

H. French IV Unit 1 NEW: Le monde du travail (chapitre 2 - Bien Dit!)

Content Area: **World Languages**
Course(s): **Hon French IV**
Time Period: **Marking Period 1**
Length: **8 weeks**
Status: **Published**

Standards

World Language Standards

WL.IL.7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
WL.IL.7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
WL.IL.7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
WL.IL.7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
WL.IL.7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
WL.IL.7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
WL.IL.7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
WL.IL.7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
WL.IL.7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
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WL.IL.7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
WL.IL.7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
WL.IL.7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
WL.IL.7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
WL.IL.7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

Transfer Goals

Transfer Goals

Students will be able to independently use their learning to make a phone call, write a formal letter, describe what one could/would/should do, and describe future events.

Concepts

Essential Questions

- How can I describe what I could/would/should do?
- How can I relate the linguistic structures of another language to English?
- How do I craft a resume?
- How do I make a phone call?
- How do I write a formal letter?
- How do we expand a conversation?
- How does the study of another language connect with other disciplines and the world?
- What learning strategies and resources will help me acquire another language?
- What structure will allow me to express a future action that precedes another future action?

Understandings

Students will understand that...

- A rich and varied vocabulary is essential for good communication, however all vocabulary words need not be known to convey a message.
- Knowledge of polite expressions will allow greater access to a culture.
- Correctly formatting formal written documents is important in all cultures.

- Appropriate application of verb tenses helps communicate thoughts with clarity.

Critical Knowledge and Skills

Knowledge

Students will know:

- Vocabulary: Une conversation téléphonique
- Vocabulary: Une lettre de motivation
- Vocabulary: Writing a Formal Letter
- The Future Perfect
- The Present Participle
- The Conditional Tense
- Si Clause: Imparfait/Conditionnel
- Vocabulary: Les curriculum vitae (CV)

Skills

Students will be able to:

- Make a phone call
- Write a formal letter
- Describe what one would do given hypothetical situations
- Describe a future action that precedes another future action
- Craft a resume and research career opportunities

"Can do" statements for students:

I can make a phone call

I can write a formal letter

I can describe what one would do given hypothetical situations

I can describe a future action that precedes another future action

I can craft a resume and research career opportunities

Assessment and Resources

Formative Assessment Plan (Other Evidence)

- Tests and Projects
- Class Participation
- Homework
- Quizzes (written and oral)
- Reading
- Speaking
- Writing

Summative Assessment Plan

- Chapitre 2 Test: Written Test
- Composition: Students will write about what they would do if they won the lottery.
- Speaking Test: Students will participate in an interactive phone conversation with the teacher.
- Resume Writing: Students will create a resume that highlights their academic success and work experience.

Primary Resources

- Houghton Mifflin Harcourt Bien Dit! Level 3 textbook, workbooks, audio/video resources

- Teacher-created presentations and worksheets/activities

Supplementary Resources

- Quizlet
- Kahoot
- YouTube
- Duolingo
- Globe Trekker and other cultural video series
- IXL
- VoiceThread
- PearDeck
- Selected YouTube videos
- Google Slides Presentations
- LinkIt!

Technology Integration and Differentiated Instruction

Technology Integration

Google Classroom

Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.).

GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning.

One-to-One Student laptop

All students within the West Deptford School District are given a computer, allowing for 21st century learning

to occur within every lesson/topic.

Additional Support

These are examples of technology that can be used to support each of the lessons within this topic: Discovering French video series, GlobeTrekker videos, VoiceThread, IXL, Kahoot, PearDeck, selected YouTube videos, Google Slides presentations, LinkIt! assessments.

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

Within each lesson, the Gifted Students may be given a leadership role in the room.

Performance Task-Additional practice will be provided for students that provided a higher level of thinking for the concepts.

When appropriate, allow students to independently study an area of interest and complete a project on this topic.

Students may be provided with more advanced culturally authentic texts.

English Language Learners (N.J.A.C.6A:15)

Work with ELL Teacher to allow for all assignments to be completed with extra time.

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

At Risk Students (N.J.A.C.6A:8-4.3c)

Work with the I&RS Team to reach the needs of students.

