Course Title: French 4/5 Literature

Subject: World Language

Grade Level: High School

Duration: 1 year

Prerequisite: French 3

Elective or Required: Elective

Department Mission Statement:
The mission of the World Language Department is to prepare students linguistically and culturally in order to communicate successfully in a global community. We believe every student is capable of acquiring a second language. We implement the four components of language learning: Listening, Speaking, Reading and Writing in our endeavor to develop passionate, confident, lifelong learners.

Course Description:
Students will continue to develop and integrate the four basic language skills of listening, speaking, reading, and writing. This course introduces a selection of French and Francophone literary selections form The Middle Ages to the 21st century to students who are in their junior and senior years. The readings represent major trends and accomplishments of each period and introduce literary figures whose works are particularly interesting and suitable for this level of language study. It is the intent of this course to introduce students to great works of French literature while increasing their own proficiency and cultural awareness.

Author: Lillian Serghides
Date Submitted: Summer 2015
Course Name: French 4/5 Literature

Unit 1: The Middle Ages

Approximate # of Weeks: (4 Weeks Total)

Essential Questions:
1. Are people of our time able to understand the feelings that are contained in French Literature that was written during The Middle Ages?
2. Can you describe the roles of men and women of The Middle Ages and describe if and how these roles have changed?
3. Are you able to cite the emotions that are dominate in this era?
4. What are the morals that are contained in these readings?
5. Are you able to compare the concept of love in the readings with your own idea of love?
6. How are symbols used as incredibly powerful manner in the writings of The Middle Ages?
7. How does social class impact love in The Middle Ages?
8. What are the emotions that are present in the poetry of The Middle Ages?
9. Can you compare gender roles, written about during this era, with that of present day?
10. How has the complex sentiment of love changed/or not over the ages?
11. Have the root causes of human suffering changed with the passage of time?
12. Has Technology played a role on how people develop and maintain relationships?
13. Has writing about the struggle between good and evil evolved through the passage of time?
14. What do you think is the most common topic that authors choose for their topic for writing?

Upon completion of this unit students will be able to:

- 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.2)
- 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 cultures(s) and in one’s own culture. (7.1.IH.A.3)
● 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.4)
● Synthesize information from oral and written discourse dealing with a variety of topics. (7.1.IH.A.5)
● Analyze and critique readings from culturally authentic materials. (7.1.IH.A.6)
● Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. (7.1.IH.A.7)
● Analyze structures of the target language and comparable linguistic structures in English. (7.1.IH.A.8)
● Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests. (7.1.IH.B.2)
● Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies. (7.1.IH.B.3)
● 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.4)
● Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas. (7.1.IH.B.5)
● Use language in a variety of settings to further personal and/or academic goals. (7.1.IH.B.6)
● 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.2)
● Use language creatively in writing for a variety of purposes. (7.1.IH.C.3)
● Explain the structural elements and/or cultural perspectives found in culturally authentic materials. (7.1.IH.C.4)
● Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one’s own culture. (7.1.IH.C.5)
● Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (8.1.2.B.1)
● Communicate with students in the United States or other countries using digital tools to gather information about a specific topic and share results. (8.2.2.E.1)
● All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. (3.2)
● All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes. (3.3)
• All students will listen actively to information from a variety of sources in a variety of situations. (3.4)
• Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. (6.1.4.A.15)
• Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. (6.1.4.C.16)
• Describe characteristics of oneself, one’s family, and others. (6.1.P.D.1)
• Demonstrate an understanding of family roles and traditions. (6.1.P.D.2)
• Express individuality and cultural diversity (e.g., through dramatic play). (6.1.P.D.3)
• Learn about and respect other cultures within the classroom and community. (6.1.P.D.4)

Common Core ELA Standards:

• Use knowledge of language and its conventions when writing, speaking, reading, or listening. (8.L.3)
• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (8.L.5)
• Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a work or phrase important to comprehension or expression. (8.L.6)
• Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. (8.SL.2)
• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.RI.1)
• Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.RI.2)
• Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. (9-10.RI.5)
• Analyze how an author draws on and transforms source material in a specific work. (9-10.RL.9)
• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)
- Use technology, including the Internet, to produce, publish, and update individuals or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (9-10.W.6)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (9-10.W.9)
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. (9-10.L.4)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)


- Are included with unit objectives

Activities – include 21st Century Technologies:

- Observe Power Point presentations
- Employ on-line text
- Consult on-line take home tutorial program
- Listen to audio segments
- Read aloud and analyze reading selections
- Employ Language Lab
- Create a list of vocabulary using on flashcards
- Encourage student to create conversations in cooperative pair setting
- Imitate the pronunciation of native speakers by participating in the many facets of the CD program and its on-line components
- Brainstorm ways in which young people of today meet each other and communicate with each other
- Provide oral and/or written responses to comprehension questions related to the viewing of DVD presentations
- Discuss the use of symbols that appear in the reading selections
- Create an online search of modern stories that could be interpreted as similar to the selected readings
- Restate, summarize, describe, or narrate each selection using own words
- Utilize topical vocabulary in writing and in speech
- Employ thematic vocabulary by creating “Taboo” cards
- Imitate the writing style of The Middle Ages by creating your own literary piece
- Synthesize target expressions by describing the feelings of love and other emotions
Enrichment Activities:

