

COURSE TITLE

French 4 Honors

LENGTH

Full Year

DEPARTMENT

World Language

SCHOOL

Rutherford High School

DATE

Revision Date: 9/10/18

Initial BOE Approval Date (Born on): 6/15/2015

French 4 Honors

I. Introduction/Overview/Philosophy

This course has been designed to reflect the philosophy and goals found in both the national standards, *Standards for Foreign Language Learning in the 21st Century* and the *New Jersey Student Learning Standards for World Languages*. The focus of the course is to provide students with the skills they need to create language for communication. The students continue their study of French from the introduction of new material, through reinforcement, evaluation and review, presentations, exercises and activities, all of which are designed improve student proficiency across the three modes of communication.

The French 4 Honors course will continue to delve deeply into the nuances of the language, instill a student awareness of culture, discusses economic and political topics, make historical connections with the world, offer and analyze selections from various literary periods and movements, and encourage students to use their critical thinking skills to make inferences and organize their learning into a coherent “big picture” of today’s world.

This course is designed to meet the needs of students (grades 11-12) who are interested in the advanced study of French grammar, conversation, literature, history, and culture.

II. Objectives

Course Outline:

1. Objectives
 - a. discuss the following children’s pieces:
 - 1) “Le Petit Prince” by Antoine de Saint-Exupéry
 - 2) “Le départ du petit Nicholas” by René Goscinny
 - b. discuss the following extestentilaist readings:
 - 1) “La nausée” by Jean-Paul Sartre
 - 2) “La réclusion solitaire” by Tahar Ben Jelloun
 - c. discuss the song and poem
 - 1) “Les Feuilles Mortes” by Jacques Prévert
 - d. discuss some of these heroic short stories:
 - 1) “Gens du Pays” by Gilles Vigneault
 - 2) “La dernière classe” by Alphonse Daudet
 - e. discuss some of these short stories
 - 1) “Les misérables” by Victor Hugo
 - 2) “Le corbeau et le renard” by Jean de la Fontaine
 - 3) “La Parure” by Guy de Maupassant
 - f. discuss some of these newspaper articles:
 - 1) “L’accueil acadien”
 - 2) “Métérologie”
 - 3) “L’argent de poche”
 - 4) “Comment vivait-on en 1900?”
 - 5) “Interview de Sophie Winteler pour l’Illustré”
 - 6) “Trois spots d’or pour une surfeuse d’argent”
 - 7) “Thierry Pantel gagne dans la tempête”

- 8) "Pour comprendre l'écologie"
 - 9) "Ces animaux en danger de mort"
 - 10) "Les hommes bleus"
 - 11) "Les gros titres"
 - 12) "Un Airbus s'écrase en Alsace"
 - 13) "Le car-ferry éperonne une baleine"
 - 14) "Un chaton parcourt 1.000 km pour retrouver"
 - 15) "Le carnet du jour"
 - 16) "Tous féministes?"
 - 17) "L'oreille"
 - 18) "Le bruit"
 - 19) "Les pièges du grignotage"
 - 20) "Toulouse, mon frère"
 - 21) "On a marché sur la lune"
- g. discuss some of the following cultural topics:
- 1) Les vacances des Français
 - 2) Les médias dans la vie des lycéens
 - 3) Les loisirs, le temps, et l'argent
 - 4) L'histoire de l'Union européenne
 - 5) Accidents et délinquance
 - 6) Adults/Jeunes: Avez-vous les mêmes valeurs?
 - 7) La santé et le sport
 - 8) Le Grand Louvre
- h. discuss some of the following conversational topics:
- 1) Avion ou Train?
 - 2) Au bureau
 - 3) Le théâtre
 - 4) Américains et Français
 - 5) Au voleur
 - 6) Vivre en famille
 - 7) En pleine forme
 - 8) Visite à la Grande Arche
- i. use of some of the following everyday themed expressions
- 1) En voyage
 - 2) Invitations
 - 3) Les goûts et les intérêts
 - 4) Les antipathies
 - 5) Impressions personnelles
 - 6) D'accord ou pas
 - 7) Oui, non, peut-être
 - 8) Savoir converser
 - 9) Félicitations et condoléances
 - 10) La santé physique
 - 11) Le bien-être psychologique
 - 12) Réaction
- j. use of the passé composé with *avoir*- regular verbs
- k. use of the passé composé with *avoir*- irregular verbs
- l. use of the passé composé with *être*

