

French VI H Course Overview

Content Area: **World Language**
Course(s): **FRENCH VI H**
Time Period: **Full Year Course**
Length: **180 Days**
Status: **Published**

COVER

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

World Languages

French VI H

Course Number: 1207

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Course Adoption: 10/03/1996

Curriculum Adoption: 10/03/1996

Date of Last Revision Adoption: 11/02/2017

Curricular Revision: Summer 2020

Course Overview

French VI Honors is intended to introduce and develop knowledge of cinema practices in the Francophone world, in order to familiarize students to the products, practices and perspectives relevant to cinema in French-speaking countries. The Level VI H French curriculum is designed to enable learners to meet the Intermediate-Mid and Intermediate-High Levels of proficiency as defined by the American Council on the Teaching of Foreign Languages and the New Jersey Student Learning Standards. The Standard of World Languages, which addresses communication, culture, connections, comparisons and communities is integrated into instruction. Each thematic unit addresses all modes of communication set forth by the NJ State Student Learning Standards for World Languages. The course also reinforces and contributes to the development of other standards in the areas of Career Readiness, Life Literacies, and Key Skills, Computer Science and Design Thinking, Visual and Performing Arts, Language Arts Literacy, and Social Studies.

Materials and Resources

French Cinematographic Resources

| Quarter/Theme | Level VI Honors |
|---------------------------------|--|
| Q1-Contemporary Life | Various Short Films Amélie (edited) |
| Q2-Personal and Public Identity | Entre les murs Kirikou et la sorcière |
| Q3-Family and Community | Peau d'Ane Le Petit Prince |
| Q4- Global Challenges | Au Revoir les enfants |

Reserve List

The following films are reserved to levels 6 and 6H and are to be used at teacher's discretion

[Please note: some films may need to be edited to be fully viewing appropriate]

| | |
|----|-----------------------------|
| Q1 | ~ |
| | Les Profs |
| Q2 | La Potiche |
| | Molière |
| | Les parapluies de Cherbourg |
| | Les Visiteurs |
| Q3 | U |
| | La Cité des enfants perdus |
| | Planète Sauvage |
| | Les Choristes |
| | My Best Friend |
| Q4 | Joyeux Noel |
| | Les Intouchables |
| | La French |

Content Specific Standards

[NJSL World Language](#)

Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

INTERPRETIVE

7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.

7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.

7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.

7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.

7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.

7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

INTERPERSONAL

7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating

sentences and series of sentences, and asking follow-up questions.

7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.

7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences

7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.

PRESENTATIONAL

7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.

7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.

7.1.IM.PRSNT.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.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.

7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.

7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.

7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

Intermediate High learners understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.

INTERPRETIVE

7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.

7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.

7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.

7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.

7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.

7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).

7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.

7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.

INTERPERSONAL

7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.

7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)

7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.

7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

PRESENTATIONAL

7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.

7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.

7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.

7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.

7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.

7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

Interdisciplinary Standards

[NJSLs SOCIAL STUDIES](#)

6.1.12.History CC.11.b: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.

6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

6.1.12.EconNE.16.a: Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.

6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture

6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

6.2 World History: Global Studies by the End of Grade 12

6.2.12.GeoPP.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12.GeoGE.1.c: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization

6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world

6.2.12.GeoSP.4.b: Determine how geography impacted military strategies and major turning points during World War II.

6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.

6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.

6.3 Active Citizenship in the 21st Century by the End of Grade 12

6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

1.4.12prof.Cr2b: Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.

1.4.12acc.Cr2a: Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work.

1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation.

1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.

1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.

1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society

Career Readiness, Life Literacies, and Key Skills Standards

[NJSLS Career Readiness, Life Literacies, and Key Skills](#)

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the

Computer Science and Design Thinking

[NJSLS Computer Science and Design Thinking](#)

8.1.12.CS.2: Model interactions between application software, system software, and hardware.

8.1.12.CS.3: Compare the functions of application software, system software, and hardware.

