



BLACK HORSE PIKE
REGIONAL SCHOOL DISTRICT
WHERE INSPIRING EXCELLENCE IS OUR STANDARD
AND STUDENT ACHIEVEMENT IS THE RESULT

Department of World Languages
FRENCH 4 HONORS

Course Content and Standards (NJSLA 2014):

Unit 1: Les Beaux Arts (The Arts)

Vocabulary: (7.1.IM.A.1, A.2, A.3, A.4, A.5, A.7, B.3, B.5, C.3)

- Description of objects
- Expressing opinions
- Art vocabulary
- Museum vocabulary

Grammar: (7.1.IM.A.3, A.4, A.7, A.8, C.1, C.2)

- *passé composé* and *imparfait*
- adjective agreement and placement
- comparatives and superlatives

Culture: (7.1.IM.A.1, A.3, B.1, B.2, C.5)

- French artists and art
- French singers, songwriters, and music
- French celebrities

Unit 2: Mon Identité (My Identity)

Vocabulary: (7.1.IM.A.1, A.2, A.4, A.5, A.7, B.2, B.4, B.5, C.1, C.2)

- Detailed physical and personality description
- Personal relationships vocabulary
- Question words
- Nationality/race/gender/sexual orientation/religion vocabulary
- Transition words and cohesive devices

Grammar: (7.1.IM, A.4, A.8, C.2)

- Review of present, past, future, and conditional tenses/moods
- Asking questions
- Intermediate level text type

Culture: (7.1.IM.A.1, A.3, A.8, B.3, C.1)

- French perspectives on relationships, nationality, race, and gender

Unit 3: *Le Petit Prince*

Vocabulary: (7.1.IH.A.1, A.2, A.4, A.5, A.7, B.1, B.2, B.4, B.5, C.2, C.3)

- Structure of a novel

- vocabulary specific to novel

Grammar: (7.1.IH.A.3, A.8, B.3, B.5, C.2, C.3)

- *passé simple*
- compound tenses
- expressions with *n'importe*
- expressions with *faire*

Culture: (7.1.IH.A.1, B.3, C.1, C.4, C.5)

- French novels
- Antoine de Saint-Exupéry
- *Le Petit Prince*

Unit 4: Les films français (French films)

Vocabulary: (7.1.IM.A.1, A.2, A.4, A.5, A.7, B.1, B.2, B.3, B.4, B.5, C.2, C.3)

- Structure of a film
- Expressions of opinion
- Vocabulary specific to the films

Grammar: (7.1.IM.A.3, A.8, C.1, C.3)

- Review of present, past, future and conditional moods
- Compound tenses

Culture: (7.1.IM.A.1, A.3, B.3, C.4, C.5)

- French films
- Marcel Pagnol
- *Jean de Florette*
- *Manon des Sources*

Course Pacing:

- | | |
|----------------------------|-------------------|
| ● Marking Period 1: Unit 1 | Intermediate-Mid |
| ● Marking Period 2: Unit 2 | Intermediate-Mid |
| ● Marking Period 3: Unit 3 | Intermediate-High |
| ● Marking Period 4: Unit 4 | Intermediate-High |

Course Expectations and Skills:

1. Maintain an organized binder..
2. Apply vocabulary and grammar to reading, writing, speaking, and listening comprehension assignments.
3. Develop and perform dialogues and oral presentations in the present and past tenses.
4. Create a variety of unit-based projects including those which require the use of technology.
5. Demonstrate Intermediate Low Proficiency Level according to the 2012 standards set by the American Council on the Teaching of Foreign Languages (ACTFL).
6. Develop a cross-cultural awareness through exposure to cultural practices.

