Glen Ridge Public Schools – World Languages Curriculum

Course Title: French IV Honors

Subject: French

Grade Level: 11-12

Duration: Full Year

Prerequisite: French III and Teacher’s Recommendation

Elective or Required: Elective

Department Mission Statement:
The mission of the World Language Department is to prepare students linguistically and culturally 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:

This course is designed for the student who wishes to continue his or her study of French. This course will concentrate on speaking and listening skills through the study of culture and the use of conversation. Students will use current magazines and newspapers as well as a text designed to increase students’ proficiency in speaking French. This will be an exciting adventure into the Francophone world. Survival vocabulary will be stressed and actively practiced with as much contact with native speakers as possible, through visits, videos, music, taped newscasts and the radio. Conversation, debate and discussion will be an integral daily routine. The focus will be on skills needed for visiting a foreign country and conversing with Francophone peoples.

Author: Meredith Batastini
Date Submitted: Summer 2015
Course Name: French IV Honors

Topic/Unit #1: Personal Relationships and Friendship

Approximate # Of Weeks: 5

Essential Questions:
1. What are the primary qualities of a friend?
2. What kinds of friends do you have?
3. What relationships do you have with your childhood friends?

Upon completion of this unit students will be able to:

- Engage in spoken and written interpersonal communication that includes the exchange of information, opinions, and ideas in a variety of time frames in formal and informal situations. (7.1.AL.A.2)

- Elicit information and clarifies meaning by using a variety of strategies and understand and use a variety of vocabulary, including idiomatic and culturally appropriate expressions. (7.1.IL.A.4, 7.1.IM.B.4)

- Self-monitor and adjust language production in spoken and written communications. (7.1.AL.B.6)

- Demonstrate an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political) and demonstrate knowledge and understanding of content across disciplines. (7.1.AL.A.4, 7.1.IM.C.5)

- Examines, compare, and reflect on products, practices, and perspectives of the target culture(s). (7.1.AL.A.3)

- Write formal and informal correspondence in a variety of media using appropriate formats and conventions. (7.1.IH.C.6, 7.1.AL.C.3)

- Synthesize information from a variety of authentic audio, visual, print and audiovisual resources (7.1.IM.A.4)

- Demonstrate comprehension of content from authentic audio, print and audiovisual resources and understand the purpose of a message and the point of view of its author. (7.1.IM.A.2)
- Plans, produce and present spoken and written presentational communications including persuasive essays, expository writing, creative writing and speeches (7.1.IM.B.3)

**Common Core ELA Standards:**
- RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- W.11-12.1.B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Interdisciplinary Standards (njcccs.org)**
- **Standard 9.1 21st-Century Life & Career Skills**
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- **Standard 9.3 - Career Awareness, Exploration, and Preparation**
  All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
- **Standard 8.2 – Technology Education**
  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, society, and the environment.
- **Standard 6.3 Active Citizenship in the 21st Century**
All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities – include 21st Century Technologies:

- In groups of three, discuss relationships with friends and family. Do you have any regrets? Would you have done anything differently if you could? Why? Are there things you would like to do or say that you haven’t already?
- Your partner is in a relationship with a famous celebrity and it’s a difficult relationship. You want to know all the details. Create a dialogue in which you ask him/her questions about his/her relationship.
- Brainstorm the differences between love and friendship. Discuss these differences with the class.
- Montaigne thought that women are not capable of friendships as meaningful as those of men. Read the rebuke by George Sand, a French writer from the 18th century and summarize the points that she presents in her argument.
- Keeping in mind the fictional “taming” of animals in Le Petit Prince, think about your favorite wild animal. Describe its behavior and appearance. Is it the kind of animal that people try to keep as pets? Should they try to do this? Imagine that your town needs to save money and close the local animal shelter. Create a dialogue that presents both points of view and provides possible solutions.
- Using examples from Le Petit Prince, compare different types of friendships and give a definition of friendship, how to keep a friend, and the basis of a friendship. Use examples from the text in your explanations.
- Asterix is a typical Gaulois character who like to eat, walk in the forest with his friends and fight the romans. In groups of four, imagine what he might do next in your own original story.
- You’re going to write the first article of a blog that will serve as a meeting place for French speaking students and exchange ideas and information with them. The objective of your first article is to present yourself and people/ideas that matter to you. Share your blog with the class. Observe the correct salutations, tone and closings for French correspondence. Peer edit your blogs paying attention to proper organization, grammar and accessibility to your audience.