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Pacing Guide

| MP | THEME | TOPICS | ESSENTIAL QUESTIONS | |
|-----|-------------------|----------------------|--|---|
| | | | CONTEXTS/SCENARIO | |
| MP1 | Contemporary Life | Cannes Film Festival | What is the purpose of film? | You have always admired the artistic nature of film and especially those from around the world. You and your friends want to share your admiration with a larger audience so, you decide to |
| | | | What are the components of a cinematic work? | organize an International Film Festival that will take place in your school's auditorium at the end of the year. The festival will feature student-generated |
| | | Short Film Analysis | How does film influence our | |

| | | | | |
|-----|----------------------------|----------------------------|---|---|
| MP2 | Personal/Public Identities | Components of Film | lives? | films in a variety of languages. You want to highlight great foreign language films and also feature films created by your peers to pay homage to the great art of cinematography. Before you can host the festival, you need to spread the word! You decide to create a commercial to be broadcasted on the morning announcements that will highlight the aspects of film that you have learned. |
| | | Film Industry Professions | Why celebrate film as an art? | |
| | | Character Analysis | How do characters influence the plot/setting/technique of a film? | Scenario: We are inherently drawn to certain films not only because of their themes and genres – we are also drawn to them because of the dynamic characters that bring these stories to life. In preparation for the upcoming International Film Festival, you look for some inspiration by watching the film <u><i>[insert film title here]</i></u> and how character personality and mood can shape/mold a story. You will then personally jump into the shoes of one of the characters and their personality to demonstrate how a scenario can be drastically different depending on the different characters that are in the scene. |
| | | | Why do characters contrast/reflect one another? | |
| MP3 | Families and Communities | | How do characters' personalities and motivations interact with one another? | |
| | | | How can a screenwriter/director create a compelling character? | |
| | | Legends | What characterizes the Fantasy genre of film? | We are constantly balancing reality and fantasy in our daily lives and you have now begun to delve into the world of Fantasy film to gain inspiration for your original film. In preparation for producing your own movie to be entered at the Annual East Brunswick High School International Film Festival, you and a group of no more than 5 other people will create a storyboard for your proposed film and focus on developing the scenes and the details that will ease the inevitable film process. Then, you and your group will use the storyboard that you have created for your proposed film to write the script from one of the sequences of your film. |
| | | Fables | Why is the Fantasy genre and its subgenres so popular among audiences? | |
| | | Elements of the Fantasy | How do we incorporate fantasy in our everyday lives? | |
| MP4 | Global Challenges | Genre | | |
| | | Special Effects | | |
| | | Global/Societal Challenges | Why is the cultural phenomenon of Film | It's been a long road coming, but you are more than excited to share your |

| | | |
|------------------------|--|--|
| Entertainment Industry | Festivals pertinent today in the real world? | admiration for film and language with a larger audience at the International Film Festival that is approaching soon! You have your script, you have your crew and now all you need to do is get to it! |
| Technology | How does our perception of reality contrast with that of fantasy? | Films naturally evolve during production and sometimes a little extra inspiration can be good for the overall project so you decide to seek some out. You look for elements in the real world to establish connections and make your film touch your audience, because the festival needs a winner and you're in it to win it! |
| | Why are historical events a major theme that recurs in film making? | |
| | As a movie director/actor/editor, how can you manipulate your audience through the use of technique and real world issues? | |

Formative and Summative Assessment

FORMATIVE ASSESSMENTS

Marzano Scale
 Thumbs Up, Thumbs Down
 Mini whiteboards
 Google Voice Calls
 Ticket out the Door/Exit Tickets
 Digital Exit Checks (Poll Everywhere, Socrative, Google Forms)
 Four Corners
 Sequence Cards
 Snowball Fight
 Window Panes
 Planned speaking assessments
 Postcard
 List Three Things
 Venn Diagram
 Hand In, Pass Out
 Write It Down
 Think Pair Share
 Think Write Pair Share
 Doodle It
 Two Roses and a Thorn