Resources:

Text Books: *Discovering French, Today! Rouge*
Entre Cultures Français 3
Le Petit Prince by Antoine Saint-Exupéry
 Molière

Supplemental Materials: *Discovering French, Today! Rouge* Workbook, *Activités pour tous*,
Communicative Activities
my.hrw.com Online Resources
[Google Drive Folder of Resources](#)

Grading Scale:

<i>Category</i>	<i>Category Weight</i>
Classwork/Homework/ Participation	20%
Minor Assessments	30%
Major Assessments *Three per marking period	50%

**Course Standards Key:
New Jersey Student Learning Standards (NJSL)
World Languages**

Language Target Level: Intermediate-Low (Units 1-2) and Intermediate-Mid (Units 3-4) Level Learner:

- *Intermediate Low / Intermediate Mid:* Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- *Intermediate High:* Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.

Communication Strands:

- 7.1.IM/IH.A. = Interpretive Mode
- 7.1.IM/IH.B. = Interpersonal Mode
- 7.1.IM/IH.C. = Presentational Mode

Intermediate Mid

Interpretive Mode

- 7.1.IM.A.1 - Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
- 7.1.IM.A.2 - Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
- 7.1.IM.A.3 - Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
- 7.1.IM.A.4 - Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
- 7.1.IM.A.5 - Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.A.6 - Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1.IM.A.7 - Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.A.8 - Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structure

Interpersonal Mode

- 7.1.IM.B.1 - Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.

- 7.1.IM.B.2 - Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities in familiar and some unfamiliar situations.
- 7.1.IM.B.3 - Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- 7.1.IM.B.4 - Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
- 7.1.IM.B.5 - Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

Presentational Mode

- 7.1.IM.C.1 - Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.IM.C.2 - Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1.IM.C.3 - Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.C.4 - Synthesize information found in age- and level-appropriate culturally authentic materials.
- 7.1.IM.C.5 - Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.

Intermediate High

Interpretive Mode:

- 7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.
- 7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
- 7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.

Interpersonal Mode:

- 7.1.IH.B.1 Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.
- 7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.
- 7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.
- 7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
- 7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.
- 7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.

Presentational Mode:

- 7.1.IH.C.1 Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).
- 7.1.IH.C.3 Use language creatively in writing for a variety of purposes.
- 7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials.
- 7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.
- 7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

**Career Ready Practices
NJSL 9.1**

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP2.** Apply appropriate academic and technical skills.
- **CRP3.** Attend to personal health and financial well-being.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP5.** Consider the environmental, social and economic impacts of decisions.

- **CRP6.** Demonstrate creativity and innovation.
- **CRP7.** Employ valid and reliable research strategies.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP9.** Model integrity, ethical leadership and effective management.
- **CRP10.** Plan education and career paths aligned to personal goals.
- **CRP11.** Use technology to enhance productivity.
- **CRP12.** Work productively in teams while using cultural global competence.

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

French 4 Honors Unit 1

Les Beaux Arts

Updated: August 2019

[New Jersey Student Learning Standards](#)

Unit Summary:

Develop a general outline for what students will know and be able to do by the end of this unit.

Unit Overview:

In this unit, students will become familiar with artists and their works in French and francophone culture. They will learn about different styles and periods of art, and will be able to recognize French and francophone artists. They will discuss pieces of artwork, critique it, and express their preferences. Students will attend field trips which are designed to bring the language and culture to life. Additionally students will explore French and francophone singers, songwriters, and playwrights.

Enduring Understandings:

- Art comes in many forms.
- Art is an expression of the target language's culture.

	<ul style="list-style-type: none"> ● A nation's art often tells us about the history of that country. ● My knowledge of the target language and culture assists in the understanding of the target culture's art. ● Art is the expression of the artist and his or her message to the public. ● Art is a reflection of the historical times of the artist and culture.
<p><u>Unit Learning Targets/ Goals/ Outcomes</u></p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i> <u>Can-Do Statements</u></p>	<p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> ● I can understand the main idea and key information in short straightforward informational, fictional texts and conversations. ● I can exchange information in conversations on familiar topics and familiar situations and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. ● I can exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and a variety of follow-up questions. ● I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences. ● I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences. ● I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences. <p><u>Bloom's and the World Language Classroom:</u></p> <p>Unit-Specific Can-Do Statements: (*heavier focus on interpersonal and presentational Can-Do)</p> <ul style="list-style-type: none"> ● I can identify and describe different styles/ periods of art. ● I can identify and describe different pieces of artwork. ● I can give opinions about different pieces of artwork or artists ● I can compare and contrast types of art/ artists/ pieces of artwork. ● I can navigate a museum (virtual or actual) ● I can identify and describe different types of music. ● I can compare and contrast different types of music. ● I can describe and discuss the life of an artist or musician and how their life affected their work ● I can read / listen to / understand art critiques