- m. use of the passé composé with *avoir* and *être* - certain verbs
- n. use of subjunctive verbs: regular and irregular
- o. use of subjunctive with expressions of “volonté”
- p. use of subjunctive with impersonal expressions
- q. use l’interrogation
- r. use negative expressions
- s. use the imperfect
- t. use adjectives
- u. use either the subjunctive or the infinitive
- v. use other irregular verbs in the present subjunctive
- w. understand the difference between passé composé and the imperfect
- x. use the comparative and the superlative
- y. use the subjunctive after expressions of emotion
- z. use the subjunctive in relative clauses
- aa. use le passé du subjunctive
- bb. use prepositions with geographical names
- cc. use the pronoun *y*
- dd. use the future
- ee. use le futur antérieur
- ff. use the future and le futur antérieur with *quand*
- gg. use the présent and the imperfect with *depuis*
- hh. use of direct and indirect objects
 - ii. use two objects in the same sentence
 - jj. use objects with the imperfect
- kk. use the passive voice of regular verbs
- ll. use the passive voice with irregular verbs
- mm. use the subjunctive after conjunctions
- nn. use the partitive
- oo. use the pronoun *en*
- pp. use the relative pronouns *qui* and *que*
- qq. use the relative pronoun *don’t*
- rr. use prepositions after relative pronouns
- ss. use the subjunctive after expressions of doubt
- tt. use the plus-que-parfait
- uu. use reflexive verbs
- vv. use reflexive verbs in the passé composé
- ww. use the interrogative pronoun *qui*
- xx. use the interrogative pronouns *qui* and *quoi*
- yy. use interrogative and demonstrative pronouns
- zz. use possessive pronouns
- aaa. use the conditional tense
- bbb. use the past infinitive
- ccc. use the present participle
- ddd. use the past conditional
- eee. use clauses with *si*
- fff. use faire clausatif

Workplace Readiness

As the students' progress through the course, their communicative competence will increase. They will be able to use French both within and beyond the school setting. They will also be able to use French as an ancillary skill in the workplace.

Career

During the sequence of the French program, the importance of the language is discussed in terms of career opportunities. The students will become aware of careers in business, education, international political affairs, translation and interpretation.

Student Outcomes:

This course will address the three modes of communication: Interpretive, interpersonal and presentational.

Through these modes students will be able to:

- Demonstrate understanding in spoken and written communication within appropriate cultural contexts. At the French 4 Honors level students, move beyond comprehension and interpret in the target language.
- Engage in direct oral/and or written communication with others.
- Present orally and/or in writing information, concepts, and ideas to an audience of listeners or readers with no immediate interaction.

Emphasis will be placed on more sophisticated grammatical constructions, idiomatic expressions, composition, and conversation. The student will strive for fluency in oral expression, will continue reading French literature, current newspapers and magazines, and will develop an understanding of and a respect for people whose way of life, value system, and attitudes are different from one's own.

Students will also develop:

- Knowledge of vocabulary
- Sociolinguistic knowledge
- Understanding of cultural appropriateness
- Grasp communication strategies
- Develop a cultural awareness

New Jersey Student Learning Standards**CAREER READY PRACTICES****CRP1 Act as a responsible and contributing citizen and employee.**

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2 Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP4 Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum

use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY

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

Strand B. Creativity and Innovation

8.1.12.B.1 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

Strand C. Communication and Collaboration

8.1.12.C.1 Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

Strand D. Digital Citizenship

8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.

Strand E. Research and Information Fluency

8.1.12.E.1 Produce a position statement about a real-world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

Strand D. Abilities for a Technological World

8.2.12.D.4 Assess the impacts of emerging technologies on developing countries.