- Role-play a chosen reading selection complete with visual aids, props, and costumes
- Transform a reading selection from The Middle Ages into a modern day page turner
- Transport a modern person to The Middle Ages and swirl them into the story

Methods of Assessments/Evaluation:

- Oral response presentations
- Presentation of student work (skits, conversations, power point presentations, brochures, postcards, etc.)
- Oral evaluations (individual, pair, group)
- Tests and quizzes
- CD and DVD activities with workbook (on-line and hardcopy)
- Teacher observation
- Provide writing samples
- Participation in listening comprehension exercises with the Language Lab
- Dialogues
- Use of Classzone.com
- On-line tests/quizzes (for preparation and remediation)
- Listening, speaking, and writing performance tests
- Quarterly exams
- Cooperative pairs for dialogues, conversations, and creative process for sharing and reflective opportunities

Resources/Including Online Resources

- Online Textbook Information:
- Teacher Webpage
- Moments Littéraires
- Autour de la Littérature
- Le Lai du Laustic
- La Farce du Cuvier
- Le Printemps
Course Name: French 4/5 Literature

Unit 2: The 16th Century

Approximate # of Weeks: (4 Weeks Total)

Essential Questions:
1. What are some monumental historical events which shaped the 16th century?
2. How would you describe the social structure and strata of the day?
3. Can you speak about the rediscovery of Ancient Greek Literature and how it influenced the writing of the 16th century?
4. Does the belief in God influence the thoughts, life, and writing of this epoch?
5. Why were Latin, Greek, and Hebrew the chosen languages of study and writing?
6. How did the Catholic Church influence writing, thought, and many facets of everyday life?
7. Was satire used in the writing of the 16th century?
8. Would you be able to compare the 16th century concept of a perfect school with a school of today?
9. What were the manners in which social and political criticisms were made and were they received well?
10. Would you be able to discuss the duality between reason and emotion?

Upon completion of this unit students will be able to:

- 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.2)
- 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 cultures(s) and in one’s own culture. (7.1.IH.A.3)
- 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.4)
- Synthesize information from oral and written discourse dealing with a variety of topics. (7.1.IH.A.5)
- Analyze and critique readings from culturally authentic materials. (7.1.IH.A.6)
- Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. (7.1.IH.A.7)
- Analyze structures of the target language and comparable linguistic structures in English. (7.1.IH.A.8)
- Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests. (7.1.IH.B.2)
- Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies. (7.1.IH.B.3)
- 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.4)
- Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas. (7.1.IH.B.5)
- Use language in a variety of settings to further personal and/or academic goals. (7.1.IH.B.6)
- 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.2)
- Use language creatively in writing for a variety of purposes. (7.1.IH.C.3)
- Explain the structural elements and/or cultural perspectives found in culturally authentic materials. (7.1.IH.C.4)
- Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one’s own culture. (7.1.IH.C.5)
- Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (8.1.2.B.1)
- Communicate with students in the United States or other countries using digital tools to gather information about a specific topic and share results. (8.2.2.E.1)
- All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. (3.2)
- All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes. (3.3)
- All students will listen actively to information from a variety of sources in a variety of situations. (3.4)
- Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. (6.1.4.A.15)
- Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. (6.1.4.C.16)
- Describe characteristics of oneself, one’s family, and others. (6.1.P.D.1)
- Demonstrate an understanding of family roles and traditions. (6.1.P.D.2)
- Express individuality and cultural diversity (e.g., through dramatic play). (6.1.P.D.3)
- Learn about and respect other cultures within the classroom and community. (6.1.P.D.4)

Common Core ELA Standards:
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. (8.L.3)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (8.L.5)
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a work or phrase important to comprehension or expression. (8.L.6)
- Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. (8.SL.2)
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.RI.1)
- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.RI.2)
- Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. (9-10.RI.5)
- Analyze how an author draws on and transforms source material in a specific work. (9-10.RL.9)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)
- Use technology, including the Internet, to produce, publish, and update individuals or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (9-10.W.6)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (9-10.W.9)
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. (9-10.L.4)
• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)
• Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (9-10.SL.1)
• Evaluate speaker's point of view, reasoning, and use of evidence and rhetoric, identifying and fallacious reasoning exaggerated distorted evidence. (9-10.SL.3)

Interdisciplinary Standards http://njcccs.org/

• Are included with unit objectives

Activities – include 21st Century Technologies:
• Observe Power Point presentations
• Employ on-line text
• Consult on-line take home tutorial program
• Listen to audio segments
• Consult Classzone.com for ancillary exercises employ Language Lab
• Encourage student to create conversations in cooperative pair setting
• Online searches of unknown terms to be employed in paired activities and conversations
• Imitate the pronunciation of native speakers by participating in the many facets of the CD program and its on-line components
• Create a dialogue to demonstrate the social structure of this time period
• Cite the origins of Humanism and reform
• Discuss and compare the roles of students and teachers of the 16th century and today
• Provide oral and/or written responses to comprehension questions related to the viewing of DVD presentations
• Participate in role play and converse in a paired setting

