

Sayreville Public Schools
French Level Four, 5 credits

French Level Four
Academic Elective
Schools Course Applies to
5 credits
Full Year Course

Date Curriculum Approved/ Revised: _____S.Sullivan June 2019_____

Table of Contents:

Statement of Purpose.....	3
Unit 1: Stories, Legends and Fables.....	4
Unit 2: Sports and Cultural Exchanges	11
Unit 3: The Media.....	18
Unit 4: Family and Community.....	25
Unit 5: France: Geography.....	32
Unit 6: France: History.....	37
Unit 7: France: Paris.....	45
Unit 8: France: French Modern Art.....	52
Unit 9: France: The Fashion Capital of the World.....	56

Statement of Purpose

Students will be able to gain an understanding of their world using second language. They learn how to express themselves in the class using language structures while finding connection between their own interests and the Francophone world. Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

Summary of the Course: with French IV course, students build on their previous learning experience. They will revisit the many topics presented in previous courses, practicing them as needed and demonstrating that they have learned them well enough to function in authentic situations. Students work on their ability to narrate and describe in all major time frames (past, present, and future). They also start to learn how to provide structured arguments to support their opinions and how to construct hypotheses. The course offers an opportunity to study representative selections of French Literature, more sophisticated grammar concepts, and a study of French history and art.

In order to demonstrate a cohesive and complete implementation plan the following general suggestions are provided:

- The use of various formative assessments are encouraged in order to provide an ongoing method of determining the current level of understanding the students have of the material presented.
- Homework, when assigned should be relevant and reflective of the current teaching taking place in the classroom.
- Organizational strategies should be in place that allow the students the ability to take the information gained in the classroom and put in in terms that are relevant to them.
- Instruction should be differentiated to allow students the best opportunity to learn.
- Assessments should be varied and assess topics of instruction delivered in class.
- Modifications to the curriculum should be included that address students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plan)

Unit 1: Stories, legends and Fables

Summary of the Unit: In this unit, students will explore authentic literacy texts from the Francophone World. These can include Fairy tales, fables, legends, and stories. Students will compare the literacy tense of le passe simple to the passé composé and be able to use their learning to read authentic texts and use their skills to give analysis of the pieces orally and in writing with accuracy in the target language of French.

Students use language structure to express themselves and they demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

Interpretive: Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on exploring authentic literacy texts from the Francophone world.

Interpersonal: Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to stories, legends and fables.

Presentational: Students use the target language and memorized phrases in order to analyze stories, legends, and fables.

Enduring Understanding

Students will understand that...

- Ability to read and analyze the text in a foreign language gives a sense of accomplishment and enriches their understanding of other cultures.
- Though fairy tales, fables and legends are all types of stories, they have some key differences.
- The passé simple (simple past) is a literacy tense and is thus limited to formal writing such as literature, journalism, and historical accounts.

Essential Questions:

1. What are the benefits of reading in a foreign language?
2. What is the difference between a fairy tale, legend and fable?
3. How does culture influence how stories are presented and perceived?
4. What is the simple past tense and how is it used?

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Students create their own story based on the following prompts:

- Create your own story in French which includes a moral or a message.
- You will present your story to the class using a Power Point.
- In order to help yourself and the audience (classmates), you should include some visual aids (illustrate with pictures).
- In your story you could (choose one):
 - a) explain a natural event
 - b) create a fairy tale
 - c) explain a supernatural event /science fiction
 - d) make up a story with a super hero/heroine

Resources:

Text: Allez, viens! Holt French level 4, Annotated Teacher’s Edition with Integrated Multimedia

Listening comprehension exercises

Teacher generated vocabulary and worksheets

Video Guide activities sheets.

<http://www.mamaafrika.com/Folktales/fr.fableslist.php>

TV5.org-News about the francophone world in French

<http://go.hrw.com>

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	Common Core or NJCCCS Standards
Different past tenses in stories	5 Days	- Recognize and understand the <i>passé simple</i> tense.	<ul style="list-style-type: none"> • Students will read a familiar fairytale/story/ 	- Students compare the past tenses (<i>passé simple, passe composé and imparfait</i>) and explain when and why each is used. They will	WL.7.1.IM.A.1 WL.7.1.IM.A.2 WL.7.1.IM.A.4 WL.7.1.IM.A.5 WL.7.1.IM.A.6 WL.7.1.IM.A.8 WL.7.1.IM.B.2

<p>French vs American Fairy Tales</p>		<ul style="list-style-type: none"> - Convert the passé simple into the <i>passé composé</i>. - Learn vocabulary related to stories, fables and legends. - Use transitional expressions for storytelling including but not limited to: <ul style="list-style-type: none"> - <i>le lendemain</i>: The next day - <i>la veille de</i>: On the eve of - <i>Il était une fois</i>: Once upon a time. 	<p>fable in the target language and explain the different past tenses that they encounter. As they read, they will highlight the verbs written in the “<i>passé simple</i>”.</p> <ul style="list-style-type: none"> ● Students think of a popular fairy tale and they look at their vocabulary list from the unit and they pull out all the vocabulary that pertains to their story. Then using the vocabulary as a springboard, students retell the 	<p>also report how it is used in English.</p> <ul style="list-style-type: none"> - Students will read an authentic French fairy tale (one with an American counterpart) and discuss and analyze the differences between the American version and the original version. Then students present their findings to the class. - Students summarize a fairy tale in French by acting out the tale in class or taping a video. Students will take the original fairy tale in the <i>passé simple</i> and convert to the <i>passé composé</i> for presentation. Students will need to use learned vocabulary for “once upon a time, in a place far away, and other 	<p>WL.7.1.IM.B.3 WL.7.1.IM.B.4 WL.7.1.IM.B.5 WL.7.1.IM.C.2 WL.7.1.IM.C.4 WL.7.1.IM.C.5</p> <p>NJSLS SL11-12.1-6 (Speaking/Listening) NJSLS W 11-12.7 (Research)</p> <p>NJSLS RL.11-12.1 NJSLS RL 11-12.10 NJSLS W 11-12.2</p>
---------------------------------------	--	--	---	---	---

<p>French Fables</p>	<p>5 Days</p>	<p>- Use the relative pronouns: <i>Qui, que, dont, ce qui, ce que, ce dont.</i></p> <p>- Tell what happened to someone else.</p> <p>- Discuss what the purpose of a fable is and how it differs from a short story or a novel.</p>	<p>story they have chosen.</p> <ul style="list-style-type: none"> ● Students are given the “bare bones” of two sentences and they have to fill in the missing information and connect the sentences using the correct relative pronoun. ● Students list elements that are usually present in fables. ● Students read the French Fable “ La Cigale et La Fourmi” by Jean de LaFontaine and decide on the moral of the fable. 	<p>literary expressions in their summaries.</p> <p>- Students do a research on the Internet to find a fable representative of a particular culture in the French speaking world. They might consult other fables by Jean de LaFontaine, then summarize the fable in French, tell what the moral is and present it to class.</p>
----------------------	---------------	--	--	---