21ST CENTURY LIFE AND CAREERS**Standard 9.1 Personal Financial Literacy****Strand A. Income and Careers:**

9.1.12.A.8 Analyze different forms of currency and how currency is used to exchange goods and services

Standard 9.2 Career Awareness, Exploration, And Preparation**Strand C. Career Preparation:**

9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

NEW JERSEY STUDENT LEARNING STANDARDS FOR WORLD LANGUAGES (2014)

7.1.IH.A.1 Analyze and critique information contained in [culturally authentic materials](#) using [electronic information](#) and other sources related to a variety of familiar and some unfamiliar topics.

7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in [formal and informal](#) settings, through appropriate responses.

7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.

7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.

7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.

- 7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new [formal and informal](#) contexts.
- 7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.
- 7.1.IH.B.1 Use [digital tools](#) to participate in extended conversations using a variety of timeframes to exchange information.
- 7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.
- 7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.
- 7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
- 7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.
- 7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural [perspectives](#) associated with the target culture(s).
- 7.1.IH.C.3 Use language creatively in writing for a variety of purposes.
- 7.1.IH.C.4 Explain the structural elements and/or cultural [perspectives](#) found in [culturally authentic materials](#).
- 7.1.IH.C.5 Explain cultural [perspectives](#) associated with the target culture(s), as evidenced by the cultural [products](#) and cultural [practices](#) associated with the target culture(s), and compare these perspectives with those of one's own culture.

III. Proficiency Levels

The American Council on the Teaching of Foreign Languages (ACTFL) has developed the following generic guidelines for language proficiency in speaking, listening, reading and writing. The descriptions are intended to be representative of the ranges of ability, not exhaustive and all encompassing, and to apply to stages of proficiency, rather than to achievement within a specific curriculum.

Speaking

1. Novice

The Novice level is characterized by an ability to communicate minimally with learned material.

2. Novice-Low

Oral production consists of isolated words and perhaps a few high- frequency phrases. Essentially no functional communicative ability.

3. Novice-Mid

Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quantity is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.

4. Novice-High

Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple re-combinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity, although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.

5. Intermediate

The Intermediate level is characterized by an ability to create with the language by combining and recombining learned elements, though primarily a reactive mode; initiate, minimally sustain, and close in a simple way basic communicative tasks; and ask and answer questions

6. Intermediate-Low

Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur.

Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.

7. Intermediate-Mid

Able to handle successfully a variety of uncomplicated, basic and communicative task and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs: e.g., personal history and leisure-time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

8. Intermediate-High

Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narrative and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speaking at this level, but repetition may still be required.

Listening

These guidelines assume that all listening tasks take place in an authentic environment at a normal rate of speech using standard or near-standard norms.

1. Novice-Low

Understanding is limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.

2. Novice-Mid

Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high-frequency commands, and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.

3. Novice-High

Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands, and courtesy formulae. May require repetition, rephrasing, and/or a slowed rate of speech for comprehension.

4. Intermediate-Low

Able to understand sentence-length utterances which consist of re-combinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions, and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

5. Intermediate-Mid

Able to understand sentence-length utterances which consist of re-combinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions, and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.

6. Intermediate-High

Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced-level listener, comprehension is less in quantity and poorer in quality.

Reading

These guidelines assume all reading texts to be authentic and legible.

1. Novice-Low

Able occasionally to identify isolated words and/or major phrases when strongly supported by context.

2. Novice-Mid

Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.

3. Novice-High

Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases, or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High-level reader may be able to derive meaning from material at a slightly higher level where context and/or extra-linguistic background knowledge are supportive.

4. Intermediate -Low

Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

5. Intermediate-Mid

Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.

6. Intermediate-High

Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

Writing

1. Novice-Low

Able to form some letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writer is able to copy and produce the basic strokes. Can produce romanization of isolated characters, where applicable.

2. Novice-Mid

Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.

