize and discuss art at the beginning of the 20th century</p>		
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## New Jersey Core Curriculum Content Standards World Language

### **Interpretive :**

- 7.1.IH.A.1

Analyze and critique information contained in culturally authentic materials using electronic information sources related to a variety of familiar and some unfamiliar topics.

- 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.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.

- 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.

- 7.1.IH.A.5

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

- 7.1.IH.A.6

Analyze and critique readings from culturally authentic materials.

- 7.1.IH.A.7

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

- 7.1.IH.A.8

Analyze structures of the target language and comparable linguistic structures in English.

**Interpersonal :**

- 7.1.IH.B.1

Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.

- 7.1.IH.B.2

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

- 7.1.IH.B.3

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

- 7.1.IH.B.4

Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.

- 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.

- 7.1.IH.B.6

Use language in a variety of settings to further personal and/or academic goals.

**Presentational :**

▪ 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.

▪ 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).

▪ 7.1.IH.C.3

Use language creatively in writing for a variety of purposes.

▪ 7.1.IH.C.4

Explain the structural elements and/or cultural perspectives found in culturally authentic materials.

▪ 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.

▪ 7.1.IH.C.6

Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.



**New Jersey Scoring Rubrics:**

**Writing Rubric**

	4	3	2	1	
		<b>Complete</b>	<b>Generally fill</b>	<b>Somewhat complete</b>	<b>Incomplete</b>
<b>Content</b>		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.
<u>      </u> /4					
<b>Comprehensibility</b>		<b>Understandable</b>	<b>Generally understandable</b>	<b>Sometimes understandable</b>	<b>Rarely understandable</b>
		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.
<u>      </u> /4					
		<b>Specific</b>	<b>Generally accurate</b>	<b>Sometimes specific</b>	<b>Rarely accurate</b>
<b>Precision</b>		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.
<u>      </u> /4					

**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.

<b><u>Speaking Rubric:</u></b>	<b>It's a start! / Early (1 point)</b>	<b>On the right road! / Progressing 2 points</b>	<b>It works well! / Competent 3 points</b>	<b>You are an expert! / Expert 4 points</b>	<b>Total On 4</b>
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 refer to us visual aids in the presentation.	Accessories are an integral part of the presentation. They improve the presentation.	