Enrichment Activities:

- Choose a French proverb or saying about Friendship. Give your personal interpretation of the proverb and describe a realistic situation in which it could apply. Do you agree or disagree with the contents of the proverb?

Methods of Assessments/Evaluation:

- Student Responses
- Tests and quizzes
- Oral evaluation
- Student skits and speeches.
- Present powerpoint and oral presentations.
- Listening, speaking, reading and writing proficiency tests.
- Writing portfolios.
- Workbook exercises
- Activites pour Tous exercises
- Video and listening exercises with the lab
- Language Lab/Smartphone recordings
- Homework.
- Cultural awareness quizzes

Resources/Including Online Resources
- Face a Face
- Imaginez
- Asterix le Gaulois
- Le Petit Prince
- Une Fois Pour Toutes
- Language Lab
- Teacher Webpage
- Google Apps for Education (GAFE)
Course Name: French IV Honors

Topic/Unit: La Société

Approximate # Of Weeks: 5

Essential Questions:
1. What is the most important right that you have as a citizen?
2. How can we ensure justice and equality in our society?
3. Will you vote when there are elections and you are eligible?

Upon completion of this unit students will be able to:

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- Elicit information and clarifies meaning by using a variety of strategies and understand and use a variety of vocabulary, including idiomatic and culturally appropriate expressions. (7.1.IL.A.4, 7.1.IM.B.4)
- Self-monitor and adjust language production in spoken and written communications. (7.1.AL.B.6)
- Demonstrate an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political) and demonstrate knowledge and understanding of content across disciplines. (7.1.AL.A.4, 7.1.IM.C.5)
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- Synthesize information from a variety of authentic audio, visual, print and audiovisual resources (7.1.IM.A.4)
• Demonstrate comprehension of content from authentic audio, print and audiovisual resources and understand the purpose of a message and the point of view of its author. (7.1.IM.A.2)

• Plans, produce and present spoken and written presentational communications including persuasive essays, expository writing, creative writing and speeches (7.1.IM.B.3)

Common Core ELA Standards:
• RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
• W.11-12.1.B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
• W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
• SL.11-12.3 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
• SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
• L.11-12.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
• L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Standards (njcccs.org)
• Standard 6.1 U.S. History: America in the World
All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
● Standard 6.2 World History, Global Studies
All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

● Standard 6.3 Active Citizenship in the 21st Century
All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities – include 21st Century Technologies:
● Using Notre Dame de Paris, reflect upon social issues that are presented in the story. What happened? How was justice served? Present your observations to the class.
● Role play scenes from Notre Dame de Paris
● Listening comprehension activity using audio version of Notre Dame de Paris.
● Compare those issues to social issues present in France today. How are the social issues different? How is justice served in different ways? Present your observations to the class.
● Working in small groups, discuss why someone might leave their country of origin. What problems could immigrants find arriving in their new country? How could they adapt to life in their new country? Have you ever lived in a foreign country? Would you like to?
● Prepare a demonstration to protest the deportation of a friend. Decide where and when you will protest, prepare your arguments against the deportation, argue for his/her liberation, present the position of your group concerning immigration in general and decide what you would like to accomplish in your demonstration.
● In groups of three, write a dialogue between a homeless person and workers from a social assistance office. The workers will ask him/her questions about his/her life and try to convince him/her that reintegration into society is possible.
● You work for a charity organization and you are creating a poster to call for international aid against poverty. Write a slogan and a poem of about ten rhyming lines to draw the attention of the public.
● Imagine that you could go back to the middle ages and speak with a French woman from that time period. Talk about the role of women in that period and how it differs today.
● Choose a French speaking country and compare certain aspects of its social security system with those of your country.

Enrichment Activities:

● Researching statistics concerning technology use, occupations, living situations and general attitudes about religion, politics and society, compare Americans
ages 18-24 with their French counterparts. Present the statistics and your interpretations to the class.

**Methods of Assessments/Evaluation:**
- Student Responses
- Tests and quizzes
- Oral evaluation
- Student skits and speeches.
- Present powerpoint and oral presentations.
- Listening, speaking, reading and writing proficiency tests.
- Writing portfolios.
- Workbook exercises
- Activites pour Tous exercises
- Vidéo and listening exercises with the lab
- Language Lab/Smartphone recordings
- Homework
- Cultural awareness quizzes

**Resources/Including Online Resources**
- Notre Dame de Paris
- Face a Face
- La France Contemporaine
- Imaginez
- Une Fois Pour Toutes
- Google Apps for Education (GAFE)
Course Name: French IV Honors

Topic/Unit: Les Medias et La Technologie

Approximate # Of Weeks: 5

Essential Questions:
1. In your opinion, what has been the most revolutionary discovery of our time? Why?
2. Who is the true master of our opinions? Ourselves or the media?
3. What new product would you like to invent?