3. Novice-High

Able to write simple fixed expressions and limited memorized material and some re-combinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information, as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system or 50-100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.

4. Intermediate-Low

Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of re-combinations of learned vocabulary and structures into simple sentences on very familiar topics. Language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling, and in formation of non-alphabetic symbols, but writing can be understood by natives used to the writing of non-natives.

5. Intermediate-Mid

Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently, e.g., non-past, habitual, imperfective. Evidence of control of the syntax of noncomplex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of non-natives.

6. Intermediate-High

Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.

IV. Methods of Assessment

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

- Proficiency Assessment- The emphasis is on performances, what students can do with the language and to what extent they can transfer the language into real-life settings.
- Achievement Assessment- It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.
- Pro-achievement Assessment- It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Benchmark Assessments
- Listening Comprehension
- Test and Quizzes
- Oral presentations
- Research projects
- Portfolio assessment

Curriculum/Teacher Assessment

Since curriculum development is an on-going process, the teachers will provide the World Language Department supervisor with suggestions for changes and updates as this course requires.

V. Grouping

The students in this course are heterogeneously grouped according to grade level.

VI. Articulation/Scope & Sequence/Time Frame

This is the fourth level of French at the high school. It is a full-year course.

VII. Resources

Texts/Supplemental Reading/References

- Glencoe French: Bon Voyage!, Conrad J. Schmitt, Katia Brillié Lutz, Glencoe/McGraw-Hill, (2002)
- Reprise: A Review Workbook for Grammar, Communication, and Culture, Glencoe/McGraw-Hill, (2004)
- Speakers maybe invited to address the class on cultural topics
- Various text and supplemental reading
- American Council on the Teaching of Foreign Languages, (1999) Standards for Foreign Language Learning; Preparing for the 21st Century. Yonkers, NY: ACTFL
- New Jersey State Department of Education, (1999) World Language Curriculum Framework, Trenton, NJ.
- Additional online and web-based resources
- Rutherford High School online data-base and internet resources

- Maps, DVD's, and other authentic resources
- Various magazines and current event focused websites

VIII. Suggested Activities

- Modeling utterances after the teacher, audio activities and singing
- Interpretation and description of pictures, cartoons, etc.
- Asking and answering questions
- Directed dialogues
- Reading aloud
- Retelling stories
- General conversation
- Listening to the teacher and peers
- Listening and/or viewing authentic audio such as television, songs, radio, etc.
- Web-based activities
- Reading poems and stories
- Oral presentations
- Research projects
- Write and perform skits
- Current events
- Vocabulary flash cards
- Online textbook exercises
- Trivia games and puzzles
- Sentence and paragraph completions and construction
- Guided compositions
- Dictations
- Watch cultural films
- Geography lessons and map activities
- Field trips determined by the teacher
- Technology based projects
- Integrating career studies into world language topics being studied.

IX. Methodologies

Realizing that each student has a unique way of learning, it is important to vary teaching methods. Listed below are several different methods, which may be used in combination.

- Inductive Approach- A strategy that enables classroom instruction to be conducted in the target language, an inductive approach to grammar teaches concrete vocabulary through pictures and objects, while abstract vocabulary is taught by association of ideas.
- Natural Approach- A strategy that promotes communicative proficiency by providing real-world, authentic experiences and language experiences within meaningful contexts.
- Password/Language Ladders- A strategy in which students learn to speak sentences or phrases ("passwords") that are associated with desired activities.
- Gouin Series- A strategy in which students learn to use short sentences or phrases to describe a logical sequence of actions that take place in a specific context that is familiar to the student.
- Dialogue Journals- A strategy in which students use journals as a way to hold private conversations in the target language with the teacher. Dialogue journals are vehicles for sharing ideas and receiving feedback in the target language. The dialogue can be conducted by e-mail where it is available.