<p>Standards and Competencies: New Jersey Student Learning Standards Grade levels: K-12 6-12 9-12</p>	<p>Interpretive: 7.1.IM.A.1, 7.1.IM.A.2, 7.1.IM.A.3, 7.1.IM.A.4, 7.1.IM.A.5, 7.1.IM.A.7, 7.1.IM.A.8</p> <p>Interpersonal: 7.1.IM.B.1, 7.1.IM.B.2, 7.1.IM.B.3, 7.1.IM.B.4, 7.1.IM.B.5</p> <p>Presentational: 7.1.IM.C.1, 7.1.IM.C.2, 7.1.IM.C.3, 7.1.IM.C.4, 7.1.IM.C.5</p>
<p>Proficiency Level of Tasks in This Unit and Proficiency Benchmarks:</p> <p>Novice Low/ Mid/ High, Intermediate Low/ Mid/ High</p> <p>Proficiency Benchmarks (ACTFL)</p>	<p>Performance Level: Intermediate-Mid</p> <p>Proficiency Benchmarks:</p> <ul style="list-style-type: none"> • I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written or signed. • I can participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. • I can communicate information, make presentations and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written or signed language.
<p>Performance Assessments:</p> <p><i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p>* ACTFL Appendix D template is useful for creating Interpretive activities.</p>	<p>Authentic Resource (general or specific):</p> <p>Interpretive Task Overview (reading and/or listening):</p> <ul style="list-style-type: none"> • Students will listen to a video clip and read an article about a famous French piece of artwork and answer questions. <p>Interpersonal Task Overview (written or oral):</p> <ul style="list-style-type: none"> • Students will discuss with a partner their opinions about selected French pieces of artwork and their general feelings about art <p>Presentational Task Overview (written or oral):</p> <ul style="list-style-type: none"> • Students will create a digitally rich, multimedia presentation about a chosen artist.

<p>Language Structure, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Structures/grammar (general or specific):</p> <ul style="list-style-type: none"> ● <i>passé composé</i> and <i>imparfait</i> (biographies) ● adjective agreement and placement ● comparatives and superlatives <p>Vocabulary (general or specific):</p> <ul style="list-style-type: none"> ● Description of objects ● Expressing opinions ● Art vocabulary ● Museum vocabulary
<p><u>Formative Practice and Assessments:</u></p> <p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<p>Interpretive:</p> <ul style="list-style-type: none"> ● Listen to “1 jour 1 actu” videos about art and answer questions ● Read infographics about French artists and answer questions ● Watch Vincent Van Gogh Dr. Who episode and discuss ● Match artists with their works of art ● Listen to a description of a piece of art and draw what you hear ● Jigsaw activity: History of art in France and styles of art ● Virtual museum tours ● Watch movie: Loving Vincent ● Listen to songs and fill in the blanks <p>Interpersonal:</p> <ul style="list-style-type: none"> ● Poll the class about their favorite types of art ● Practice describing pieces of art to a partner ● Interview a partner about their favorite artist ● Discuss in small groups your musical preferences <p>Presentational:</p> <ul style="list-style-type: none"> ● Look at two paintings and compare and contrast them in writing ● Record an art review on FlipGrid ● Share information you have learned in jigsaw activity with classmates ● Write written descriptions of paintings ● Write a song review
<p><u>Instructional Strategies and Resources:</u></p> <p><i>Possible modifications and accommodations</i></p>	<p>https://www.bhprsd.org/Page/3193</p>

Interdisciplinary Connections:	History - French prehistory Art - types and styles of art Technology - quizlet.com, Google Slides/Docs, Adobe Spark, thisislanguange.com, YouTube, Flipgrid.com, EdPuzzle, online blogs, Quizizz.com, online newspapers, charlala.com, GimKit English - writing and reading art critiques
<u>Career Ready Practices</u>	NJ Career Ready Practices CRP 1 CRP 2 CRP 4 CRP 5 CRP 8 CRP 11 CRP 12
Technology Standards	NJ Standards 8.1.12.A.1 8.1.12.A.2

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

French 4 Honors Unit 2

Mon Identité

Updated: August 2019

[New Jersey Student Learning Standards](#)

Unit Summary:

Develop a general outline for what students will know and be able to do by the end of this unit.