<p>Francophone Legends</p>	<p>10 Days</p>	<p>- Identify common elements and people in a story.</p> <p>- Use the past perfect "<i>Le plus que parfait</i>" in order to express that one event happened before another.</p> <p>- Relate what someone said using indirect (versus direct) discourse.</p>	<p>They will then discuss in groups how the moral can be applied to their present day lives.</p> <ul style="list-style-type: none"> • Write down five sentences of something you did in the <i>passé composé</i>. Take turns with a partner speculating on what had preceded the action, using <i>parce que</i> and the <i>plus que parfait</i>. Then write down the completed sentence. • In a group, read aloud and understand 	<p>- In groups, students will research and find an authentic legend from a Francophone African country and read. Students will summarize in a presentation to the class the main points (beginning, middle, and end) of the legend. They will also provide any historical background of the legend and the area from which it comes from.</p> <p>- Read a news item then retell the main events to the class using indirect discourse and correct verb tenses.</p> <p>- In a small group, tell a story to the class: One student begins it, and each</p>
----------------------------	----------------	---	--	--

		<ul style="list-style-type: none"> - Set the scene for a story. - Continue and end a story. - Relate a sequence of events. 	<p>important details in the authentic Moroccan legend “<i>Les origines de l’inimitie entre l’homme et les animaux</i>”. Then discuss what the text is about and speculate what the timeline of the story is.</p>	<p>student in turn adds a small section until the story has come to a logical end. It should be a legend with traditional beginning and ending structures, as well as a moral at the end.</p>	
<p>Suggested Modifications for Special Education, English Language Learners and Gifted Students:</p> <ul style="list-style-type: none"> Repeat, clarify and modify directions when necessary. Allow for additional time when needed. Refocus on task. Use visual clues. Demonstrate tasks. Break assignments down. Preferential seating. Use verbal praise. Allow for breaks when needed. 					

Suggested Technological Innovations/ Use:

Technology Themes:

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually, collaborate, create and communicate knowledge.

8.2 Technology Education, Engineering, and Design

Cross Curricular/ 21st Century Connections:

21st Century Themes:

9.1 21st Century life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Unit 2: Sports and Cultural Exchanges

Summary of the Unit: In this unit, students focus specifically on the cultural themes of sports and cultural exchanges. Sports in France are explored and compared with those of the US. Supplemental readings broaden the cultural panorama of the sports existing in other Francophone countries. Students also explore the major role sports and the cinema play in the leisure time activities of the French and how sporting events bring people together from all over the world. Also presented are expressions used to express anticipation, make suppositions, express excitement and disappointment.

Students use language structure to express themselves and they demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

Interpretive: Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on the cultural themes of sports and cultural exchanges.

Interpersonal: Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to sports and cultural exchanges.

Presentational: Students use the target language and memorized phrases in order to express and explain leisure and sports.

Enduring Understanding:

Students will understand that...

- The French regard sports as a means of reducing the tensions of daily life, of preserving health, and prolonging life. Individual performance is valued more highly than the element of competition with which sports are usually associated.
- The cinema was born in France in 1895 and has remained for over a century, a passion of the French who view films as “works of art”.

Essential Questions:

1. How would one characterize the role sports play in the lives of the French?
2. Why is France known as the “birthplace” of the cinema?
3. How does the film industry in France compare with that in America?

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Imagine that you and your friend are both Olympic athletes. With a partner, choose the sports that you play and the countries you represent, and act out the following situations:

- a) **You are meeting each other in the Olympic village for the first time. You ask questions to find out about each other’s country and interests.**
- b) **You meet again on the last day. You tell each other how your competitions went. (One of you did very well and one did poorly). You talk about your other experiences and what you’ve enjoyed about the games.**

Resources:

Text: Allez, viens! Holt French level 4, Annotated Teacher’s Edition with Integrated Multimedia

Listening comprehension exercises

Teacher generated vocabulary and worksheets

Video Guide activities sheets.

<http://go.hrw.com>

www.academic.cengage.com/french

www.Textchoice.com

<http://www.filmsdefrance.com>

<http://www.chantefrance.com>

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	Common Core or NJCCCS Standards
Sports and athletic competitions	10 Days	- Express and explain leisure and sports.	<ul style="list-style-type: none"> • Tell a partner about your favorite sport and 	- Students present a slideshow they created using the chromebooks of	WL.7.1.IM.A.3 WL.7.1.IM.A.5 WL.7.1.IM.A.8 WL.7.1.IM.B.2

		<p>- Learn and practice vocabulary related to sports and leisure time.</p> <p>- Describe popular sporting activities of the French.</p> <p>- Compare and contrast sports in the US and in French speaking regions.</p> <p>- Discuss how sporting events bring people together from all over the world.</p> <p>- Research information about a country regarding sports.</p>	<p>explain to him/her how you play it.</p> <ul style="list-style-type: none"> • Listen as two French teenagers talk about sports they participate in and how often they play them, then answer the comprehension questions. • With a partner, students create a conversation between a coach and a soccer team. • Students create posters of popular sports practiced in the Francophone World. • Students read an article about “Alain Robert” accomplishments known as the “French Spiderman”, popular for his extreme sport : 	<p>a specific sport they participate in, would like to participate in, or enjoy watching, and give an explanation in detail how it is played.</p> <p>- Students match different sports on illustrations with associated countries.</p> <p>- Write an essay stating how the knowledge of foreign language would be beneficial to professional athletes, coaches and sports journalists.</p> <p>- Students will interview other students in class about sport activities. They will write the questions and then present their findings in a graph in the target language.</p>	<p>WL.7.1.IM.B.3 WL.7.1.IM.B.4 WL.7.1.IM.B.5 WL.7.1.IM.C.2 WL.7.1.IM.C.4</p> <p>NJSLS SL11-12.1-6 (Speaking/Listening)</p> <p>NJSLS W 11-12.7 (Research)</p> <p>NJSLS W 11-12.1 (Persuasive Essay)</p>
--	--	--	--	--	---

			climbing, buildings not rocks and mountains, then summarize in a paragraph what he does and give their opinion about it.		
Personal reactions to sports and films	10 Days	<ul style="list-style-type: none"> - Express excitement and disappointment. - Express certainty and doubt. - Use the conditionnel passe tense in "if/then sentences. - Use vocabulary relating to different types of films. - Use the French exclamatory words: 	<ul style="list-style-type: none"> ● Students offer appropriate congratulations in French for a variety of situations/ occasions proposed by the instructor. ● Create a dialogue with your partner in which he/she is worried about the sport event he or she will compete in. He/she doubts that he or she can win. You encourage 	<ul style="list-style-type: none"> - Role play with a partner an interview with an athlete's proud parent just after the athlete has left for the Olympic Games. - Students imagine that they have just won an Olympic event and write a letter to tell their friend about their victory and how excited they are about winning. - Choose one film, then talk about it. Identify the genre, discuss the characters, 	<p>NJSLS W 11-12.3 (Narrative Writing)</p> <p>NJSLS SL11-12.1-6 (Speaking/Listening)</p> <p>NJSLS W 11-12.7 (Research)</p>