- Total Physical Response (TPR)- A strategy in which students respond with physical activity to an increasingly complex set of commands. The students' response of physical activity signals their comprehension of the command. This is ideally suited for beginning foreign language students, but can be adopted and made more complex for higher-level students.
- TPR Story Telling- Based on the Natural approach, TPR Storytelling combines the effectiveness of TPR with the power of story-telling. TPR Storytelling teaches students to use the vocabulary they have learned in the context of entertaining, content-rich stories. Language production goes beyond the imperative into the narrative and descriptive modes.
- Interviews- A strategy for gathering information and reporting.
- Cloze- Open-ended strategy in which a selected word or phrase is eliminated from a written or oral sentence or paragraph.
- Continuums- A strategy used to indicate the relationship among words or phrases.
- Interactive Language Tasks- A strategy in which at least two students work together to accomplish a meaningful target language activity.
- Cultural Presentations- A strategy for creating an exhibit that is focused on aspects of the target culture.
- The Learning Cycle- A sequence of lessons designed to have students engage in exploratory investigations, construct language and compare culture concepts to their own lives.
- Read and Retell- An all-purpose strategy that involves students retelling a passage in the target language as they remember it.
- Literature, History and Storytelling- A strategy in which the culture and history of another country is brought to life through literature, folktales, and folk songs.
- Cooperative Learning- A strategy in which students work together in small groups to achieve a common goal, while communicating in the target language. Cooperative learning involves more than simply putting students into work or study groups. Teachers promote individual responsibility and positive group interdependence by making sure that each group member is responsible for a given task. Cooperative learning can be enhanced when group members have diverse abilities and backgrounds.
- Brainstorming- A strategy for eliciting ideas from a group and communicating them in the target language in oral or written form.
- Problem Solving- A learning strategy in which students apply knowledge to solve problems.
- Reflective Thinking- A strategy in which students reflect on what was learned after a lesson is finished, either orally or in written form.
- Field Experience- A planned learning experience for students to observe, study, and participate in expressions of the target culture (s) in a setting off the school grounds, using the community as a laboratory.
- Free Writing- A strategy for encouraging students to express ideas by writing in the target language.
- Free Reading- A strategy for encouraging students to read in the target language.

X. Interdisciplinary Connections

The study of the French language connects with other disciplines in the school curriculum. The study of a language has more meaning and purpose when the language study is related to school life and content areas of other disciplines. The world language instruction can reinforce or enhance the subject matter which is taught in the other curriculums.

- Art
 - study the lives and work of French artists: Monet and Degas
 - complete projects related to world history, science and art curriculums
 - visits to museums and guest artists
- Language Arts
 - Follow a one-step oral direction

- Compare and contrast language
- Recall presented materials
- Listen for a variety of purposes
- Activate prior knowledge
- Listen to various forms of music
- Describe objects/pictures
- Communicate in complete sentences
- Obtain information by asking questions
- Participate in various forms of oral communication
- Interact verbally in informal situations
- Make introductions
- Read and respond to different types of literature
- State purpose for listening to a story
- Expand vocabulary
- Recall sequence of events
- Identify/restate details
- Mathematics
 - Reason, connect mathematical understandings
 - Observe/compare by measurable attributes
 - Count objects
 - Represent quantities
 - Model number composition
- Music
 - integrate songs and music and dance from French-speaking countries and areas
 - perform with school groups in a repertoire of songs
 - study the lives of French musicians such as Bizet, Debussy, Saint Saens
- Reading
 - Identify the main character (s)
 - Describe the main character (s)
 - Identify the plot
 - Identify the outcome of the story
- Science
 - Observe weather conditions
 - Explore the effects of weather
- Social Studies
 - Recognize similarities between self and others
 - Describe personal feelings
 - Demonstrate the relationship of feelings to actions
 - Demonstrate an understanding of the concept of rule
 - Demonstrate courteous behavior when interacting
 - Apply appropriate personal decision-making skills
 - Recognize the importance of each individual to the group
 - Evaluate the consequences of decisions
 - Recognize human needs
 - Define family in various ways
 - State how people are more alike than different
 - evaluate the exchange of ideas between cultures
 - identify features which make a culture unique

- recognize the different kinds of people in the United States
- understand the historical relationship between French-speaking countries and the United States