Enrichment Activities:

• Do an online search how the power of the Catholic Church, or other organized religion, was affected by the writing and the thoughts during this epoch
• Illustrate the rediscovery of Ancient Greek, Latin, and Hebrew and how it influenced the thinking, writing, architecture, and other facets of everyday life of this time
• Write an original piece to depict how the belief in God influenced life, thoughts, the arts, and writing during the 16th century

Methods of Assessments/Evaluation:
• Oral response presentations
• Presentation of student work (skits, conversations, power point presentations, brochures, postcards, etc.)
• Oral evaluations (individual, pair, group)
• Tests and quizzes
• CD and DVD activities with workbook (on-line and hardcopy)
• Teacher observation
• Provide writing samples
• Participation in listening comprehension exercises with the Language Lab
• Dialogues
• Use of Classzone.com
• On-line tests/quizzes (for preparation and remediation)
• Listening, speaking, and writing performance tests
• Quarterly exams
• Cooperative pairs for dialogues, conversations, and creative process for sharing and reflective opportunities

Resources/Including Online Resources
• Online Textbook Information:
• Teacher Webpage
• *Moments Littéraires*
• *Autour de la Littérature*
• *L’Abbaye de Thélème*
• *Je vis, Je meurs*
• *Heureux qui, comme Ulysse, a fait un beau voyage*
• *Ode à Cassandre*
• *De L’Amitié*
Unit 3: The 17th Century

Approximate # of Weeks: (4 Weeks Total)

Essential Questions:

1. Are you familiar with the major historical figures of the 17th century?
2. How did humanism adopt classic idealism from the ancient Greek and Roman civilizations?
3. What is l’Académie Française and can you describe its establishment and the function that it performed?
4. Who were the major contributors to the writing of this epoch and what were their works?
5. What were some of the famous maxims of the day? How were they interpreted? Do you agree?
6. How did the writers of the 17th century portray optimism and pessimism?
7. Is it possible for virtue to become a vice?
8. Could honesty be employed to the point of becoming cruel?
9. Who was René Descartes and what was “La Méthode de Descartes”?
10. What were the limitations, in the minds of French writers, of formal education, life lessons, and personal growth?
11. How the writers of the 17th fold satire into their written products? Was it well-received?

Upon completion of this unit students will be able to:

- 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.2)
- 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 cultures(s) and in one’s own culture. (7.1.IH.A.3)
- 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.4)
- Synthesize information from oral and written discourse dealing with a variety of topics. (7.1.IH.A.5)
- Analyze and critique readings from culturally authentic materials. (7.1.IH.A.6)
- Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. (7.1.IH.A.7)
• Analyze structures of the target language and comparable linguistic structures in English. (7.1.IH.A.8)

• Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests. (7.1.IH.B.2)

• Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies. (7.1.IH.B.3)

• 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.4)

• Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas. (7.1.IH.B.5)

• Use language in a variety of settings to further personal and/or academic goals. (7.1.IH.B.6)

• 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.2)

• Use language creatively in writing for a variety of purposes. (7.1.IH.C.3)

• Explain the structural elements and/or cultural perspectives found in culturally authentic materials. (7.1.IH.C.4)

• Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one’s own culture. (7.1.IH.C.5)

• Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (8.1.2.B.1)

• Communicate with students in the United States or other countries using digital tools to gather information about a specific topic and share results. (8.2.2.E.1)

• All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. (3.2)

• All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes. (3.3)

• All students will listen actively to information from a variety of sources in a variety of situations. (3.4)

• Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. (6.1.4.A.15)

• Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. (6.1.4.C.16)
- Describe characteristics of oneself, one’s family, and others. (6.1.P.D.1)
- Demonstrate an understanding of family roles and traditions. (6.1.P.D.2)
- Express individuality and cultural diversity (e.g., through dramatic play). (6.1.P.D.3)
- Learn about and respect other cultures within the classroom and community. (6.1.P.D.4)

Common Core ELA Standards:

- Use knowledge of language and its conventions when writing, speaking, reading, or listening. (8.L.3)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (8.L.5)
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a work or phrase important to comprehension or expression. (8.L.6)
- Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. (8.SL.2)
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.RI.1)
- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.RI.2)
- Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. (9-10.RI.5)
- Analyze how an author draws on and transforms source material in a specific work. (9-10.RL.9)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)
- Use technology, including the Internet, to produce, publish, and update individuals or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (9-10.W.6)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (9-10.W.9)
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. (9-10.L.4)
• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)
• Initiate and participate effectively in a range of collaborate discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (9-10.SL.1)
• Evaluate speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying and fallacious reasoning exaggerated distorted evidence. (9-10.SL.3)

Interdisciplinary Standards http://njcccs.org/

• Are included with unit objectives

Activities – include 21st Century Technologies:

• Observe Power Point presentations
• Employ on-line text
• Create your own maxim
• Online search of unknown terms and employ same in paired activities and conversations
• Consult on-line take home tutorial program
• Listen to audio segments
• Participate in on-line workbook exercises
• Consult Classzone.com for ancillary exercises employ Language Lab
• Encourage student to create conversations in cooperative pair setting
• Discuss and compare the roles of students and teachers of the 17th century and modern teachers
• Imitate the pronunciation of native speakers by participating in the many facets of the CD program and its on-line components
• Explain Descartes’ thoughts and cite personal examples of how they can be applied
• Engage in conversation about the monumental historical events that defined the 17th century
• In a cooperative setting, create a dialogue to demonstrate the social structure of this time period
• Provide oral and/or written responses to comprehension questions related to the viewing of DVD presentations
• Plan a virtual date and include attendance at a live performance or other activity of preference
• Explain why the study of Ancient Greek, Latin, and Hebrew influenced the writing, attitudes, thinking, and architecture of this epoch
• Narrate, describe, or summarize each reading selection in your own words
• Create a comparison about how the roles of men and women of the 17th century compare with the roles of men and women in the 21st century

Enrichment Activities:

• Construct a dialogue about the chance meeting of a man or women of the 17th century with a person of the same gender in the 21st century
• Make your favorite reading selection of the 17th century modern
• Create a dialogue to demonstrate the social structure of 17th century

Methods of Assessments/Evaluation:
• Oral response presentations
• Presentation of student work (skits, conversations, power point presentations, brochures, postcards, etc.)
• Oral evaluations (individual, pair, group)
• Tests and quizzes
• CD and DVD activities with workbook (on-line and hardcopy)
• Provide writing samples
• Participation in listening comprehension exercises with the Language Lab
• Dialogues
• Use of Classzone.com
• On-line tests/quizzes (for preparation and remediation)
• Completion of homework
• Listening, speaking, and writing performance tests
• Quarterly exams

Resources/Including Online Resources
• Online Textbook Information:
• Teacher Webpage
• Moments Littéraires
• Autour de la Littérature
• Les Maximes
• Discours de la Méthode
• Les Pensées
• Lettre à Monsieur de Coulanges
• Lettre à Madame de Grignan
• La Cigale et la Fourmi
• Le Loup et L’Agneau
• L’Ecole des Femmes
Unit 4: The 18th Century

Approximate # of Weeks: (4 Weeks Total)

Essential Questions:

1. What valid reasons could be provided to support the assertion that the 18th century was considered to be a time of revolution as well as evolution?
2. How did the study of physics and biology come to be the one of the passions of this epoch?
3. What, either real or imaginary, discoveries were made during this century?
4. In what ways did the writers of this time make another glance toward the intense study of human nature?
5. How did the bold and brave voyages of explorers provide the inspiration towards revolution as well as evolution?
6. Did thoughts of liberty for common people and their hopes for change collide with the political system that was firmly in place?
7. Did the writing of this century reflect the dire need for the abolition of the monarchy?
8. How would the concept of true happiness be depicted now and how was it depicted in the writings of this time period?
9. When describing love, what different forms does it take?
10. How were the lives of commoners diminished or glorified by the writers of the 18th century?

Upon completion of this unit students will be able to:

- 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.2)
- 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 cultures(s) and in one’s own culture. (7.1.IH.A.3)
- 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.4)
- Synthesize information from oral and written discourse dealing with a variety of topics. (7.1.IH.A.5)
- Analyze and critique readings from culturally authentic materials. (7.1.IH.A.6)
- Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. (7.1.IH.A.7)
- Analyze structures of the target language and comparable linguistic structures in English. (7.1.IH.A.8)
- Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests. (7.1.IH.B.2)
- Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies. (7.1.IH.B.3)
- 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.4)
- Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas. (7.1.IH.B.5)
- Use language in a variety of settings to further personal and/or academic goals. (7.1.IH.B.6)
- 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.2)
- Use language creatively in writing for a variety of purposes. (7.1.IH.C.3)
- Explain the structural elements and/or cultural perspectives found in culturally authentic materials. (7.1.IH.C.4)
- Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one’s own culture. (7.1.IH.C.5)
- Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (8.1.2.B.1)
- Communicate with students in the United States or other countries using digital tools to gather information about a specific topic and share results. (8.2.2.E.1)
- All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. (3.2)
- All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes. (3.3)
- All students will listen actively to information from a variety of sources in a variety of situations. (3.4)
- Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. (6.1.4.A.15)
- Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. (6.1.4.C.16)
- Describe characteristics of oneself, one’s family, and others. (6.1.P.D.1)
- Demonstrate an understanding of family roles and traditions. (6.1.P.D.2)
- Express individuality and cultural diversity (e.g., through dramatic play). (6.1.P.D.3)
- Learn about and respect other cultures within the classroom and community. (6.1.P.D.4)

Common Core ELA Standards:

- Use knowledge of language and its conventions when writing, speaking, reading, or listening. (8.L.3)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (8.L.5)
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a work or phrase important to comprehension or expression. (8.L.6)
- Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. (8.SL.2)
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.RI.1)
- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.RI.2)
- Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. (9-10.RI.5)
- Analyze how an author draws on and transforms source material in a specific work. (9-10.RL.9)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)
- Use technology, including the Internet, to produce, publish, and update individuals or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (9-10.W.6)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (9-10.W.9)
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. (9-10.L.4)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)
- Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and
issues, building on others’ ideas and expressing their own clearly and persuasively. (9-10.SL.1)