Unit Overview:

In this unit, students will ponder their identity and determine what makes them who they are. They will compare who they are now with the idea of who they want to be in the future. They will research and study the topics of personal relationships, nationality, race, and gender and compare these topics from a French perspective versus an American perspective.

Enduring Understandings:

- My identity is influenced by my culture and society.
- Experiences from my past influence who I am today.
- Who I choose to surround myself with influences my identity.
- Life events and relationships as an adolescent influence who I will become.
- Who I am today is not necessarily who I will be in the future.

<p><u>Unit Learning Targets/ Goals/ Outcomes</u></p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i></p> <p><u>Can-Do Statements</u></p>	<p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> • I can understand the main idea and key information in short straightforward informational, fictional texts and conversations. • I can exchange information in conversations on familiar topics and familiar situations and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. • I can exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and a variety of follow-up questions. • I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences. • I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences. • I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences. <p><u>Bloom's and the World Language Classroom:</u></p> <p>Unit-Specific Can-Do Statements: (*heavier focus on interpersonal and presentational Can-Do)</p> <ul style="list-style-type: none"> • I can understand and answer questions about a variety of videos and documents about identity • I can talk about what makes me who I am • I can talk about what influences my identity • I can ask a person about who they are • I can have a conversation about a person's identity • I can give my opinion about what influences a person's identity
<p>Standards and Competencies:</p> <p><u>New Jersey Student Learning Standards</u></p> <p>Grade levels: K-12 6-12 9-12</p>	<p>Interpretive: 7.1.IM.A.1, 7.1.IM.A.2, 7.1.IM.A.3, 7.1.IM.A.4, 7.1.IM.A.5, 7.1.IM.A.7, 7.1.IM.A.8</p> <p>Interpersonal: 7.1.IM.B.1, 7.1.IM.B.2, 7.1.IM.B.3, 7.1.IM.B.4, 7.1.IM.B.5</p> <p>Presentational: 7.1.IM.C.1, 7.1.IM.C.2, 7.1.IM.C.3, 7.1.IM.C.4, 7.1.IM.C.5</p>
<p>Proficiency Level of Tasks in This Unit and Proficiency Benchmarks:</p> <p><u>Novice Low/ Mid/ High.</u></p>	<p>Performance Level: Intermediate-Mid</p> <p><u>Proficiency Benchmarks:</u></p>

<p><u>Intermediate Low/ Mid/ High</u></p> <p><u>Proficiency Benchmarks (ACTFL)</u></p>	<ul style="list-style-type: none"> • I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written or signed. • I can participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. • I can communicate information, make presentations and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written or signed language.
<p><u>Performance Assessments:</u></p> <p><i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p><i>*ACTFL Appendix D template is useful for creating Interpretive activities.</i></p>	<p><u>Authentic Resource</u> (general or specific):</p> <p>Interpretive Task Overview (reading and/or listening):</p> <ul style="list-style-type: none"> • Students will read an article about identity and complete a comprehension guide. <p>Interpersonal Task Overview (written or oral):</p> <ul style="list-style-type: none"> • Students will interview a partner about their identity and what makes them who they are <p>Presentational Task Overview (written or oral):</p> <ul style="list-style-type: none"> • Students will create and present to the class a presentation about personal identity. Who you are/ were/ will be and what influenced those ideas
<p><u>Language Structure, Vocabulary:</u></p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Structures/grammar (general or specific):</p> <ul style="list-style-type: none"> • General grammar review of past, present, future, and conditional tenses. • Preferences • Asking questions • Focus on intermediate level text type <p>Vocabulary (general or specific):</p> <ul style="list-style-type: none"> • Detailed physical and personality description • Personal relationships vocabulary • Nationality/ race/ gender/ sexual orientation/ religion vocabulary • Question words • Transition words & cohesive devices
<p><u>Formative Practice and Assessments:</u></p>	<p>Interpretive:</p> <ul style="list-style-type: none"> • Listen to “1 jour 1 actu” videos about identity and answer questions • Read infographics about France and French culture and answer questions/ make comparisons