		<p><i>Quel, quelle, quels, and quelles.</i></p> <ul style="list-style-type: none"> - Use French expressions to summarize ideas in a written critique. - Discuss famous Francophone musicians and actors. - Discuss and compare American and French tastes in different forms of entertainment. - Use the pronouns “y” and “en” in various conversations and activities. 	<p>him/her expressing certainty that he or she will win.</p> <ul style="list-style-type: none"> ● Students write a critical review of a film which involves an opinion or judgment about the effectiveness of something and which presents sound reasons and clear examples to make their point convincing. ● Students will identify uses of the pronouns “y” and “en” after reading lyrics and listening to “<i>Claude François</i>” song, “<i>J’y pense et puis j’oublie</i>”, “<i>Patricia Kaas</i>” song “<i>Mon mec à moi</i>”, and 	<p>describe the plot to class and give your opinion.</p> <ul style="list-style-type: none"> - Create a debate between two movie critics, each having different opinions about a particular film. Present to class. - You and a friend have just seen a French movie “<i>A baguette Western</i>”. It had no subtitles and your friend is asking you to explain this dialogue in the main scene where there were many pronouns. Read the dialogue and identify in French what each object pronoun or set of object pronouns replaced. 	<p>NJSLS RI 11-12.1 (Argument Analysis)</p> <p>NJSLS SL11-12.1-6 (Speaking/Listening)</p>
--	--	---	--	---	---

*“Vanessa Paradis”
song “Joe le taxi”.*

Suggested Modifications for Special Education, English Language Learners and Gifted Students:

Repeat, clarify and modify directions when necessary.
Allow for additional time when needed.
Refocus on task.
Use visual clues.
Demonstrate tasks.
Break assignments down.
Preferential seating.
Use verbal praise.
Allow for breaks when needed.

Suggested Technological Innovations/ Use:

Technology Standards:

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually, collaborate, create and communicate knowledge.

8.2 Technology Education, Engineering, and Design.

Cross Curricular/ 21st Century Connections:

21st Century Themes:

9.1 21st Century life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Unit 3: The Media

Summary of the Unit: This unit emphasizes importance of the subjunctive mood, “the mood of possibility”, in the French language. Due to the subjunctive associated with its various contextual applications, the theme of the media (press, television, and radio) serves as the basis for expressing opinions, volition, and emotion while utilizing the subjunctive. Students are exposed to various authentic French newspapers, magazines, podcasts and are introduced as well, to certain cultural gestures which serve to convey various feelings and attitudes.

Students use language structure to express themselves and they demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

Interpretive: Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on the role of the media in the lives of the French.

Interpersonal: Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to the media.

Presentational: Students use the target language and memorized phrases in order to discuss and or debate the media.

Enduring Understanding:

Students will understand that:

- Television occupies the largest part of the free time of the French and viewing habits vary by age group as they do in the United States.
- The media often plays roles other than simply informing. It may be used for purposes of change and for solving societal problems.
- Verbal/non-verbal cues treatment of personal space, and body language are all key factors to be recognized in French conversations.
- The subjunctive mood is used when one is expressing doubt, emotion and possibility.

Essential Questions:

1. What role do television, radio, and the press play in the lives of the French?
2. What purpose does the media serve in a society?

3. Do the French and the Americans differ in their manner of interpersonal communication such as discussion or an expression of opinion?
4. What is the subjunctive mood used for ?

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Group project: Students will create a news show. They do a research on an environmental, social or political problem facing an African French speaking country. They also research lighter news in terms of sports, music, and weather. The news cast will have the traditional format of a newscast in which the students will play the roles of the journalists reporting from the

field. The students decide the format and choose the stories from the country that they feel would be the most appropriate to cover. Students can create a video or perform live.

Resources:

Text: Allez, viens! Holt French level 4, Annotated Teacher’s Edition with Integrated Multimedia

Listening comprehension exercises

Teacher generated vocabulary and worksheets

Video Guide activities sheets.

<http://go.hrw.com>

<http://www.fao.org/hunger/fr>

TV5.org-News about the francophone world in French

www.cirquefascination.com

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	Common Core or NJCCCS Standards
Sources of information	5 Days	- Form the subjunctive mood of regular and irregular verbs. - Use appropriate French words and expressions to discuss television,	<ul style="list-style-type: none"> Discuss how students decide which media outlets to consume based on their interests and needs for news and entertainment. 	- Students listen to a French-Language radio station on the Internet. They listen to a news or cultural broadcast for about five minutes and take notes on the content. Students then write an e-mail to a friend in which they describe what they heard and	WL.7.1.IM.A.3 WL.7.1.IM.A.5 WL.7.1.IM.A.7 WL.7.1.IM.A.8 WL.7.1.IM.B.3 WL.7.1.IM.B.4 WL.7.1.IM.B.5 WL.7.1.IM.C.1 WL.7.1.IM.C.2 WL.7.1.IM.C.3

<p>Different opinions about the media</p>	<p>5 Days</p>	<p>radio and the press.</p> <p>- Express and explain media.</p> <p>- Maintain a discussion related to media.</p>	<ul style="list-style-type: none"> ● Students read an article about how French high schoolers stay abreast of current events, then answer the comprehension questions. ● Students write a description of a typical night's programming on a major TV station. Using as many words as possible from the new vocabulary, they include information on the news, commercials, a series, and a movie. ● Discuss how we can use the media to analyze and understand the importance of historical events. 	<p>recommend whether or not to listen to this station or program.</p> <p>- Students research a French TV Guide such as "<i>Télé Poche</i>", and "<i>Télé 7 jours</i>" online to find the names of French television stations. They look at the programming for one of these stations and talk about the types of programs shown, as well as specific shows or movies being played.</p> <p>- Students summarize a news story they remember they heard lately on television and explain how they felt about the topic and the way it was presented.</p>	<p>NJSLS W 11-12.2</p> <p>NJSLS SL11-12.1-6 (Speaking/Listening)</p> <p>NJSLS W 11-12.7 (Research)</p> <p>NJSLS RI 11-12.1</p>
---	---------------	--	---	---	--

	10 Days	<ul style="list-style-type: none"> - Discuss and or debate the media - Use vocabulary related to all forms of mass communication and the people who work in those fields. - Use examples of French media to express agreement and/or disagreement. - Use typical French phrases to express happiness, disappointment, fear, worry, relief, joy, hesitation and irritation. - Explore French advertising. 	<ul style="list-style-type: none"> • Listen to a newsclip of French news from Africa: Listen for specific vocabulary words and then answer questions about what they have heard. • Students complete a survey about their opinions on the media and support their opinions with specific examples. • Role play a conversation with a classmate where one expresses an opinion about a TV program and the other disagrees. • Pair activity: Students work in 	<ul style="list-style-type: none"> - Compose a letter to a newspaper editor expressing disagreement with an idea written, concerning current events. - Students choose a controversial subject that is discussed often in the newspaper or on the radio or television and create a personal dossier in which they present their point of view, address several of the opposing arguments, and create a conclusion in which they propose a solution or incite the reader to react in some way. - Students will design an advertisement and/or 	NJSLS W 11-12.1
--	---------	---	---	---	-----------------