- Evaluate speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying and fallacious reasoning exaggerated distorted evidence. (9-10.SL.3)

Interdisciplinary Standards http://njcccs.org/

- Are included with unit objectives

Activities – include 21st Century Technologies:

- Observe Power Point presentations
- Employ on-line text
- Online search of unknown terms and employ same in paired activities and conversations
- Consult on-line take home tutorial program
- Listen to audio segments
- Explain why and how people of the 18th century were entranced by those who dressed in a different manner from themselves
- Consult Classzone.com for ancillary exercises employ Language Lab
- Encourage student to create conversations in cooperative pair setting
- Discuss and compare if or how human nature has changed
- Imitate the pronunciation of native speakers by participating in the many facets of the CD program and its on-line components
- Talk about the monumental historical events that define the 18th century
- Engage in conversation about the monumental historical events that defined the 18th century
- In a cooperative setting, create a dialogue to demonstrate the social structure of this time period
- Provide oral and/or written responses to comprehension questions related to the viewing of DVD presentations
- Read and analyze selected writing from the 18th century
- Narrate, describe, or summarize each reading selection in your own words
- Create a comparison about how the roles of men and women of the 18th century compare with the roles of men and women in the 21st century
Enrichment Activities:

- Plan a virtual voyage that will attempt to illustrate how it influenced the writing and thinking during the 18th century
- Do an online search to analyze how and if organized religion may lead to fanaticism, superstition, or intolerance
- Research the educational system of the 18th century and compare it with that of present day

Methods of Assessments/Evaluation:

- Oral response presentations
- Presentation of student work (skits, conversations, power point presentations, brochures, postcards, etc.)
- Oral evaluations (individual, pair, group)
- Tests and quizzes
- CD and DVD activities with workbook (on-line and hardcopy)
- Provide writing samples
- Participation in listening comprehension exercises with the Language Lab
- Dialogues
- Use of Classzone.com
- On-line tests/quizzes (for preparation and remediation)
- Completion of homework
- Listening, speaking, and writing performance tests
- Quarterly exams

Resources/Including Online Resources

- Online Textbook Information:
- Teacher Webpage
- Moments Littéraires
- Autour de la Littérature
- Lettres Persanes
- Histoire d’un bon Brahmin
- Emile ou de L’Éducation
- Le Jeu de L’Amour et du Hasard
Unit 5: The 19th Century

Approximate # of Weeks: (4 Weeks Total)

Essential Questions:

1. Can you describe the society of the 19th century and the ascension of the Bourgeoisie?
2. How was the writing of the 19th century influenced by economic development and colonial expansion?
3. What factors influenced the development of Romanticism?
4. How did the intense interest in the Sciences steer writing towards Naturalism?
5. Why is it that Symbolism is considered to be a reaction to the excess of Realism and Naturalism?
6. How do some authors glorify peasant life while others cast a critical eye upon common life?
7. How did the concept of the department store transform the world of commerce?
8. Are you able to compare the marketing strategies of the 19th century with that of today?
9. Why is nature considered to be a temple?
10. Can you interpret symbols in nature?

Upon completion of this unit students will be able to:

- 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.2)
- 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 cultures(s) and in one’s own culture. (7.1.IH.A.3)
- 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.4)
- Synthesize information from oral and written discourse dealing with a variety of topics. (7.1.IH.A.5)
- Analyze and critique readings from culturally authentic materials. (7.1.IH.A.6)
- Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. (7.1.IH.A.7)
- Analyze structures of the target language and comparable linguistic structures in English. (7.1.IH.A.8)
- Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests. (7.1.IH.B.2)
- Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies. (7.1.IH.B.3)
- 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.4)
- Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas. (7.1.IH.B.5)
- Use language in a variety of settings to further personal and/or academic goals. (7.1.IH.B.6)
- 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.2)
- Use language creatively in writing for a variety of purposes. (7.1.IH.C.3)
- Explain the structural elements and/or cultural perspectives found in culturally authentic materials. (7.1.IH.C.4)
- Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one’s own culture. (7.1.IH.C.5)
- Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (8.1.2.B.1)
- Communicate with students in the United States or other countries using digital tools to gather information about a specific topic and share results. (8.2.2.E.1)
- All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. (3.2)
- All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes. (3.3)
- All students will listen actively to information from a variety of sources in a variety of situations. (3.4)
- Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. (6.1.4.A.15)
- Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. (6.1.4.C.16)
- Describe characteristics of oneself, one’s family, and others. (6.1.P.D.1)
• Demonstrate an understanding of family roles and traditions. (6.1.P.D.2)
• Express individuality and cultural diversity (e.g., through dramatic play). (6.1.P.D.3)
• Learn about and respect other cultures within the classroom and community. (6.1.P.D.4)

Common Core ELA Standards:

• Use knowledge of language and its conventions when writing, speaking, reading, or listening. (8.L.3)
• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (8.L.5)
• Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a work or phrase important to comprehension or expression. (8.L.6)
• Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. (8.SL.2)
• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.RI.1)
• Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.RI.2)
• Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. (9-10.RI.5)
• Analyze how an author draws on and transforms source material in a specific work. (9-10.RL.9)
• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)
• Use technology, including the Internet, to produce, publish, and update individuals or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (9-10.W.6)
• Draw evidence from literary or informational texts to support analysis, reflection, and research. (9-10.W.9)
• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. (9-10.L.4)
• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)
• Initiate and participate effectively in a range of collaborate discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (9-10.SL.1)
• Evaluate speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying and fallacious reasoning exaggerated distorted evidence. (9-10.SL.3)


• Are included with unit objectives

Activities – include 21st Century Technologies:

• Observe Power Point presentations
• Employ on-line text
• Online search of unknown terms and employ same in paired activities and conversations
• Consult on-line take home tutorial program
• Listen to audio segments
• Summarize your favorite writing of the 19th century to a friend who is unfamiliar with the writing from this era
• Consult Classzone.com for ancillary exercises employ Language Lab
• Encourage student to create conversations in cooperative pair setting
• Online search of unknown terms and employ same in paired activities and conversations or related assignments
• Imitate the writing style of the 19th century
• Imitate the pronunciation of native speakers by participating in the many facets of the CD program and its on-line components
• Talk about the monumental historical events that define the 19th century
• Engage in conversation about the monumental historical events that defined the 19th century
• Explain how nature affects our lives and use clips to illustrate the effect of nature
• In a cooperative setting, create a dialogue to demonstrate the social structure of this time period
• Provide oral and/or written responses to comprehension questions related to the viewing of DVD presentations
• Read and analyze selected writing from the 19th century
• Narrate, describe, or summarize each reading selection in your own words
• Create a comparison about how the roles of men and women of the 18th century compare with the roles of men and women in the 21st century

Enrichment Activities:
• Create a dialogue to demonstrate the social structure of this time period
• Illustrate how voyages, real, imagined, or virtual, have influenced the writing and thinking of the 19th century
• Compare the use of social criticism in the writing of the 19th century with how this is accomplished in our modern society

Methods of Assessments/Evaluation:
• Oral response presentations
• Presentation of student work (skits, conversations, power point presentations, brochures, postcards, etc.)
• Oral evaluations (individual, pair, group)
• Tests and quizzes
• CD and DVD activities with workbook (on-line and hardcopy)
• Provide writing samples
• Participation in listening comprehension exercises with the Language Lab
• Dialogues
• Use of Classzone.com
• On-line tests/quizzes (for preparation and remediation)
• Completion of homework
• Listening, speaking, and writing performance tests
• Quarterly exams

Resources/Including Online Resources
• Online Textbook Information:
• Teacher Webpage
• Moments Littéraires
• Autour de la Littérature
• Demain, dès L’Aube
• Le Lac
• Le Père Goriot
• Madame Bovary
• Au Bonheur des Dames
• Les Faux Beaux Jours
• *Le Dormeur du Val*
• *Correspondances*
Unit 6: The 20th and the Beginning of the 21st Centuries

Approximate # of Weeks: (7 Weeks Total)

Essential Questions:

1. How has the recurrence of World Wars shaped the continent of Europe?
2. Has the specter and the shadow of the tragedy of war influenced the writing of the 20th and 21st centuries?
3. How did the witnessing of the horrors of war leave its imprint in the writing of our time?
4. Did the deaths of millions have a lasting, ripple effect on the economy, politics, and the psychology of the survivors?
5. Can the explosion of technology in modern times be a true path to happiness?
6. Do the advances in the fields of science and technology allow room for people to question human value through the arts and leave room for writers to explore thoughts through new dimensions?
7. How do modern writers and artists still ponder and question the value of human existence?
8. Where can you find political upheaval, social unrest, and social injustice today and are you able to intelligently discuss it?
9. Do we truly have a separation of Church and State and has it been fully embraced by all who reside in our country?
10. Can you talk about how the women’s rights movement has shaped the writing and media of our century?
11. What imprint has communism left upon literature and does this impact the readers of our time?
12. How did the philosophy of existentialism influence modern writers and does it have present day applications?