Upon completion of this unit students will be able to:

• Engage in spoken and written interpersonal communication that includes the exchange of information, opinions, and ideas in a variety of time frames in formal and informal situations. (7.1.AL.A.2)

• Elicit information and clarifies meaning by using a variety of strategies and understand and use a variety of vocabulary, including idiomatic and culturally appropriate expressions. (7.1.I.L.A.4, 7.1.IM.B.4)

• Self-monitor and adjust language production in spoken and written communications. (7.1.AL.B.6)

• Demonstrate an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political) and demonstrate knowledge and understanding of content across disciplines. (7.1.AL.A.4, 7.1.IM.C.5)

• Examines, compare, and reflect on products, practices, and perspectives of the target culture(s). (7.1.AL.A.3)

• Write formal and informal correspondence in a variety of media using appropriate formats and conventions. (7.1.IH.C.6, 7.1.AL.C.3)
● Synthesize information from a variety of authentic audio, visual, print and audiovisual resources (7.1.IM.A.4)

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● Plans, produce and present spoken and written presentational communications including persuasive essays, expository writing, creative writing and speeches (7.1.IM.B.3)

**Common Core ELA Standards:**

- **RL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful
- **W.11-12.2.E** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **SL.11-12.3** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- **L.11-12.4.A** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- **L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Interdisciplinary Standards (njcccs.org)**

- **Standard 8.2 – Technology Education**
  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, society, and the environment.

- **Standard 6.1 U.S. History: America in the World**
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- Standard 6.3 Active Citizenship in the 21st Century
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities – include 21st Century Technologies:
- Create the front page of your own newspaper or magazine. It must contain all important elements such as article titles, the frequency of the publication, the date, etc. Present your publication to the class using Google classroom.
- In groups of three, brainstorm how the news you see on TV or the internet affects you. Give examples of stories that elicited different reactions from you.
- In small groups, debate the future of publishing.
- Create a chart of different types of disasters and the media/social media coverage that each received. How did the publicity help/harm the people/animals in each case?
- Create a tabloid style newspaper article about a celebrity.

Enrichment Activities:
- Brainstorm five technological innovations that have appeared in the last twenty year. Make a chart showing the pros and cons of each innovation. Present your findings to the class. Without each innovation, how would our lives be different?

Methods of Assessments/Evaluation:
- Student Responses
- Tests and quizzes
- Oral evaluation
- Student skits and speeches.
- Present powerpoint and oral presentations.
- Listening, speaking, reading and writing proficiency tests.
- Writing portfolios.
- Workbook exercises
- Video and listening exercises with the lab
- Language Lab/Smartphone recordings
- Homework.
- Cultural awareness quizzes.

**Resources/Including Online Resources**
- Face a Face
- La France Contemporaine
- Language Lab
- Teacher Webpage
- Google Apps for Education (GAFE)

**Course Name:** French IV Honors

**Topic/Unit:** Les Voyages et les Transports

**Approximate # Of Weeks:** 5

**Essential Questions:**

1. What mode of transport do you prefer? Why?
2. Have you spent time abroad? Where? How was it?
3. What trip has taught you more about the world? About yourself? Why?

**Upon completion of this unit students will be able to:**

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All students will use computer applications to gather and organize information and to solve problems.

• Standard 6.2 World History, Global Studies
All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

• Standard 6.3 Active Citizenship in the 21st Century
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Activities – include 21st Century Technologies:
• With your partner, imagine you’re looking for the car of your dreams and you’re speaking with a friend who just bought a car. Ask questions about his/her car and describe what you’re looking for in a car.
• Imagine you are traveling with a friend or family member. One of you would like to do a lot of sports and activities, while the other really just wants to relax. Create a dialogue in which you discuss the kind of hotel where you will stay and what features it should have.
• Imagine a travel brochure promised the beauty of a tropical paradise and when you arrived, the place wasn’t at all how you imagined it. Write an email to your family in which you describe what the brochure promised and the reality you discovered.
• Write an analysis of "Brise Marine" by Stephane Mallarme.