Mentors provided.

Offer additional supports as needed (after school help, parent contacts, frequent checks for understanding, etc.).

Special Education Students (N.J.A.C.6A:8-3.1)

All IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Frequent checks for understanding

Multiple representations- Encourage and allow tables, graphic organizers, etc.

Extend the time needed to complete assignments/assessments

Provide a copy of grading rubrics for projects/labs

Modify assessments as needed by adding word banks, enlarging text, visual aids, highlighted directions, etc.

Provide highlighted notes and readings when necessary

Assign cooperative learning projects/assignments in which the groups are heterogeneously mixed by ability level/learning style.

Interdisciplinary Connections

MATH - Use logic to sequence events.

SCIENCE - Research aircraft instruments.

SOCIAL STUDIES - Current events and historical figures, examine unions in the French workforce.

ELA - Language transfer awareness, influence of French and English within each language (borrowed words, cognates, etc.), language terminology.

VISUAL/PERFORMING ARTS - Introduction to the celebrated French author, Antoine de Saint-Éxupéry.

APPLIED TECHNOLOGY - Foods from French-speaking countries.

BUSINESS EDUCATION - Jobs related to field of World Language, benefits of being bilingual in the work force. Creating a resume.


GLOBAL AWARENESS - Perspectives, products and customs of French-speaking countries.

Learning Plan / Pacing Guide

Week 1:

- Icebreakers
- Review Honors French IV Syllabus
- Establish class expectations
- S.M.A.R.T. goals
- Textbook distribution

Resources and activities from "Related Documents":

 SMART goal setting sheet.pdf

Week 2:

- Set up: Google Classroom, Remind, Microsoft Word Language Setting, Google Drive Folder
- French III review activities

- French III review assessment

Week 3:

- Vocabulary: Une conversation téléphonique
- Vocabulary: Une lettre de motivation
- Vocabulary: Writing a Formal Letter

Week 4:


- Speaking Test: Telephone Conversation
- Review: The Future Tense
- The Future Perfect
- The Present Participle

Week 5:

- The Conditional Tense
- Si Clause: The imperfect and the conditional

Resources and activities from "Related Documents":

 Conditional Groupings.pptx

 Les billets de tombola activity.docx

Week 6:

- Lottery Composition
- Resume Writing

Resources and activities from "Related Documents":

 Lottery Composition Assignment.docx

Week 7:

- Review for Unit Test
- Unit Test

Week 8:

- Introduction to *Le petit prince*

H. French IV Unit 2 NEW: Amours et amitiés (chapitre 4 - Bien Dit!)

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Time Period: **Marking Period 2**
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Status: **Published**

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WL.IL.7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
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TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLA.SL5).

Transfer Goals

Transfer Goals

Students will be able to independently use their learning to describe what happened and what would have happened, ask for and give advice, share good and bad news, renew old acquaintances, and express needs/wishes/emotions.

Concepts

Essential Questions

- How can I ask for and give advice?
- How can I describe what happened?
- How can I relate the linguistic structures of another language to English?
- How can I share good and bad news?

- How do I renew old acquaintances?
- How do we expand a conversation?
- How does the study of another language connect with other disciplines and the world?
- What linguistic structure will allow me to express needs, wishes, and emotion?

Understandings

Students will understand that...

- A rich and varied vocabulary is essential for good communication, however all vocabulary words need not be known to convey a message.
- Informal language and devices are just as important as formal language.
- The Francophone world is diverse and multicultural.
- One must use the subjunctive when communicating needs, desires, and emotions.

Critical Knowledge and Skills

Knowledge

Students will know:

- Discuss What Happened
- Ask for and Give Advice
- Review Reciprocal Verbs and Reciprocal Verbs in the Past Tense
- The Past Perfect
- The Past Conditional
- Si Clause: The Past Perfect/Past Conditional
- The Verbs Manquer and Plaire
- Le Maroc et la Famille
- Share Good and Bad News

- Renew Old Acquaintances
- The Subjunctive
- Review: Disjunctive (Stress) Pronouns

Skills

Students will be able to:

- Say what happened and what would have happened
- Ask for and give advice
- Share good and bad news
- Renew old acquaintances
- Describe what people do for each other
- Communicate wishes, emotions, and needs

"Can do" statements for students:

I can say what happened and what would have happened

I can ask for and give advice

I can share good and bad news

I can renew old acquaintances

I can describe what people do for each other

I can communicate wishes, emotions, and needs

Assessment and Resources

Formative Assessment Plan (Other Evidence)

- Tests and Projects
- Class Participation
- Homework
- Quizzes (written and oral)
- Reading
- Speaking
- Writing

Summative Assessment Plan

- Chapitre 4 Test: Written Test
- Composition: Students will begin a writing assignment in which they describe what would have happened as a result of a hypothetical situation that occurred in the past. In this writing assignment, students will need to use the si clause (past perfect) + result clause (past conditional) structure. Students must write at least one paragraph.
- The Game of Life Project: Students will work on a project in which they must create a French version of the popular board game "Life". The game cards must use the past perfect tense.

Primary Resources

- Houghton Mifflin Harcourt Bien Dit! Level 3 textbook, workbooks, audio/video resources
- Teacher-created presentations and worksheets/activities

Supplementary Resources

- Quizlet
- Kahoot
- YouTube
- Duolingo
- Globe Trekker and other cultural video series
- IXL
- VoiceThread

- PearDeck
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Technology Integration and Differentiated Instruction

Technology Integration

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TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLA.SL5).

Differentiated Instruction

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Provide a copy of grading rubrics for projects/labs

Modify assessments as needed by adding word banks, enlarging text, visual aids, highlighted directions, etc.

Provide highlighted notes and readings when necessary

Assign cooperative learning projects/assignments in which the groups are heterogeneously mixed by ability level/learning style.

Interdisciplinary Connections

MATH - Use logic to sequence events. Use reasoning to develop a board game.

SCIENCE - Vocabulary related to health.

SOCIAL STUDIES - Current events and historical figures, examine gender roles and marriage traditions in North Africa.

ELA - Language transfer awareness, influence of French and English within each language (borrowed words, cognates, etc.), language terminology.

VISUAL/PERFORMING ARTS - Examine the dress and musical traditions of North Africa.

APPLIED TECHNOLOGY - Foods from French-speaking countries.

BUSINESS EDUCATION - Jobs related to field of World Language, benefits of being bilingual in the work force.


GLOBAL AWARENESS - Perspectives, products and customs of French-speaking countries.

Learning Plan / Pacing Guide

Week 1:

- Reading: "L'Histoire de Saliou et Coumba en Afrique"
- Vocabulary: Say What Happened and Respond
- Ask for and Give Advice

Resources and activities from "Related Documents":

 Chapitre 4 (pg. 134-135) Gallery Walk.docx

Week 2:

- Review: Reciprocal Verbs
- Review: Direct versus Indirect Objects
- Reciprocal Verbs in the Past

Week 3:

- Vocabulary Quiz
- Reading: "Maroc: Nouveau Code de la Famille"
- Foreign Language Careers Research
- Review: Past Tense, Imperfect, and the Conditional


Week 4:

- The Past Conditional
- The Past Perfect
- The Verbs Manquer and Plaire

Week 5:

- Reading: "Ma Famille au Mali"
- Share Good and Bad News
- Renew Old Acquaintances
- Vocabulary Quiz

Resources and activities from "Related Documents":

 Chapitre 4 (pg. 146-149) gallery walk.docx

Week 6:

- Hypothetical Situation Composition
- Game of Life Project

Resources and activities from "Related Documents":

 The Game of Life Project Directions and Rubric.docx

Week 7:

- The Subjunctive Tense
- Advice to Future Students Presentation

Resources and activities from "Related Documents":

 Subjunctif Categories Scrambler.docx

Week 8:

- Chapter 4 Review
- Chapter 4 Test

H. French IV Unit 3 NEW: En pleine nature/La presse (chapitre 5 and 6 - Bien Dit!)

Content Area: **World Languages**
Course(s): **Hon French IV**
Time Period: **Marking Period 3**
Length: **10 weeks**
Status: **Published**

Standards

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WL.IL.7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
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TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLA.SL5).