<p>Advertisement</p>		<ul style="list-style-type: none"> - Discuss and debate the pros and cons of advertisements. - Describe the images that television and movies present and that radio programs evoke, and discuss the reactions they provoke. 	<p>pairs:Half the pairs discuss the pros of advertisements, the other pairs discuss the cons. Then hold a class debate to determine whose arguments were stronger.</p> <ul style="list-style-type: none"> ● Listen as two native speakers express their opinions on TV commercials and identify who agrees and who disagrees. ● Read an article about the French canadian "<i>Guy Laliberté</i>", founder of "<i>Le Cirque du Soleil</i>", and his ride into space, who is always in many media outlets across the world, then evaluate him 	<p>commercial for a product found in a Francophone country, focusing on persuasive language to convince people to buy the product. Commercials or advertisements will be presented and class will have discussion on which products they would purchase.</p> <ul style="list-style-type: none"> - Students research "One Drop" foundation, an international non-profit organization created by Cirque du Soleil founder "<i>Guy Laliberté</i>" then present their findings to class and give their opinion and express how they feel about it. 	
----------------------	--	--	---	---	--

Suggested Modifications for Special Education, English Language Learners and Gifted Students:

Repeat, clarify and modify directions when necessary.

Allow for additional time when needed.

Refocus on task.

Use visual clues.

Demonstrate tasks.

Break assignments down.

Preferential seating.

Use verbal praise.

Allow for breaks when needed.

Suggested Technological Innovations/ Use:

Technology Standards:

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually, collaborate, create and communicate knowledge.

8.2 Technology Education, Engineering, and Design.

Cross Curricular/ 21st Century Connections:

21st Century Themes:

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Unit 4: Family and Community

Summary of the Unit: In this culture oriented unit, students will study various topics related to family and community including what constitutes “family” in various cultures, relationships, class and social influences, customs, etc.

Students use language structure to express themselves and they demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

Interpretive: Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on exploring values, culture and traditions of France.

Interpersonal: Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to family and community.

Presentational: Students use the target language and memorized phrases in order to maintain discussion related to culture and values of the French Society.

Enduring Understanding:

Students will understand that:

- The culture and values of the society lived in determine what constitutes a family.
- Individuals contribute to well-being of communities through education, volunteerism, participation in community activities, etc...
- Definition of “friendship” or of a “true” friend vary from person to person, culture to culture.

Essential Questions:

1. What constitutes a family in different societies?
2. How do individuals contribute to the well-being of communities?
3. Does American idea of “friend” differ from French concept of “friend”?

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Students will write a point of view essay, describing how they think individuals contribute to the well-being of the community they live in. They will need to address the topics of citizenship, age, class and relationships.

Resources:

Text: Allez, viens! Holt French level 4, Annotated Teacher’s Edition with Integrated Multimedia

Listening comprehension exercises

Teacher generated vocabulary and worksheets

Video Guide activities sheets.

<http://go.hrw.com>

www.everyculture.com/Cr-Ga/France.html

www.understandingfrance.org

www.njfamily.com/fairs-and-festivals-in-new-jersey/

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	Common Core or NJCCCS Standards
Age and Class	5 Days	<ul style="list-style-type: none"> - Explore and discuss values, culture and traditions of a specific country. - Engage in conversations, provide and obtain information. 	<ul style="list-style-type: none"> ● Research information about values and culture on a specific Francophone country. ● Students write a letter to their French Pen Pal, telling about their 	<ul style="list-style-type: none"> - Students interview an older person (could be family, teacher, principal, etc...) to explore attitudes, concerns, priorities and compare with their own. Interview will be in English, but students will present results to class and engage in a conversation about the 	WL.7.1.IM.A.1 WL.7.1.IM.A.2 WL.7.1.IM.A.4 WL.7.1.IM.A.5 WL.7.1.IM.A.7 WL.7.1.IM.A.8 WL.7.1.IM.B.1 WL.7.1.IM.B.2 WL.7.1.IM.B.3 WL.7.1.IM.B.5 WL.7.1.IM.C.2 WL.7.1.IM.C.3

Childhood and adolescence	5 Days	<p>-Exchange opinions.</p> <p>- Inquire about and relate past events in sequence.</p> <p>- Expand the use of the negative expressions and adverbs in the “<i>passé composé</i>”.</p> <p>- Use “<i>il ya</i>” with time to mean “ago”.</p> <p>- Tell what used to happen in the past and what things were like, using the imperfect tense.</p>	<p>story with a family in a Francophone country.</p> <ul style="list-style-type: none"> • Listen to a French teenager interviewing his professor about his childhood then answer the comprehension questions. • Discuss how the experiences of a child growing up in a French-speaking country might vary within the Francophone world. 	<p>findings in the target language.</p> <p>- Students will research a Francophone country or community and write a memoir of their childhood, growing up in that area.</p>	<p>WL.7.1.IM.C.4 WL.7.1.IM.C.5</p> <p>NJSLS W 11-12.2 Informative Writing</p> <p>NJSLS SL11-12.1-6 (Speaking/Listening)</p> <p>NJSLS W 11-12.7 (Research)</p>
Citizenship	5 Days	<p>- Analyze the meaning of Global Citizen and its responsibilities.</p> <p>- Identify the characteristics of a Global Citizen.</p>	<ul style="list-style-type: none"> • Ask questions that elicit elaboration of opinions about the concept of global citizen. • Analyze, and evaluate how 	<p>- Public Service Announcement: Students will choose an issue of global citizenship to create a Public Service Announcement about. This can be a local, national or international issue and do</p>	<p>NJSLS W 11-12.1 Persuasive Writing</p> <p>NJSLS SL11-12.1-6 (Speaking/Listening)</p> <p>NJSLS W 11-12.7 (Research)</p>

<p>Customs and Ceremonies</p>	<p>5 Days</p>	<ul style="list-style-type: none"> - Identify culture-specific holidays, as found in culturally authentic written texts. - Be aware of some celebrations that are held in France. - Identify articles of clothing related to some french regional celebrations. 	<p>beliefs and attitudes influence the position of the countries studied on global issues.</p> <ul style="list-style-type: none"> ● Compare and contrast celebrations in France and US. ● Jigsaw Reading: Students read about marriage customs in different countries and then they take notes, synthesize the information and report back to the group. ● Discuss in groups some local festivals and celebrations and explain how they are celebrated (Parades, concerts, dances, 	<p>a Powerpoint presentation of the facts on the issue and how it affects our citizenship. Students will discuss and give opinions on each issue after the presentation.</p> <ul style="list-style-type: none"> - Marriage in France: Students will research the ceremony of marriage in the US and in France and create a Venn Diagram to demonstrate the similarities and differences between the two. - Create google slides presentation about your favorite holidays and describe how you celebrate it. 	<p>NJSLS W 11-12.2 Informational Writing NJSLS RI 11-12.1 Reading Nonfiction for main idea/support</p>
-------------------------------	---------------	--	---	--	--