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Verbal portraits
- Use of visual and multi-sensory formats
- Use of prompts
- Use of assisted technology
- Teacher notes/peer notes available upon request
- Small group instruction
- Scaffolding of assignments
- Reword Essential Question to create a student-centered idea
- Rephrase questions, directions, and explanations
- Pinpointing essential vocabulary
- Peer editing/reviewing
- Partner/group presentation
- Multi-media approach to accommodate various learning styles
- Modified Pacing of Projects
- Modified assessments
- Modification of content and student products
- Mini lessons for extra support
- Interest-based content
- Interactive conversations
- Inquiry-based instruction
- Guided questions and note taking
- Guided practice
- Guided notes
- Extra time
- Crossword puzzle
- Chunking of material
- Authentic assessments
- Assessment of student learning occurs at regular intervals and takes many forms. These include: completion of homework assignments, class participation
- Allotted time for activities and responses

Differentiation for Enrichment

- Adjusting the pace of lessons
- Alternate reading and response options
- Critical/Analytical thinking tasks
- Elevated discussions of textual connections
- Elevated Vocabulary
- Guided practice
- Higher-order thinking skills
- Individual and group presentation
- Inquiry-based instruction
- Interest-based content
- Internet research
- Multiple levels of questions
- Provide choices of modes working
- Provide extension activities
- Real-world problems and scenarios
- Recommended outside readings
- Supplemental material
- Varied work option
- Various organizers

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Unit 1</p> <p>Cultural Topics:</p> <ul style="list-style-type: none"> • Summer Activities • Winter Activities • Camping • Taking vacations • Travel by car, train and airplane • Travel Habits of the French • Weather reports in France • Travel in Tunisia <p>Grammar Topics:</p> <ul style="list-style-type: none"> • The passé composé with avoir-regular and irregular verbs • The passé composé with être • The subjunctive of regular and irregular verbs. • Using the subjunctive to express necessity and possibility. 	<p>7 Weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Rephrase questions, directions, and explanations • Teacher notes/peer notes available upon request. • Guided questions and note taking • Chunking of material • Modified assessments • Pinpointing essential vocabulary <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Critical/Analytical thinking tasks • Higher-order thinking skills • Multiple levels of questions • Provide extension activities • Supplemental material 	<p>7.1.IH.A.1-8 7.1.IH.B.1-5 7.1.IH.C. 2-5 9.1.12.A.8 9.2.12.C.5 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.D.4 CRP1,2,4,5,6,7 8,9,10,11,12</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Class discussions • Group and Cooperative Work • Article Readings on Vacations and Travel • Reading selections and discussions on ideal trips • Grammar Review packets • Student generated quizzes: Questions based on oral presentations for each group; Vocabulary: List of vocabulary created by each group on vacation/travel reading material. <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> • Project: Oral presentation on artists (50/50) • Group: research and planning on transport or vacation assigned to group • Dialogue Presentations: My ideal trip. • Test on all

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
				vacations/ transports • Essay-Where should teacher go?
<p>Unit 2</p> <p>Cultural Topics:</p> <ul style="list-style-type: none"> • Everyday life of young people in France. • Shopping in France and other francophone country. • Language and slang used by young people in France. • Equality between men and women in France. <p>Grammar Topics:</p> <ul style="list-style-type: none"> • Formal and informal questions. • Negative sentences. • The imperfect. • Expressing wishes, preferences, and demands. • The subjunctive versus the infinitive. • Irregular forms of the 	7 Weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Modified assessments • Extra time • Interest-based content • Mini lessons for extra support • Interactive conversations • Use of assisted technology • Inquiry-based instruction • Use of prompts <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Multiple levels of questions • Various organizers • Adjusting the pace of lessons • Guided practice • Alternate reading and response options • Real-world problems and scenarios 	7.1.IH.A.1-8 7.1.IH.B.1-5 7.1.IH.C. 2-5 9.1.12.A.8 9.2.12.C.5 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.D.4 CRP1,2,4,5,6,7 8,9,10,11,12	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Around the room prompts • Class discussions- using unit topics and grammar • Group and Cooperative Work <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> • Research and Debate- Equality between men and women in France. • Benchmark Assessment- Cumulative test assessing reading, writing, and listening