Enrichment Activities:
• According to Michel de Montaigne, traveling shapes one’s youth. Do agree or disagree? Reflect upon the positive and negative effects of traveling and organize your arguments. Present your observations to the class.

Methods of Assessments/Evaluation:
• Student Responses
● Tests and quizzes
● Oral evaluation
● Student skits and speeches.
● Present powerpoint and oral presentations.
● Listening, speaking, reading and writing proficiency tests.
● Writing portfolios.
● Workbook exercises
● Activites pour Tous exercises
● Video and listening exercises with the lab
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● Cultural awareness quizzes.

Resources/Including Online Resources
● Face a Face
● Une Fois Pour Toutes
● France Contemporaine
● Google Apps for Education (GAFE)
Course Name: French IV Honors

Topic/Unit: La Nature et L’Environnement

Approximate # Of Weeks: 5

Essential Questions:
1. In your opinion, what is the biggest threat to the environment?
2. What do you do to protect the environment?
3. What ecological threat exists in your community? What precautions do you take in reaction to this threat.

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

- **Standard 8.1 – Computer and Information Literacy**
  All students will use computer applications to gather and organize information and to solve problems.

- **Standard 8.2 – Technology Education**
  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, society, and the environment.

**Activities – include 21st Century Technologies:**
- Create the script for a short film about an endangered species or place in your region.
- Imagine you’re organizing an association to protect the environment. Prepare a list of five decisions that you’re going to make to diminish the consumption of fossil fuels and the quantity of garbage.
- Create a list of ideas that you can use to prepare a debate on methods of preventing global warming. Synthesize your ideas with other groups and organize the debate.
- Create a brochure about an environmental problem that seems very serious to you. Your goal is to convince your readers to change their daily behavior in order to improve the situation.
- Recall the story of the la Fontaine’s Rat de ville et le rat des champs, what are the disadvantages city life and country life? What can you add to la Fontaine’s observations? Why do you think more two million people moved from the city to the country in France between 1999 and 2004?

**Enrichment Activities:**
- Write an article alerting the community of the destruction of a park in your town. Describe the trash you’ve found in the park and make a list of recommendations to solve the problem.

**Methods of Assessments/Evaluation:**
- • Student Responses
• Tests and quizzes
• Oral evaluation
• Student skits and speeches.
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• Writing portfolios.
• Workbook exercises
• Activites pour Tous exercises
• Video and listening exercises with the lab
• Language Lab/Smartphone recordings
• Homework.
• Cultural awareness quizzes.

Resources/Including Online Resources
• Face a Face
• L’homme qui plantait des arbres
• Google Apps for Education (GAFE)
Course Name: French IV Honors

Topic/Unit: Beauty and Aesthetics

Approximate # Of Weeks: 5

Essential Questions:
1. How are perceptions of beauty and creativity established?
2. How do ideals of beauty and aesthetics influence daily life?
3. How do the arts both challenge and reflect cultural perspectives?

Upon completion of this unit students will be able to:

● Engage in spoken and written interpersonal communication that includes the exchange of information, opinions, and ideas in a variety of time frames in formal and informal situations. (7.1.AL.A.2)

● Elicit information and clarifies meaning by using a variety of strategies and understand and use a variety of vocabulary, including idiomatic and culturally appropriate expressions. (7.1.IL.A.4, 7.1.IM.B.4)

● Self-monitor and adjust language production in spoken and written communications. (7.1.AL.B.6)

● Demonstrate an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political) and demonstrate knowledge and understanding of content across disciplines. (7.1.AL.A.4, 7.1.IM.C.5)

● Examines, compare, and reflect on products, practices, and perspectives of the target culture(s). (7.1.AL.A.3)

● Write formal and informal correspondence in a variety of media using appropriate formats and conventions. (7.1.IH.C.6, 7.1.AL.C.3)
● Synthesize information from a variety of authentic audio, visual, print and audiovisual resources (7.1.IM.A.4)

● Demonstrate comprehension of content from authentic audio, print and audiovisual resources and understand the purpose of a message and the point of view of its author. (7.1.IM.A.2)

● Plans, produce and present spoken and written presentational communications including persuasive essays, expository writing, creative writing and speeches (7.1.IM.B.3)

Common Core ELA Standards:
● RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
● W.11-12.1.B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
● W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
● SL.11-12.3 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
● SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
● L.11-12.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
● L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Standards (njccts.org)
● Standard 6.1 U.S. History: America in the World
All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American
heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

- Standard 6.2 World History, Global Studies
  All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

- Standard 6.3 Active Citizenship in the 21st Century
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities – include 21st Century Technologies:
- Submit questions for each Huis Clos character for a talk show appearance with all three characters.
- Role play scenes from Huis Clos
- Write a continuation of Huis Clos
- Watch clips of a performance of Huis Clos

Enrichment Activities:
- Prepare a script for an alternate version of Huis Clos. Present it in class.