Upon completion of this unit students will be able to:

- 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.2)
- 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 cultures(s) and in one’s own culture. (7.1.IH.A.3)
- 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.4)
• Synthesize information from oral and written discourse dealing with a variety of topics. (7.1.IH.A.5)
• Analyze and critique readings from culturally authentic materials. (7.1.IH.A.6)
• Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. (7.1.IH.A.7)
• Analyze structures of the target language and comparable linguistic structures in English. (7.1.IH.A.8)
• Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests. (7.1.IH.B.2)
• Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies. (7.1.IH.B.3)
• 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.4)
• Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas. (7.1.IH.B.5)
• Use language in a variety of settings to further personal and/or academic goals. (7.1.IH.B.6)
• 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.2)
• Use language creatively in writing for a variety of purposes. (7.1.IH.C.3)
• Explain the structural elements and/or cultural perspectives found in culturally authentic materials. (7.1.IH.C.4)
• Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one’s own culture. (7.1.IH.C.5)
• Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (8.1.2.B.1)
• Communicate with students in the United States or other countries using digital tools to gather information about a specific topic and share results. (8.2.2.E.1)
• All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. (3.2)
• All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes. (3.3)
• All students will listen actively to information from a variety of sources in a variety of situations. (3.4)
• Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. (6.1.4.A.15)
• Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. (6.1.4.C.16)
• Describe characteristics of oneself, one's family, and others. (6.1.P.D.1)
• Demonstrate an understanding of family roles and traditions. (6.1.P.D.2)
• Express individuality and cultural diversity (e.g., through dramatic play). (6.1.P.D.3)
• Learn about and respect other cultures within the classroom and community. (6.1.P.D.4)

Common Core ELA Standards:

• Use knowledge of language and its conventions when writing, speaking, reading, or listening. (8.L.3)
• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (8.L.5)
• Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a work or phrase important to comprehension or expression. (8.L.6)
• Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. (8.SL.2)
• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.RI.1)
• Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.RI.2)
• Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. (9-10.RI.5)
• Analyze how an author draws on and transforms source material in a specific work. (9-10.RL.9)
• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)
• Use technology, including the Internet, to produce, publish, and update individuals or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (9-10.W.6)
• Draw evidence from literary or informational texts to support analysis, reflection, and research. (9-10.W.9)
• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. (9-10.L.4)
• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)
• Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (9-10.SL.1)
• Evaluate speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying and fallacious reasoning exaggerated distorted evidence. (9-10.SL.3)

Interdisciplinary Standards [http://njcccs.org/]

• Are included with unit objectives

Activities – include 21st Century Technologies:

• Observe Power Point presentations
• Employ on-line text
• Online search of unknown terms and employ same in paired activities and conversations
• Consult on-line take home tutorial program
• Listen to audio segments
• Summarize your favorite writing of the 20th and 21st centuries to a friend who is unfamiliar with the writing from this era
• Consult Classzone.com for ancillary exercises employ Language Lab
• Encourage student to create conversations in cooperative pair setting
• Online search of unknown terms and employ same in paired activities and conversations or related assignments
• Imitate the writing style of the 20th and 21st centuries
• Imitate the pronunciation of native speakers by participating in the many facets of the CD program and its on-line components
• Talk about the monumental historical events that define the 20th and 21st centuries
• Engage in conversation about the monumental historical events that defined the 20th and 21st centuries
• Summarize how the main characters in the reading selections arrived at their decisions
• In a cooperative setting, create a dialogue to demonstrate the social structure of this time period
• Provide oral and/or written responses to comprehension questions related to the viewing of DVD presentations
• Read and analyze selected writing from the 20th and 21st centuries
• Narrate, describe, or summarize each reading selection in your own words

Enrichment Activities:

• Explain how and why you made an important and memorable decision
• Use online sources to find clips to describe images of the devastation of war
• Do a comparison of how “happiness” is defined by 20th and 21st century authors
• Discuss how and if “absurdity” is or is not part of our existence

Methods of Assessments/Evaluation:

• Oral response presentations
• Presentation of student work (skits, conversations, power point presentations, brochures, postcards, etc.)
• Oral evaluations (individual, pair, group)
• Tests and quizzes
• CD and DVD activities with workbook (on-line and hardcopy)
• Provide writing samples
• Participation in listening comprehension exercises with the Language Lab
• Dialogues
• Use of Classzone.com
• On-line tests/quizzes (for preparation and remediation)
• Completion of homework
• Listening, speaking, and writing performance tests
• Quarterly exams

Resources/Including Online Resources:

• Online textbook resources
• Teacher webpage
• Moments Littéraires
• Autour de la Littérature
• Le Pont Mirabeau
• Le Désespoir est Assis sur un Banc
• Le Mythe de Sisyphe
• Les Mains Sales
- La Cantatrice Chauve
- Antigone
- La Vie Extérieure
- Les Cantilinaires
- Farrago
- L'Africain
- Globalia
Unit 7: Francophone Literature

Approximate # of Weeks: (6 Weeks Total)

Essential Questions:

1. Can you talk about the contributions that French speakers from other countries made to French Literature?
2. Do French-speakers from the continent of Africa have a sentiment towards France?
3. In what ways did the French-speakers from different countries express their thoughts and emotions?
4. What emotions are contained in the writing from people who speak the French language?
5. Did the lives of the Francophone people throughout the world improve with the benevolent actions of France?
6. Can you discuss in what ways colonization had a negative effect upon the indigenous people?
7. Can you cite the improvements that imperialism had upon the conquering countries?
8. Will you be able to empathize and understand the sentiments contained in the writing of the Francophone people?
9. Can you create a comparative strand between the struggles of the Francophone people and people from other cultural backgrounds?
10. In what ways are the Francophone people still not on a level plane with the French?
11. Will there ever be true equality between the Francophone people and the native French-speaking people?