<p>Family Structure</p>	<p>5 Days</p>	<ul style="list-style-type: none"> - Maintain a discussion related to family life. - Explore attitudes when reacting to the family. - Compare and contrast family life in the US and in French speaking regions. - Use the subjunctive: impersonal expressions, and disjunctive pronouns. - Form comparative sentences using: <i>“plus...que”</i>, <i>“moins...que”</i>, <i>“autant de...que”</i>, <i>“mieux”</i>, <i>“meilleur”</i>. 	<p>parties, fireworks, etc...).</p> <ul style="list-style-type: none"> ● Listen and discuss the French song <i>“Mon coeur, mon amour”</i> Anaïs. ● Explore family relationships in your own community or your school and compare them to issues in French speaking communities. ● Listen to a French teenager interviewing his professor about his family then answer the comprehension questions. ● Work with a partner asking each other about their families ● Students read the article <i>Les Français sont-ils allergiques au</i> 	<ul style="list-style-type: none"> - Students will research divorce rates in various Francophone cultures and compare with the US. They will then hypothesize reasons why divorce rates are what they are in those locations. They will discuss these theories with a partner. 	
-------------------------	---------------	--	--	---	--

<p>Friendship</p>		<ul style="list-style-type: none"> - Compare and contrast French and American views of Friendship. - Establish the comparisons of equality, inequality, using superlatives. - Acknowledge the different expectations by French and American when meeting a new person. 	<p><i>mariage?</i> Then answer a series of teacher- created comprehension questions.</p> <ul style="list-style-type: none"> ● Read an authentic article and discuss the cultural differences in an everyday setting: meeting new people. ● Listen and sing along to the song “<i>L’amitié</i>”. By Françoise Hardy and discuss the meaning of the song about friendship. 	<ul style="list-style-type: none"> - Write an essay stating what we should and should not do in France when trying to form a relationship with a peer. -You are an exchange student in France for one year and in order for you to make new friends, you have to pay attention to cultural norms while you are there and be a participant in a new culture. What are some of the factors you have to take in consideration to help you smooth the path when making a new friend? 	
-------------------	--	---	--	--	--

Suggested Modifications for Special Education, English Language Learners and Gifted Students:

Repeat, clarify and modify directions when necessary.

Allow for additional time when needed.

Refocus on task.

Use visual clues.

Demonstrate tasks.

Break assignments down.

Preferential seating.

Use verbal praise.

Allow for breaks when needed.

Suggested Technological Innovations/ Use:

Technology Standards:

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually, collaborate, create and communicate knowledge.

8.2 Technology Education, Engineering, and Design.

Cross Curricular/ 21st Century Connections:

21st Century Themes:

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Unit 5: France: Geography

Summary of the Unit: While students learn the history and culture of the country of France, they practice the research and discovery skills of locating the country and its surrounding countries on a map, and make connections between its geographical location and the culture of a group. Previously learned expressions for asking for/giving a location of a place are developed further into more sophisticated grammatical constructions.

Students use language structure to express themselves and they demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

Interpretive: Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on developing an understanding of the geography and climate of France.

Interpersonal: Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to Geography of France.

Presentational: Students use the target language and memorized phrases in order to ask for and give a location of a place.

Enduring Understanding:

Students will understand that:

- The six geographic landmarks of France are: Alps Mountains, Mediterranean Sea, Pyrenees Mountain, Atlantic Coast, English Channel and Rhine river.
- Regions of one country can be influenced by and have impact on one another.
- Various regions of France are influenced by their geographic location.

Essential Questions:

1. What are the the major geographical features of France?
2. Why is France known as “L’hexagone” (the hexagon)?
3. How does the geographical location of France affect its culture?

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

You are on the planning committee at your school for a spring break trip to France. Your class can only visit two regions. You must research a province in France and highlight the tourist sites. What is the history of the region and why would we want to visit? What are souvenirs that you would bring back (products) of the region? You must convince the other members of your class that your region should be included on the itinerary.

Resources:

Text: *Allez, viens!* Holt French level 4, Annotated Teacher’s Edition with Integrated Multimedia

Listening comprehension exercises

Teacher generated vocabulary and worksheets

Video Guide activities sheets.

<http://go.hrw.com>

www.francekeys.com

<https://www.worldatlas.com/webimage/countrys/europe/france/frland.htm>

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	Common Core or NJCCCS Standards
France’s Geography	5 Days	<ul style="list-style-type: none"> - Recognize geographical features of France on a map. - Develop an understanding of 	<ul style="list-style-type: none"> ● Using a map, students identify France and the surrounding countries. ● Students play Trivia Game about the 	<ul style="list-style-type: none"> - Students draw an illustrated map of France including rivers, mountains, major provinces and borders. 	WL.7.1.IM.A.1 WL.7.1.IM.A.3 WL.7.1.IM.A.4 WL.7.1.IM.A.5 WL.7.1.IM.A.7 WL.7.1.IM.A.8 WL.7.1.IM.B.2 WL.7.1.IM.B.3 WL.7.1.IM.B.4 WL.7.1.IM.B.5

		the geography and climate of France.	<p>geography of France.</p> <ul style="list-style-type: none"> • With a partner, students take turns asking each other where the main cities /towns of France are located. 		<p>WL.7.1.IM.C.2 WL.7.1.IM.C.3 WL.7.1.IM.C.5</p> <p>NJSLS SL11-12.1-6 (Speaking/Listening)</p>
France's different regions	5 Days	<p>- Identify products of the different provinces.</p> <p>- Use idioms with the verbs "<i>être</i>", "<i>avoir</i>", "<i>faire</i>" and "<i>aller</i>" in spoken and written language.</p>	<ul style="list-style-type: none"> • Listen to informations from the Office of Tourism, given to a French teenager who is trying to choose what region in France to visit, then decide which region is mentioned using the France map. • Use authentic materials to read about and discuss how the 	<p>- Investigate on the Internet a French region(Include tourist sites, history, specialties, products and traditional dress) and give a short oral presentation.</p> <p>-Imagine that you went on a trip to a specific region of your choice in France recently, send an e-mail to your friend back home in the United States telling what there is to see.</p>	<p>NJSLS RI 11-12.1</p> <p>NJSLS W 11-12.2</p> <p>NJSLS SL11-12.1-6 (Speaking/Listening)</p> <p>NJSLS W 11-12.7 (Research)</p>

		<p>- Differentiate between verbs that have “mener” as a base and “porter” as a base.</p> <p>- Build knowledge of how various regions of France are influenced by their geographic location.</p>	<p>geography of France has influenced its economic and cultural development and how its fertile soil has played a large role in the country’s reputation as a world culinary center.</p> <ul style="list-style-type: none"> • Students map out the <i>2018 Tour de France</i> route. They label mountains and rivers that are learned. 	<p>- With a partner, act out a phone call: Students imagine they are a student exchange in one of the provinces of France and are making a phone call to a friend to talk about local products.</p> <p>- Students make a brochure of different provinces in France and present it to class.</p>	
--	--	---	---	---	--

Suggested Modifications for Special Education, English Language Learners and Gifted Students:

Repeat, clarify and modify directions when necessary.

Allow for additional time when needed.

Refocus on task.

Use visual clues.

Demonstrate tasks.

Break assignments down.

Preferential seating.

Use verbal praise.

Allow for breaks when needed.