Transfer Goals

Transfer Goals

Students will be able to independently use their learning to express astonishment and fear, forbid and give warning, give general directions and instruct, complain and offer encouragement. Students will be able to express certainty and possibility, express doubt and disbelief, break news, and ask for information.

Concepts

Essential Questions

- How do I express emotions and feelings through language?
- How can I break news and ask for more information?
- How can I forbid and express warning?
- How can I give instructions and make commands?

- How can I relate the linguistic structures of another language to English?
- How do we expand a conversation?
- What are idiomatic expressions?
- Why is knowledge of grammar rules essential when speaking a foreign language?

Understandings

Students will understand that...

- A rich and varied vocabulary is essential for good communication, however all vocabulary words need not be known to convey a message.
- In-depth knowledge of the grammatical rules and nuances of a language allows one to express oneself more clearly and in more detail.
- The Francophone world is diverse and multicultural.
- One must use the subjunctive when communicating fear and uncertainty.

Critical Knowledge and Skills

Knowledge

Students will know:

- Vocabulary: Animals and Nature
- Express Fear and Astonishment
- Forbid and Give Warning
- The Subjunctive with Expressions of Fear
- Review: The Imperative
- Vocabulary: Extreme Sports
- Give Directions
- Complain and Give Encouragement

- Review: Ammener, Apporter, Emporter, and Emmener
- Verbs Followed by à/de and the Infinitive
- Idiomatic Expressions
- Vocabulary: The News
- Express Certainty and Possibility
- Express Doubt and Disbelief
- Quelque part
- Break News and Ask for Information
- Review: The Order of Object Pronouns
- What/Who/Whom
- Negative Expressions

Skills

Students will be able to:

- Express astonishment and fear
- Forbid and give warning
- Give general directions
- Complain and offer encouragement
- Express certainty and possibility
- Express doubt and disbelief
- Break news
- Ask for information

"Can do" statements for students:

I can express astonishment and fear

I can forbid and give warning

I can give general directions

I can complain and offer encouragement

I can express certainty and possibility

I can express doubt and disbelief

I can break news

I can ask for information

Assessment and Resources

Formative Assessment Plan (Other Evidence)

- Tests and Projects
- Class Participation
- Homework
- Quizzes (written and oral)
- Reading
- Speaking
- Writing

Summative Assessment Plan

- Chapitre 5 and 6 Test: Written Test
- Canada Letter/Research: Students will conduct research on tourist attractions and historical sites in Canada. They will choose at least five places to visit. Then, students will write a letter to a friend in which they recommend which places they should visit using the imperative tense.
- News Article Presentation: Students will choose a news article to read and summarize. Once students are done, they will create an informative Google Slides presentation that will teach the class about what they learned in the article.

Primary Resources

- Houghton Mifflin Harcourt Bien Dit! Level 3 textbook, workbooks, audio/video resources
- Teacher-created presentations and worksheets/activities

Supplementary Resources

- Quizlet
- Kahoot
- YouTube
- Duolingo
- Globe Trekker and other cultural video series
- IXL
- VoiceThread
- PearDeck
- Selected YouTube videos
- Google Slides Presentations
- LinkIt!
- News Articles from Le Monde: <https://www.lemonde.fr/>

Technology Integration and Differentiated Instruction

Technology Integration

Google Classroom

Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.).

GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to

allow for 21st century learning.

One-to-One Student laptop

All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

Additional Support

These are examples of technology that can be used to support each of the lessons within this topic: Discovering French video series, GlobeTrekker videos, VoiceThread, IXL, Kahoot, PearDeck, selected YouTube videos, Google Slides presentations, LinkIt! assessments.

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
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Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

Within each lesson, the Gifted Students may be given a leadership role in the room.

Performance Task-Additional practice will be provided for students that provided a higher level of thinking for the concepts.

When appropriate, allow students to independently study an area of interest and complete a project on this topic.

Students may be provided with more advanced culturally authentic texts.

English Language Learners (N.J.A.C.6A:15)

Work with ELL Teacher to allow for all assignments to be completed with extra time.

Within each lesson, the English Language Learners are given choice of topic and resources so that their

materials are within their ability to grasp the language.