Methods of Assessments/Evaluation:
- Student Responses
- Tests and quizzes
- Oral evaluation
- Student skits and speeches.
- Present powerpoint and oral presentations.
- Listening, speaking, reading and writing proficiency tests.
- Writing portfolios.
- Workbook exercises
- Activites pour Tous exercises
- Video and listening exercises with the lab
- Language Lab/Smartphone recordings
- Homework.
- Cultural awareness quizzes.

Resources/Including Online Resources
- Huis Clos
- Face a Face
Course Name: French IV Honors

Topic/Unit: Families and Communities

Approximate # Of Weeks: 5

Essential Questions:
1. What constitutes a family in different societies?
2. What advantages are there to being a member of a family?
3. What conflicts can exist between generations that live together?
4. How do family members support each other?
5. How do the roles that families and communities assume differ in societies around the world?

Upon completion of this unit students will be able to:

- Engage in spoken and written interpersonal communication that includes the exchange of information, opinions, and ideas in a variety of time frames in formal and informal situations. (7.1.AL.A.2)

- Elicit information and clarifies meaning by using a variety of strategies and understand and use a variety of vocabulary, including idiomatic and culturally appropriate expressions. (7.1.IL.A.4, 7.1.IM.B.4)

- Self-monitor and adjust language production in spoken and written communications. (7.1.AL.B.6)

- Demonstrate an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political) and demonstrate knowledge and understanding of content across disciplines. (7.1.AL.A.4, 7.1.IM.C.5)
• Examines, compare, and reflect on products, practices, and perspectives of the target culture(s). (7.1.AL.A.3)

• Write formal and informal correspondence in a variety of media using appropriate formats and conventions. (7.1.IH.C.6, 7.1.AL.C.3)

• Synthesize information from a variety of authentic audio, visual, print and audiovisual resources (7.1.IM.A.4)

• Demonstrate comprehension of content from authentic audio, print and audiovisual resources and understand the purpose of a message and the point of view of its author. (7.1.IM.A.2)

• Plans, produce and present spoken and written presentational communications including persuasive essays, expository writing, creative writing and speeches (7.1.IM.B.3)

Common Core ELA Standards:
• RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
• RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
• W.11-12.1.B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
• W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
• SL.11-12.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
• SL.11-12.3 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
• L.11-12.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Standards (njcccs.org)

- Standard 6.1 U.S. History: America in the World
  All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

- Standard 6.2 World History, Global Studies
  All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

- Standard 6.3 Active Citizenship in the 21st Century
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities – include 21st Century Technologies:
- In pairs, decide what is the most important to adolescents today. Rate your answers by importance and prepare arguments to justify them.
- Create a dialogue in which you play an adolescent reacting to a problem and an adult trying to understand it. Perform the dialogue for the class.
- In pairs, describe your favorite family holiday. Describe the meals, traditions, family members present, activities and emotions that you associated with each holiday. Present your partner’s favorite holiday to the class.
- Read about French tooth fairy traditions and compare them with your own.
- In groups of three, create a list of advice for a student coming to your high school.
- Create a possible trip with itinerary that would appeal to different age groups, such as families with children, students, and retirees.

Enrichment Activities:
Create French speaking family with at least three generations. Find a photo of each person and give them a name, age and describe their character. Prepare a family tree. Then, create a story about the family and perform it for the class.

Methods of Assessments/Evaluation:
- Student Responses
- Tests and quizzes
- Oral evaluation
- Student skits and speeches.
- Present powerpoint and oral presentations.
- Listening, speaking, reading and writing proficiency tests.
- Writing portfolios.
- Workbook exercises
- Activites pour Tous exercises
- Video and listening exercises with the lab
- Language Lab/Smartphone recordings
- Homework.
- Cultural awareness quizzes.

Resources/Including Online Resources
- Face a Face
- Une Si Longue Lettre
- Une Fois Pour Toutes
- Language Lab
- Teacher Webpage
- Online texts and audio visual resources
- Google Apps for Education (GAFE)