Suggested Technological Innovations/ Use:

Technology Standards:

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually, collaborate, create and communicate knowledge.

8.2 Technology Education, Engineering, and Design.

Cross Curricular/ 21st Century Connections:

21st Century Themes:

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Unit 6: France: History

Summary of the Unit: The focus of this unit will be France's history. Students will explore the origins of the French people beginning with the Stone Age and cavemen and continuing until the Age of Reason. Students will read about and discuss the different groups of people that account for French ancestry, their customs, and how their lives were shaped by various invaders and conquerors, including the Romans, Huns, and various Teutonic tribes. Students will also explore the various French dynasties of kings established with Clovis through Louis XVI.

Students use language structure to express themselves and they demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

Interpretive: Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on exploring the origins of the French people.

Interpersonal: Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to History of France.

Presentational: Students use the target language and memorized phrases in order to describe events from French History.

Enduring Understanding:

Students will understand that:

- The invasions of Julius Caesar and the Romans, as well as various Teutonic tribes had many consequences on French culture, Language, and traditions.
- The history of France has shaped its modern day language, cultures, and traditions.
- Ideas from the Italian Renaissance changed many aspects of art and architecture in France.

Essential Questions:

1. What groups account for France's ancestry?
2. How did life in the Middle Ages affect literature and Politics in France?
3. How is the history of the French people reflected in modern France.

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

In groups, students will select an event from French History and create a video portraying the event. Each video will be edited together to create a class video presentation entitled “L’Histoire de France:Préhistoire à la Révolution selon la classe de Français 4”.

Resources:

Text: Allez, viens! Holt French level 4, Annotated Teacher’s Edition with Integrated Multimedia

Listening comprehension exercises

Teacher generated vocabulary and worksheets

Video Guide activities sheets.

<http://go.hrw.com>

<http://www.infoplease.com/country/france.html>

http://www.ancient.eu/Battle_of_Hastings/

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	Common Core or NJCCCS Standards
Prehistory and the Roman occupation	5 Days	<ul style="list-style-type: none"> - Describe the origin of the French people. - Compare and contrast the ligurians and Celts/Gauls. - Describe the impact of Roman 	<ul style="list-style-type: none"> ● Discuss Stone Age, growth of Christianity, Julius Cesar, Attila the Hun, and kings of France. ● Take notes on lecture on Stone Age and Roman conquest with supplemental 	<ul style="list-style-type: none"> - Utilize technology to conduct research about the cave paintings that remain in lascaux, the stone monuments of Brittany, Julius Caesar’s conquest of Gaul, and the rise of Christianity in France. 	WL.7.1.IM.A.1 WL.7.1.IM.A.2 WL.7.1.IM.A.3 WL.7.1.IM.A.4 WL.7.1.IM.A.5 WL.7.1.IM.B.1 WL.7.1.IM.B.2 WL.7.1.IM.B.3 WL.7.1.IM.C.1 WL.7.1.IM.C.2 WL.7.1.IM.C.4

		Invasions in France.	visuals on Powerpoint.		
--	--	----------------------	------------------------	--	--

<p>The Middle Ages in France.</p>		<ul style="list-style-type: none"> - Differentiate between an emperor and a king. - Create a definition of a “hero” in the Middle Ages. - Outline the historical and linguistic importance of the battle of Hastings. - Utilize all past tenses with accuracy in oral and written forms. 	<ul style="list-style-type: none"> • Discuss and read about the Middle Ages in France. • Discuss how the invasion of the Vikings affected the French culture and language. • Discuss how the battle of Hastings was the single most important event in the history of the English language. Consequently, 40 to 50 % of all words in English have a French origin 	<ul style="list-style-type: none"> - Use the Internet to conduct research of the lives and contributions of : <i>Charles Martel, Charlemagne, Guillaume le Conquérant, and Jeanne d’Arc.</i> 	<p>NJSLS RI 11-12.1</p> <p>NJSLS W 11-12.2</p> <p>NJSLS RH 11-12.1 Reading Historical Text</p> <p>Standard 6.2 World History/ Global Studies</p>
<p>The French Renaissance and Reformation</p>	<p>5 Days</p>	<ul style="list-style-type: none"> - Identify the important historical events and figures during this time frame. - Identify the cause and effect of the Reformation. - Use the future and conditional tenses in written and spoken language. 	<ul style="list-style-type: none"> • Discuss the 16th Century in France. • Analyze the effect of 16th Century inventions such as the printing press and the impact on French culture and explain how this led to the democratization of knowledge. • Examine the lives of significant people and events of the 16th 	<ul style="list-style-type: none"> - Use the Internet to investigate the wars of Religion in 16th Century France. - Dramatize the life of an historical figure of 16th Century France. - Explain comprehension of the French Renaissance in written forms. 	<p>NJSLS SL11-12.1-6 (Speaking/Listening)</p> <p>NJSLS W 11-12.7¹ (Research)</p>

Suggested Modifications for Special Education, English Language Learners and Gifted Students:

Repeat, clarify and modify directions when necessary.

Allow for additional time when needed.

Refocus on task.

Use visual clues.

Demonstrate tasks.

Break assignments down.

Preferential seating.

Use verbal praise.

Allow for breaks when needed.

Suggested Technological Innovations/ Use:

Technology Standards:

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually, collaborate, create and communicate knowledge.

8.2 Technology Education, Engineering, and Design.

Cross Curricular/ 21st Century Connections:

21st Century Themes:

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Unit 7: France: Paris

Summary of the Unit: In this culture oriented unit, rich in the history and traditions of the country of France, students focus specifically on the city of “Paris” and its influence on the country through art, literature, fashion and architecture, to name a few. Previously learned expressions for describing places, asking for information, expressing indecision, making recommendations and ordering and asking for details are developed further into more sophisticated grammatical constructions as is the use of comparative structures to compare Paris and New York City lifestyles.

Students use language structure to express themselves and they demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

Interpretive: Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on the city of Paris and its influence on France.

Interpersonal: Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions relate the city of “Paris”.

Presentational: Students use the target language and memorized phrases in order to describe the city of Paris and its landmarks.

Enduring Understanding:

Students will understand that:

- By exploring the cultural aspects of the city of Paris, they can explore as much of the French culture as possible.
- The city of Paris has 20 administrative districts, each with its own unique attractions, and Parisians refer to them by numbers.
- France has the best transportation system in the world and Paris is at the heart of it.
- The city of Parisii was the name given by the Romans to the village where the Parisii tribe lived. Paris got its name from the Parisii tribe in the 3rd century BD.
- The Statue of Liberty was a gift from the French people commemorating the alliance of France and the United States during the American Revolution.

Essential Questions:

1. Where is the capital of France “Paris” located and in what way do the cultural aspects of art, music, literature and history influence this city.

2. How do the districts in Paris vary and what roles do the monuments/landmarks have on each district?
3. In what ways are various modes of transportation available in Paris similar to or different from the modes of transportation in Sayreville Middlesex County, in New Jersey and in other major American cities?
4. Why did the French give US the Statue of Liberty?