At Risk Students (N.J.A.C.6A:8-4.3c)

Work with the I&RS Team to reach the needs of students.

Mentors provided.

Offer additional supports as needed (after school help, parent contacts, frequent checks for understanding, etc.).

Special Education Students (N.J.A.C.6A:8-3.1)

All IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Frequent checks for understanding

Multiple representations- Encourage and allow tables, graphic organizers, etc.

Extend the time needed to complete assignments/assessments

Provide a copy of grading rubrics for projects/labs

Modify assessments as needed by adding word banks, enlarging text, visual aids, highlighted directions, etc.

Provide highlighted notes and readings when necessary

Assign cooperative learning projects/assignments in which the groups are heterogeneously mixed by ability level/learning style.

Interdisciplinary Connections

MATH - Use logic to sequence events.

SCIENCE - Vocabulary related to animals and nature.

SOCIAL STUDIES - Current events and historical figures, examine the historical sites of Canada and New Orleans.

ELA - Language transfer awareness, influence of French and English within each language (borrowed words, cognates, etc.), language terminology.

VISUAL/PERFORMING ARTS - Examine newspaper and magazine articles as a form of art.

APPLIED TECHNOLOGY - Foods from French-speaking countries.

BUSINESS EDUCATION - Jobs related to field of World Language, benefits of being bilingual in the work force. Introduce and explore the field of Journalism.

GLOBAL AWARENESS - Perspectives, products and customs of French-speaking countries.

Learning Plan / Pacing Guide

Week 1:

- Vocabulary: Les Animaux Sauvages
- Express Astonishment and Fear
- Forbid and Give Warning

Week 2:

- Vocabulary Quiz
- The Subjunctive with Expressions of Fear
- The Imperative
- The Verbs Voir and Regarder

Week 3:

- Canada Reading
- Canada Research and Letter Project
- Vocabulary: Extreme Sports

Week 4:

- Complain and Offer Encouragement
- Vocabulary Quiz
- Review: Apporter, amener, emporter, and emmener
- Verbs Followed by à/de and the Infinitive

Week 5:

- Idiomatic Expressions
- Review for the Chapitre 5 Test
- Chapitre 5 Examen

Week 6:

- Vocabulary: La presse francophone
- Express Certainty and Possibility
- Express Doubt and Disbelief

Week 7:

- Vocabulary Quiz
- Newspaper Presentation Project
- Quelque part, Quelqu'un, Quelque chose, and quelquefois

Week 8:

- Vocabulary: Les différentes rubriques
- Break News
- Ask for Information

Week 9:

- Review: Order of Object Pronouns
- What/Who/Whom
- Negative Expressions

Week 10:

- Review for Chapitre 6 Test
- Chapitre 6 Examen

H. French IV Unit 4 NEW: Il était une fois... (chapitre 3 - Bien Dit!)

Content Area: **World Languages**
Course(s): **Hon French IV**
Time Period: **Marking Period 4**
Length: **14 weeks**
Status: **Published**

Standards

World Language Standards

WL.IL.7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
WL.IL.7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
WL.IL.7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
WL.IL.7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
WL.IL.7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
WL.IL.7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
WL.IL.7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
WL.IL.7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
WL.IL.7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
WL.IL.7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
WL.IL.7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
WL.IL.7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
WL.IL.7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
WL.IL.7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
WL.IL.7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
WL.IL.7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

WL.IL.7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
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TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLA.SL5).

Transfer Goals

Transfer Goals

Students will be able to independently use their learning to read and understand authentic French literature with occasional use of a dictionary. Students will be able to compare and contrast literature for form and content. Students will be able to extract cultural perspectives from literature.

Concepts

Essential Questions

- How can we interpret the impact of "artistic license" on different versions of the same work?
- How can I compare literature for form and content?
- How can I relate the linguistic structures of another language to English?
- How do we analyze both prose and drama in terms of format and content?

- How do we conduct an in-depth interpretation of literature?
- How do we interpret passages and answer questions on their content?
- How does literature act as a reflection of society?
- What are the characteristics of a fable?
- What is Existentialism?

Understandings

Students will understand that...