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
subjunctive.		<ul style="list-style-type: none"> • Critical/Analytical thinking tasks • Group presentations • Elevated discussions of textual connections 		
<p>Chapter 3 Cultural Topics:</p> <ul style="list-style-type: none"> • Leisure activities in French speaking countries. • Cultural events in France. • Music. • Useful and inexpensive pastimes in French speaking countries. <p>Grammar Topics:</p> <ul style="list-style-type: none"> • The passé composé versus the imperfect. • Comparative and superlative adjectives. • Expressing emotional reactions using the subjunctive tense. • Expressing uncertainty or uniqueness using the subjunctive. • The past subjunctive. 	7 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Allotted time for activities and responses • Partner/group presentation • Small group instruction • Multi-media approach to accommodate various learning styles • Use of visual and multi-sensory formats • Modified assessments • Extra time <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Multiple levels of questions • Various organizers • Adjusting the pace of lessons • Guided practice • Alternate reading and response options • Real-world problems and scenarios 	<p>7.1.IH.A.1-8 7.1.IH.B.1-5 7.1.IH.C. 2-5 9.2.12.C.5 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.D.4 CRP1,2,4,5,6,7 8,9,10,11,12</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Create Quizlet activities for vocabulary and grammar • Classwork/Homework- Sentence completion exercises • Essay Writing: recall sequence of tenses and vocabulary; Emails: respond to emails • Classroom discussion on: Reading selections from book “En Voyage” about leisure time activities • Reading selections from textbook: (pastimes, cultural events, holidays) • Around the room- speaking prompts <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Project –Google Sites for French non-profit of students’ choice.

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
		<ul style="list-style-type: none"> • Critical/Analytical thinking tasks • Group presentations • Elevated discussions of textual connections 		<ul style="list-style-type: none"> • Project: Francophone pastimes cultures/ traditions: In groups, research francophone group given and prepare an oral presentation • Dialogues: Skits –Topics to be given in class. • Essays: Choice from list on various topics about pastimes, cultural events, cultural importance • Quizzes: Grammar for passé composé and imperfect tenses, future and conditional • Tests: Reading comprehension and vocabulary
<p>Unit 4</p> <p>Cultural Topics:</p> <ul style="list-style-type: none"> • Northern and Western Africa • Léopold Senghor and his influence • The Touraeg People • Cultural and Religious Traditions in francophone Africa. <p>Grammar Topics;</p> <ul style="list-style-type: none"> • The imperfect versus the 	<p>7 Weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Modified assessments • Modified Pacing of Projects • Extra time • Chunking of material • Peer editing/reviewing • Guided notes • Reword Essential Question to create a student-centered idea • Crossword puzzle • Verbal portraits 	<p>7.1.IH.A.1-8 7.1.IH.B.1-5 7.1.IH.C. 2-5 9.2.12.C.5 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.D.4 CRP1,2,4,5,6,7 8,9,10,11,12</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Around the room prompts • Dear Abby- advice groups • Class discussions • Homework • Group and Cooperative Work • Article Readings on Religious Traditions in Africa. • Reading selections and discussions on Tourag people and their lifestyle. • Grammar Review exercises