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Students design and label a map of the capital city of France: "Paris". They make an original drawing of the city based on maps found online and fill in the necessary information. Students label the twenty administrative districts in Paris, locate and

name the city's major landmarks. Students write a paragraph providing a brief history of Paris and describing the unique attraction of each district.

Resources:

Text: Allez, viens! Holt French level 4, Annotated Teacher's Edition with Integrated Multimedia

Listening comprehension exercises

Teacher generated vocabulary and worksheets

Video Guide activities sheets.

<http://go.hrw.com>

<http://www.thelocal.fr/2015093/arrondissements-of-Paris>

<http://www.Pariscityvision.com/en/Paris/landmarks/Eiffel-Tower>

<http://travel.usnews.com/Paris France/Getting Around>

www.parisnet.com/parismap.html

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	Common Core or NJCCCS Standards

<p>Geography and history of Paris</p>	<p>10 Days</p>	<ul style="list-style-type: none"> - Identify and locate places in a city. - Describe a city - Make plans. - Identify Paris and its districts. - Explain the history of Paris. 	<ul style="list-style-type: none"> ● Locate Paris in a map. ● Complete a map of Paris labeling its twenty districts. ● Read closely to determine the central ideas of text on Paris in order to connect to knowledge of New York and other major American cities. 	<ul style="list-style-type: none"> - Match each letter in the map of Paris with the name of the place it represents. - Select one of Paris's districts to research and create an illustrated brochure describing a tour of the district. 	<p>WL.7.1.IM.A.1 WL.7.1.IM.A.2 WL.7.1.IM.A.3 WL.7.1.IM.A.4 WL.7.1.IM.A.5 WL.7.1.IM.A.8 WL.7.1.IM.B.1 WL.7.1.IM.B.3 WL.7.1.IM.B.4 WL.7.1.IM.B.5 WL.7.1.IM.C.1 WL.7.1.IM.C.2 WL.7.1.IM.C.3 WL.7.1.IM.C.4 WL.7.1.IM.C.5</p>
<p>Paris: Monuments/Landmarks</p>		<ul style="list-style-type: none"> - Discuss the importance of major landmarks in Paris. - Practice map reading skills. - Identify various modes of Transportation available in Paris. - Use the pronoun "Y" to replace an entire phrase 	<ul style="list-style-type: none"> ● Students discuss why they would be interested in visiting Paris. ● Read a Paris Metro map to determine the best route from monument to monument in Paris. Write two options for each trip. For example, you are at the Eiffel Tower and 	<ul style="list-style-type: none"> - Students choose one of Paris's landmarks to research in depth and will present their findings to the class in a Powerpoint. - Create a postcard detailing the major landmarks in Paris. - Students research various modes of Transportation used in Paris in order to create a travel itinerary for an 	<p>NJSLS SL11-12.1-6 (Speaking/Listening) NJSLS W 11-12.7 (Research)</p>

meaning to, at, or any place that has already been mentioned.

want to go to Arc de Triomphe. Provide two Metro options.

American visitor who will be in Paris for five days.

<p>The Eiffel Tower: The symbol of France and Paris.</p> <p>Statue of Liberty: A gift to the United States from France</p>	<p>10 Days</p>	<ul style="list-style-type: none"> - Explain the history of the Eiffel Tower. - Share information from Francophone sources on “Artists Against Mr Eiffel’s Tower”. - Make connections to current friendly relations between the US and France. 	<ul style="list-style-type: none"> • Discuss the history of the construction of the Eiffel Tower (1884-1889) • Read from authentic resource to explore the skepticism that building the Eiffel Tower faced. • Discuss the history of the construction of the Statue of Liberty. • Identify the creator of the Statue of Liberty, the French sculptor: “<i>Frédéric Auguste Bartholdi</i>” and his team, including “<i>Gustave Eiffel</i>”, the designer of the Eiffel Tower. 	<ul style="list-style-type: none"> - Students investigate on the Internet the French “Gustave Eiffel”, the man behind this most popular tourist place in Paris. Students include: The history behind building this monument, the different steps its construction followed, and how it became permanent in Paris while it was intended to be a temporary feature. Students do an oral presentation of their findings. - Students visit the Statue of liberty, a great American Landmark. Being a gift to the United States from France to commemorate the friendship between the two nations that was first formed during the revolutionary war. The tour will involve an explanation of the fundraising both countries had to complete in order to fund the project as well as the transport of the statue from France.
--	----------------	---	--	--

- Discuss Bartholdi's use of symbols in the statue of liberty and match the parts of the statue with the symbol described.

Students get the opportunity to view the statue's inner skeletal structure and explore the parts of the statue written in French and the meaning of each one.

Suggested Modifications for Special Education, English Language Learners and Gifted Students:

Repeat, clarify and modify directions when necessary.

Allow for additional time when needed.

Refocus on task.

Use visual clues.

Demonstrate tasks.

Break assignments down.

Preferential seating.

Use verbal praise.

Allow for breaks when needed.

Suggested Technological Innovations/ Use:

Technology Standards:

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually, collaborate, create and communicate knowledge.

8.2 Technology Education, Engineering, and Design.

Cross Curricular/ 21st Century Connections:

21st Century Themes:

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Unit 8: France: French Modern Art

Summary of the Unit: In this unit, students will analyze art by various artists and explain the theme and relevance to the time period and the events which influenced the artist. Students also receive an in-depth look at the French Impressionist movement in art, in 19th Century France, and study impressionism painting on a field trip to the Metropolitan Museum in New York.

Students use language structure to express themselves and they demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

Interpretive: Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on analyzing French Art by various artists.

Interpersonal: Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to French Modern Art.

Presentational: Students use the target language and memorized phrases in order to identify and describe different paintings.

Enduring Understanding:

Students will understand that:

- A country's art often reflects, through analysis, the political and social climate existing at the time of its creation.
- By recognizing in which era an artist painted, and knowing common themes in each era, one can identify different paintings.
- The artists of the impressionist and post-impressionist eras taught us that art did not have to reproduce reality.

Essential Questions:

1. What can one tell about specific country's culture by analyzing samples of its art?
2. What are some strategies to identify impressionist, post impressionist paintings?
3. What did the artists of the impressionist, post-impressionist eras teach us about art?

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Students each choose a painter of the French impressionist movement and give a presentation about his life. They also choose a painting by this artist and learn about it, bring a copy of it to class to be the museum guide for their painting; explain how his/her era influenced his/her art.

Resources:

Text: Allez, viens! Holt French level 4, Annotated Teacher’s Edition with Integrated Multimedia

Listening comprehension exercises

Teacher generated vocabulary and worksheets

Video Guide activities sheets.