Twitter Voting
Backchannel/Todaysmeet
Digital Cork Board: Padlet
Jigsaw Groups
Answer the Essential Question (Verbally or Written)
Make Predictions
Self-Assessment
Web/Concept Map
ePortfolio Check
Journal Entry
Inside-Outside Circle
One Sentence Summary
Sentence Frames
Talk a Mile a Minute
Tic-Tac-Toe/Think-Tac-Toe
3-2-1: 3 things you found out, 2 interesting things, 1 question you still have
Numbered Heads Together
Gallery Walk
Just Like Me (Stand up if you....)
Stand up, Hand up, Pair up

SUMMATIVE ASSESSMENTS

Each marking period has one summative assessment. Each summative assessment includes all three modes of communication that measure the students linguistic and cultural proficiency according to the NJSLs.

Interpretive Task
Interpersonal Task
Presentational Writing/Speaking Task

BENCHMARK ASSESSMENTS

Midterm and Final Exams

These benchmark assessments provide students' linguistic and cultural proficiency level in each of the three modes of communication.

ePortfolios

Students upload evidence of linguistic and cultural proficiency, use Can Do Statements to identify proficiency in each of the modes of communication, and set goals about moving to increased proficiency.

ALTERNATIVE ASSESSMENTS

Multiple choice questions

True/False questions during Interpretive tasks instead of exact fact recall

Main idea identification for Interpretive reading/listening task

Essay writing instead of interpersonal oral tasks

Narrations for comprehension check

Oral dictations

Recorded Presentational tasks that can be done from home/after school then viewed at a later date

Grading and Evaluation Guidelines

GRADING GUIDELINES

In accordance with Board policy, grades are assigned each quarter. A final grade is determined and transcribed for courses at grades 6 – 12. In terms of proficiency the East Brunswick grades are as follows:

| | | |
|----------|------------------|---------------------------------|
| A | Excellent | Advanced Proficient |
| B | Good | Above Average Proficient |
| C | Fair | Proficient |
| D | Poor | Minimally Proficient |
| F | Failing | Partially Proficient |

Grades will be determined by a variety of assessment strategies. In addition to interpretive, interpersonal and presentational performance assessments, students will be evaluated on cooperative group participation, note-taking, open-ended question responses, interpersonal conversations, ePortfolios and/or supplemental projects.

Grading Weights for Quarter Grades

10% Homework

10% Classwork/Participation

30% Presentational and interpersonal speaking

50% Interpretive and presentational writing

Final grades are weighted as follows:

Each quarter is 20% of the final grade. The midterm is 10% of the final grade, and the final exam is 10 % of the final grade.

Midterm exam grades are averaged into the second marking period and final exam grades are averaged into the fourth marking period. The final grade for the course is the average of the four marking period grades.

COURSE EVALUATION

Course achievement will be evaluated annually. In this course the goal is that a minimum of 95% of the pupils will meet at least the minimum proficiency level (D or better) set for the course. The department will analyze the achievement of students on unit assessments and final course grades and for final course grades the achievement of sub-groups identified by the state to determine if modifications in the curriculum and instructional methods are needed.

Other Details

World Language (AAAF)

French VIH

Course No. 1207

SCED: 24999 French Language and Literature-Other

| Course # | School #’s | Course Level | Grade(s) | Credits | Min. Per Week | Elective/Required | Initial Course Adopted |
|----------|------------|--------------|----------|---------|---------------|-------------------|------------------------|
| 1207 | 050 | H | 11-12 | 5.00 | 210 | Elective | 10/03/1996 |

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

| NJ Student Learning Standards | NJ Student Learning Standards | NJ Student Learning Standards | |
|---|-------------------------------|--------------------------------------|---|
| Career Readiness, Life Literacies, and Key Skills | SMathematics | Computer Science and Design Thinking | S |
| Comprehensive Health and Physical Education | Science | SVisual and Performing Arts | S |
| Language Arts Literacy | SSocial Studies | S World Languages | P |