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>passé composé.</p> <ul style="list-style-type: none"> Telling a story in the past tense. Prepositions with geographic names. The pronoun y The future tense. The conditional. The subjunctive with expressions of doubt. The present and the imperfect with depuis. 		<p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Elevated Vocabulary Multiple levels of questions Higher-order thinking skills Elevated discussions of textual connections Critical/Analytical thinking tasks Varied work option Real-world problems and scenarios 		<p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> Project: Oral presentation on Western African Countries- Students will research Western African countries and their traditions. <ul style="list-style-type: none"> Test on Life of Léopold Senghor and his influence. Oral Debate: La Négritude. Dialogue Presentations: Are you religious? Essay-Religious Importance in Africa. Student Generated Quizzes: Questions based on oral presentations for each group; List of vocabulary created by each group on African traditions/countries. reading material.
<p>Unit 5 Cultural Topics:</p> <ul style="list-style-type: none"> French Media The police and firefighters in France. Social Problems, new forms of crime and petty crime. 	6 Weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> Modified assessments Extra time Mini lessons for extra support Guided practice Scaffolding of assignments Chunking of material Peer editing/reviewing 	<p>7.1.IH.A.1-8 7.1.IH.B.1-5 7.1.IH.C. 2-5 9.2.12.C.5 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> Class discussions Homework Article Readings on Crime and Social Problems Reading selections and discussions on French media Grammar Review Exercises

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<ul style="list-style-type: none"> French newspapers and magazine articles. <p>Grammar Topics:</p> <ul style="list-style-type: none"> Direct and Indirect Object Pronouns. Using two object pronouns in a sentence. Object Pronouns with commands. Using the subjunctive after certain conjunctions. 		<ul style="list-style-type: none"> Assessment of student learning occurs at regular intervals and takes many forms. These include: completion of homework assignments, class participation <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Critical/Analytical thinking tasks Higher-order thinking skills Multiple levels of questions Provide extension activities Recommended outside readings Elevated Vocabulary Supplemental material Individual presentation 	<p>8.2.12.D.4 CRP1,2,4,5,6,7 8,9,10,11,12</p>	<ul style="list-style-type: none"> Oral Prompts: Giving your opinion <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> Project: Oral presentation on Non-Profit Groups and Jobs. <ul style="list-style-type: none"> Group: research and oral presentations planning on non-profit organizations. Benchmark Assessment Dialogue Presentations: Crime in France. Essay-The importance of media. Quizzes: <ul style="list-style-type: none"> Questions based on oral presentations for each group. Vocabulary: List of vocabulary created by each group on social media travel. Grammar Quizzes on subjunctive tense and object replacement.
<p>Unit 6</p> <p>Cultural Topics:</p> <ul style="list-style-type: none"> French customs of birth, marriage and death. Day care for children in France. 	<p>6 Weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> Modified assessments Modified Pacing of Projects Extra time Chunking of material 	<p>7.1.IH.A.1-8 7.1.IH.B.1-5 7.1.IH.C. 2-5 9.2.12.C.5 8.1.12.B.1 8.1.12.C.1</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> Opening Prompts- Importance of daycare. Around the room prompts Class discussions Homework

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<ul style="list-style-type: none"> • Public notices in a French newspaper. <p>Grammar Topics:</p> <ul style="list-style-type: none"> • Partitive articles with indefinite quantities. • The pronoun en. • Relative prnouns qui and que. • Relative pronoun dont. • The past perfect tense. • The past conditional tense. • Conditional clauses beginning with si. 		<ul style="list-style-type: none"> • Peer editing/reviewing • Guided notes • Reword Essential Question to create a student-centered idea • Crossword puzzle • Verbal portraits • Authentic assessments • Modification of content and student products <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Multiple levels of questions • Inquiry-based instruction • Internet research • Interest-based content • Recommended outside readings • Provide choices of modes working • Individual and group presentation 	<p>8.1.12.D.4 8.1.12.E.1 8.2.12.D.4 CRP1,2,4,5,6,7 8,9,10,11,12</p>	<ul style="list-style-type: none"> • Group and Cooperative Work • Article Readings on Childcare, Birth, Marriage, Death and Customs. • Newspaper Reading selections and discussions on • Grammar Review exercises. <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> • Project: Oral presentation on artists • Group: research and planning on life ceremonies assigned to group. • Test on Ceremonies/traditions • Dialogue Presentations: Do I want to get married or not? • Essay- How to enjoy life. • Quizzes: Questions based on oral presentations for each group. List of vocabulary created by each group on life customs/traditions. Grammar quizzes on articles, and pronouns qui/que/en/y.