<http://go.hrw.com>

<http://www.musee.orsay.fr/>

<http://ich.unesco.org/fr/arts-du-spectacle-00054>

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	Common Core or NJCCCS Standards
Impressionist, post- impressionist paintings	10 Days	- Define impressionist movement. - Discuss the era when the impressionism was born. - Identify specific characteristics of paintings from the impressionist, and	<ul style="list-style-type: none">• Read about and analyze paintings from the impressionist, post-impressionist era.• Watch a unit video to develop a deeper understanding of the impressionist movement and to identify some of	- Students summarize the facts mentioned in the reading text, about the impressionist movement and share with their classmates.	WL.7.1.IM.A.1 WL.7.1.IM.A.2 WL.7.1.IM.A.3 WL.7.1.IM.A.4 WL.7.1.IM.A.5 WL.7.1.IM.A.7 WL.7.1.IM.A.8 WL.7.1.IM.B.1 WL.7.1.IM.B.2 WL.7.1.IM.B.3 WL.7.1.IM.B.4 WL.7.1.IM.C.3 WL.7.1.IM.C.5

		post- impressionist, and eras.	the French artists associated with it.		
Impressionist, post- impressionist, painters		<p>- Analyze impressionism through the works of some of its founding members such as “<i>Claude Monet</i>”, “<i>Edgar Degas</i>”, “<i>Camille Pissarro</i>”, “<i>Edouard Monet</i>”, and “<i>Auguste Renoir</i>”.</p> <p>- Differentiate between the styles of impressionist painters.</p> <p>- Use French words and expressions to discuss the arts, to ask for and to provide opinions, reactions and analysis about French modern art.</p>	<ul style="list-style-type: none"> • Discuss the methods that were used by the impressionists in their paintings. • Match a painting with an artist on a worksheet. • Students look at the art work of several painters of the French impressionist movement, list the key characteristics of their respective styles/subject matter and give their opinion of each painting. • Students compare and contrast French impressionism with American artistic schools of the same period. 	<p>- Students write in French, an accurate summary of the life and accomplishments of a French impressionist painter.</p> <p>- Through appropriate research, a particular French museum and present facts about its history in a small French tourist guide of their own creation.</p>	<p>Visual Art Standard 1.2.12.A.1</p> <p>NJSLS SL11-12.1-6 (Speaking/Listening)</p> <p>NJSLS W 11-12.7 (Research)</p>

Suggested Modifications for Special Education, English Language Learners and Gifted Students:

Repeat, clarify and modify directions when necessary.

Allow for additional time when needed.

Refocus on task.

Use visual clues.

Demonstrate tasks.

Break assignments down.

Preferential seating.

Use verbal praise.

Allow for breaks when needed.

Suggested Technological Innovations/ Use:

Technology Standards:

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually, collaborate, create and communicate knowledge.

8.2 Technology Education, Engineering, and Design.

Cross Curricular/ 21st Century Connections:

21st Century Themes:

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Unit 9: France: The Fashion Capital of the World

Summary of the Unit: In this unit, students will express the importance of the fashion industry to the French, while practicing language and vocabulary typically used to state one's tastes and preferences, pay and respond to compliments (in reference to clothing, accessories and hair styles), and go clothes shopping in France. Finally, students will examine, compare and contrast American and French attitudes towards being "in style".

Students use language structure to express themselves and they demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

Interpretive: Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on the importance of the Fashion industry in France.

Interpersonal: Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to French Fashion.

Presentational: Students use the target language and memorized phrases in order to identify, describe, state their tastes and preferences, pay and respond to compliments (in reference to clothing, accessories and hair styles).

Enduring Understanding:

Students will understand that:

- Fashion is important and valued in France because so many acclaimed and epic designers are based in Paris, and are known to have been for awhile. Since the 16th Century.
- Knowing the French language along with a Fashion and Design major are a great combination for a career in the french Industry.
- Both US and France have a great appreciation for fashion and gladly start trends that spread to all around the world.

Essential Questions:

1. Why is France regarded as the "Fashion Capital of the World"?
2. What is the importance of the French language in the Fashion Career?
3. What are the differences between American and French clothing style?

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Students work in groups to create outfits to present in a fashion show. Each student should make sketches of outfits and ask the other group members their opinions. Then, the group decides together which outfits they are going to present and write descriptions of them. During the fashion show, students should take turns being models and the commentator who describes the clothing. As the audience, the rest of the class will point out the outfits that they find interesting and tell what they think of them. They will also write down their opinions of each outfit. After the show, students tell which outfits are the most popular.

Resources:

Text: Allez, viens! Holt French level 4, Annotated Teacher’s Edition with Integrated Multimedia

Listening comprehension exercises

Teacher generated vocabulary and worksheets

Video Guide activities sheets.

<http://go.hrw.com>

<http://www.joc.asso.fr/actualite/frederic-monneyron-lamode-vient-desjeunes-et-de-la-banlieu-167.html>

<http://france-amerique.com/fr/french-fashion-v-american-fashion/>

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	Common Core or NJCCCS Standards
---------------------	------------------------------------	-----------------------	--------------------------	--------------------------------------	------------------------------------

<p>Clothing, jewelry and accessories</p>	<p>5 Days</p>	<p>- Describe clothing, jewelry and accessories.</p> <p>- Ask for clarification using various forms of the interrogative adjective "<i>Lequel</i>".</p> <p>- Ask about and point out items of clothing using various forms of the demonstrative adjective "<i>celui</i>".</p>	<ul style="list-style-type: none"> ● Crossword puzzle to practice clothing and accessories vocabulary. ● In writing, students describe what they wear on different occasions. ● Listen to two French teenagers talking about what everybody was wearing at a party, then answer the listening comprehension questions. ● Students describe their personal look and then share it with their partner. ● Pair activity: with a partner, students look at a series of pictures and ask their partner questions using interrogative pronouns. Their 	<p>- You have to do a T.V commentary on a new spring fashion collection. Prepare your commentary: Describe the type, the style and the color of each clothing in the collection.</p> <p>- Create a poster using magazine or newspaper photographs and assign a label description, and cost to each article of clothing.</p> <p>- Role play a scene with a partner based on the following prompts: One of the students is a salesperson at a department store and the other is shopping. The customer is not entirely sure of what he/she wants and the salesperson is trying to be helpful. Students incorporate interrogative and demonstrative adjectives in their scenes.</p>	<p>WL.7.1.IM.A.1 WL.7.1.IM.A.2 WL.7.1.IM.A.4 WL.7.1.IM.A.5 WL.7.1.IM.A.8 WL.7.1.IM.B.1 WL.7.1.IM.B.2 WL.7.1.IM.B.3 WL.7.1.IM.B.4 WL.7.1.IM.B.5 WL.7.1.IM.C.1 WL.7.1.IM.C.2 WL.7.1.IM.C.3 WL.7.1.IM.C.4 WL.7.1.IM.C.5</p> <p>NJSLS SL11-12.1-6 (Speaking/Listening)</p>
--	---------------	---	--	--	---

			<p>partner will answer using demonstrative pronouns. Students practice asking and answering questions.</p>		
--	--	--	--	--	--

Suggested Modifications for Special Education, English Language Learners and Gifted Students:

Repeat, clarify and modify directions when necessary.

Allow for additional time when needed.

Refocus on task.

Use visual clues.

Demonstrate tasks.

Break assignments down.

Preferential seating.

Use verbal praise.

Allow for breaks when needed.

Suggested Technological Innovations/ Use:

Technology Standards:

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually, collaborate, create and communicate knowledge.

8.2 Technology Education, Engineering, and Design.

Cross Curricular/ 21st Century Connections:

21st Century Themes:

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.