- One must possess a command of grammar and vocabulary in order to understand French literature.
- It is possible to extract cultural perspectives from literature.
- Literature serves as a window into the time period in which it was written.
- Reading authentic, foreign texts requires resilience and patience; however, it can be very rewarding.

Critical Knowledge and Skills

Knowledge

Students will know:

- Vocabulary: Legends, Fairy Tales, and Fables
- Characteristics of Existentialism
- Jean-Paul Sartre Biographical Information
- Characteristics of Fables
- Antoine de Saint-Exupéry Biography
- Characterization
- Plot Diagram and Structure
- Relative Pronouns with Ce

- World War II in France
- Adjective Placement and Meaning
- Vocabulary: Beginning, Continuing, and Ending a Story
- Review: The Past Perfect
- Sequence of Tenses (in Indirect Discourse)
- The Past Infinitive
- Writing a Literary Analysis and Comparison Paper

Skills

Students will be able to:

- Comprehend high-frequency idiomatic expressions and develop strategies for a successful interpretation of unfamiliar words, idioms, or structures
- Discriminate between different registers of language (formal, informal, etc.) and recognize their important cultural and social implications
- Understand main ideas and details from authentic works such as French novels and plays
- Use reading strategies such as: skimming for information, inferring meaning from context, expanding vocabulary knowledge through word families, recognition of subtle nuances, and appropriate use of the dictionary.
- Identify the relationship between history and literature.
- Compare and contrast literary works of the same time period.

"Can do" statements for students:

I can comprehend high-frequency idiomatic expressions and develop strategies for a successful interpretation of unfamiliar words, idioms, or structures

I can discriminate between different registers of language (formal, informal, etc.) and recognize their

important cultural and social implications

I can understand main ideas and details from authentic works such as French novels and plays

I can use reading strategies such as: skimming for information, inferring meaning from context, expanding vocabulary knowledge through word families, recognition of subtle nuances, and appropriate use of the dictionary.

I can identify the relationship between history and literature.

I can compare and contrast literary works of the same time period.

Assessment and Resources

Formative Assessment Plan (Other Evidence)

- Tests and Projects
- Class Participation
- Homework
- Quizzes (written and oral)
- Reading
- Speaking
- Writing

Summative Assessment Plan

- Chapitre 3 Test: Written Test
- Create Your Own Planet Project: Your task is to create another planet for the Little Prince to visit. Your planet should help to reveal a human flaw. Your writing should be at least one page typed and should contain an illustration similar to those in the book.
- Literary Comparison Essay

Primary Resources

- Houghton Mifflin Harcourt Bien Dit! Level 3 textbook, workbooks, audio/video resources
- *Le petit prince (The Little Prince)* by Antoine de Saint-Exupéry

- Teacher-created presentations and worksheets/activities

Supplementary Resources

- Quizlet
- Kahoot
- YouTube
- Duolingo
- Globe Trekker and other cultural video series
- IXL
- VoiceThread
- PearDeck
- Selected YouTube videos
- Google Slides Presentations
- LinkIt!
- *Huis clos (No Exit)* by Jean-Paul Sartre

Technology Integration and Differentiated Instruction

Technology Integration

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Extend the time needed to complete assignments/assessments

Provide a copy of grading rubrics for projects/labs

Modify assessments as needed by adding word banks, enlarging text, visual aids, highlighted directions, etc.

Provide highlighted notes and readings when necessary

Assign cooperative learning projects/assignments in which the groups are heterogeneously mixed by ability level/learning style.

Interdisciplinary Connections

MATH - Use logic to sequence events.

SCIENCE - Vocabulary related to nature.

SOCIAL STUDIES - Research France during World War II.

ELA - Characterization and plot structure. Characteristics of fables and Existentialism. Language transfer awareness, influence of French and English within each language (borrowed words, cognates, etc.), language terminology.

VISUAL/PERFORMING ARTS - Read and perform plays.

APPLIED TECHNOLOGY - Foods from French-speaking countries.

BUSINESS EDUCATION - Jobs related to field of World Language, benefits of being bilingual in the work force.

GLOBAL AWARENESS - Perspectives, products and practices of French-speaking countries.