Upon completion of this unit students will be able to:

- 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.2)
- 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.3)
- 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.4)
- Synthesize information from oral and written discourse dealing with a variety of topics. (7.1.IH.A.5)
- Analyze and critique readings from culturally authentic materials. (7.1.IH.A.6)
• Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. (7.1.IH.A.7)
• Analyze structures of the target language and comparable linguistic structures in English. (7.1.IH.A.8)
• Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests. (7.1.IH.B.2)
• Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies. (7.1.IH.B.3)
• 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.4)
• Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas. (7.1.IH.B.5)
• Use language in a variety of settings to further personal and/or academic goals. (7.1.IH.B.6)
• 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.2)
• Use language creatively in writing for a variety of purposes. (7.1.IH.C.3)
• Explain the structural elements and/or cultural perspectives found in culturally authentic materials. (7.1.IH.C.4)
• Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one’s own culture. (7.1.IH.C.5)
• Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (8.1.2.B.1)
• Communicate with students in the United States or other countries using digital tools to gather information about a specific topic and share results. (8.2.2.E.1)
• All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. (3.2)
• All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes. (3.3)
• All students will listen actively to information from a variety of sources in a variety of situations. (3.4)
• Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. (6.1.4.A.15)
• Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. (6.1.4.C.16)
• Describe characteristics of oneself, one’s family, and others. (6.1.P.D.1)
• Demonstrate an understanding of family roles and traditions. (6.1.P.D.2)
Express individuality and cultural diversity (e.g., through dramatic play). (6.1.P.D.3)

Learn about and respect other cultures within the classroom and community. (6.1.P.D.4)

Common Core ELA Standards:

- Use knowledge of language and its conventions when writing, speaking, reading, or listening. (8.L.3)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (8.L.5)
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a work or phrase important to comprehension or expression. (8.L.6)
- Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. (8.SL.2)
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.RI.1)
- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.RI.2)
- Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. (9-10.RI.5)
- Analyze how an author draws on and transforms source material in a specific work. (9-10.RL.9)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)
- Use technology, including the Internet, to produce, publish, and update individuals or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (9-10.W.6)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (9-10.W.9)
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. (9-10.L.4)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)
- Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and
issues, building on others’ ideas and expressing their own clearly and persuasively. (9-10.SL.1)

- Evaluate speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying and fallacious reasoning exaggerated distorted evidence. (9-10.SL.3)

Interdisciplinary Standards http://njcccs.org/

- Are included with unit objectives

Activities – include 21st Century Technologies:

- Observe Power Point presentations
- Employ on-line text
- Online search of unknown terms and employ same in paired activities and conversations
- Consult on-line take home tutorial program
- Listen to audio segments
- Read and analyze Francophone Literature
- Consult Classzone.com for ancillary exercises employ Language Lab
- Encourage student to create conversations in cooperative pair setting
- Online search of unknown terms and employ same in paired activities and conversations or related assignments
- Participate in oral and written analysis of selected literary pieces
- Imitate the pronunciation of native speakers by participating in the many facets of the CD program and its on-line components
- Employ target vocabulary to enrich speech and to improve writing ability
- Imitate the writing style of your preferred author
- Summarize how the main characters in the reading selections arrived at their emotions
- In a cooperative setting, create a dialogue to demonstrate the social structure of this time period
- Provide oral and/or written responses to comprehension questions related to the viewing of DVD presentations
- Explain why the authors may have written each selection
- Narrate, describe, or summarize each reading selection in your own words
Enrichment Activities:

- Online search about the historical events that shaped Francophone writing
- Online search about how Francophone writers would define "happiness"
- Provide an example of a more recent Francophone Literary contribution

Methods of Assessments/Evaluation:

- Oral response presentations
- Presentation of student work (skits, conversations, power point presentations, brochures, postcards, etc.)
- Oral evaluations (individual, pair, group)
- Tests and quizzes
- CD and DVD activities with workbook (on-line and hardcopy)
- Provide writing samples
- Participation in listening comprehension exercises with the Language Lab
- Dialogues
- Use of Classzone.com
- On-line tests/quizzes (for preparation and remediation)
- Completion of homework
- Listening, speaking, and writing performance tests
- Quarterly exams

Resources/Including Online Resources

- Online Textbook Information:
- Teacher Webpage
- Moments Littéraires
- Autour de la Littérature
- Cahier D'un Retour au Pays Natal
- Femme Noir
- L'Aventure Ambiguë
- Douceurs du Bercail
- Chemin D'Ecole
- L'Enant de Sable
- La Jeune Fille au Balcon
- Maria Chapdelaine
- De Quoi T'Ennuies-Tu, Eveline?
- Moi, Mes Souliers
Unit 1:

Approximate # of Weeks:  (4 Weeks Total)

Essential Questions:

Upon completion of this unit students will be able to:

Common Core ELA Standards:


- Are included with unit objectives

Activities – include 21st Century Technologies:

- 

Enrichment Activities:

- 

Methods of Assessments/Evaluation:

- 

Resources/Including Online Resources

- Online Textbook Information:
- Teacher Webpage