Learning Plan / Pacing Guide

Week 1:

- Literary Genres Presentation
- How to Use the Dictionary
- *No Exit* Reading and Discussion Questions

Resources and activities from "Related Documents":

-  Existentialism and Fables Intro.ppt
-  Sartre-Huis-clos-Texte-complet-pdf.pdf

Week 2:

- Jean-Paul Sartre Biography Activity
- *No Exit* Reading and Discussion Questions


Week 3:


- *No Exit* Reading and Discussion Questions


Week 4:

- Reading: "Les contes, les légendes, et les fables"
- *Le petit prince* (LPP) Anticipation Guide
- Antoine de Saint-Exupéry Biography Activity
- Important Quotes Gallery Walk

Resources and activities from "Related Documents":

 Anticipation Guide for Le Petit Prince.pdf

 Antoine de Saint-Exupéry Unscramble.pptx

 Citations Importantes de Le petit prince.docx

Week 5:


- Ch. 1-5 LPP Reading


- Comprehension Questions
- Discussion
- Open-Ended Responses

- Begin LPP Film

- Reading Comprehension Quiz Ch. 1-5

Resources and activities from "Related Documents":

 st_exupery_le_petit_prince.pdf

 LPP Graphic Organizer Ch. 1-2.docx

 Ch. 3-4 LPP Graphic Organizer.docx

 Ch. 5 LPP Graphic Organizer.docx

 Le petit prince_ Reading Comprehension Quiz Ch. 1-5.docx

Week 6:

- Ch. 6-7 LPP Reading

- Written Prompt

- Le Passé Simple


- Continue LPP Film

- Ch. 8-9 LPP Reading

- Written Prompt

Resources and activities from "Related Documents":

 Ch. 6-7 LPP Graphic Organizer.docx

 Ch. 8-9 LPP Graphic Organizer.docx

 Le passé simple dans Le petit prince.docx

Week 7:

- Symbolic Object "Show and Tell"
- Relative Pronouns with Ce
- Ch. 10 LPP Reading
 - Comprehension Questions
 - Discussion
- LPP Film and Comparison Question
- LPP Reading Comprehension Quiz Ch. 6-10

Resources and activities from "Related Documents":

 Ch. 10 LPP Graphic Organizer.docx

 Le petit prince_ Reading Comprehension Quiz Ch. 6-10.docx

Week 8:

- Adjective Placement and Meaning
- Ch. 11-14 LPP Reading and Literature Circles
- WWII History
- Continue LPP Film and Comparison Question

Resources and activities from "Related Documents":


 lit_circles.role_sheets.pdf

Week 9:

- Vocabulary: Beginning, Continuing, and Ending a Story
- Ch. 15 LPP Literature Circle
- Create Your Own Planet Project

Resources and activities from "Related Documents":

 [lit_circles.role_sheets.pdf](#)

 [Create Your Own Planet - Directions and Rubric.docx](#)


Week 10:

- Review: The Past Perfect
- Complete Create Your Own Planet Project
- Ch. 16 LPP Reading and Comprehension Questions

Resources and activities from "Related Documents":

 [Create Your Own Planet - Directions and Rubric.docx](#)


 [Create Your Own Planet Question Set.docx](#)


 [Le petit prince - chapitre 16.docx](#)

Week 11:

- Sequence of Tenses (in Indirect Discourse)
- Ch. 17-21 LPP Reading
 - Comprehension and Discussion Questions
 - Socratic Seminar
- Begin Literary Comparison Paper

Resources and activities from "Related Documents":

 Ch. 19-20 Questions.docx

 Ch. 21 LPP Vocab_Summary_Question.docx

 Socratic Smackdown.docx


Week 12:


- Continue Literary Comparison Paper
- LPP Ch. 22-23
- Finish LPP Film and Comparison Question

Week 13:

- The Past Infinitive
- Ch. 24-27 LPP Reading and Discussion
- Finish Literary Comparison Paper
- Film Critique

Resources and activities from "Related Documents":

 Film Critique Activity.docx

 Le fin de Le petit prince.docx

Week 14:

- Paper Revisions
- Fables
- Chapitre 3 Test
- Final Exam Review