<p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<ul style="list-style-type: none"> ● Watch Youtube videos about Identity on EdPuzzle and complete activities ● Read biographical texts about famous francophone people and complete comprehension guides ● Read article about nationality, race, and gender and complete comprehension guides <p>Interpersonal:</p> <ul style="list-style-type: none"> ● Take French personality quizzes and discuss their accuracy ● Problem solve personality conflicts in groups ● Interview a partner about their preferences ● Brainstorm in small groups what makes up a person's identity ● Try to guess classmates based on a description of their identity (that they wrote) <p>Presentational:</p> <ul style="list-style-type: none"> ● Record on FlipGrid a description of you you are and what makes you that way ● Write an outline for an essay about what makes up a person's identity and support your opinion with evidence ● Write written descriptions of different francophone notable people ● Explain how identity is expressed in a culture's art, music, and media ● Create a Google site all about me, incorporating a page for different aspects of my identity
<p><u>Instructional Strategies and Resources:</u></p> <p><i>Possible modifications and accommodations</i></p>	<p>https://www.bhprsd.org/Page/3193</p>
<p>Interdisciplinary Connections:</p>	<p>English - conducting an interview History - French history's influence in French culture Art - relationship between art & identity Technology - quizlet.com, Google Slides/Docs, Adobe Spark, thisislanguage.com, YouTube, Flipgrid.com, EdPuzzle, online blogs, Quizizz.com, online newspapers, charlala.com, GimKit</p>
<p><u>Career Ready Practices</u></p>	<p>NJ Career Ready Practices</p> <p>CRP 1 CRP 2 CRP 4 CRP 5 CRP 8 CRP 11 CRP 12</p>
<p>Technology Standards</p>	<p>NJ Standards</p> <p>8.1.12.A.1</p>

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

French 4 Honors Unit 3

Le Petit Prince

Updated: August 2019

[New Jersey Student Learning Standards](#)

Unit Summary:

Develop a general outline for what students will know and be able to do by the end of this unit.

Unit Overview:

In this unit, students will read and analyze the novel *Le Petit Prince* by Antoine Saint-Exupéry. Students will explore the themes of childhood, growing up, friendship, love, and adventure. Throughout the novel they will watch visual representations of the text and compare them to the book as well as examine their own lives and experiences. Students will compare the structure of French and American novels.

Enduring Understandings:

- The definition of friendship can be different based on our individual experiences and needs.
- We are each responsible for our world and the people in it.

	<ul style="list-style-type: none"> • The people that we meet in our lives can help us understand ourselves better. • Although we all grow up, it is possible to retain a sense of child-like wonder.
<p><u>Unit Learning Targets/ Goals/ Outcomes</u></p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i></p> <p><u>Can-Do Statements</u></p>	<p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> • I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts. • I can usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts. • I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions • I can speak using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames to: <ul style="list-style-type: none"> ○ exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, ○ interact with others to meet my needs in a variety of situations, sometimes involving a complication ○ explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched • I can communicate using a few short paragraphs, often across various time frames, to: <ul style="list-style-type: none"> ○ tell stories about school and community events and personal experiences ○ state my viewpoint on familiar or researched topics and provide reasons to support it ○ give detailed presentations on a variety of familiar topics and some concrete topics I have researched <p><u>Bloom's and the World Language Classroom:</u></p> <p>Unit-Specific Can-Do Statements: (*heavier focus on interpersonal and presentational Can-Do)</p> <ul style="list-style-type: none"> • I can identify and describe the setting, plot, and characters of a story. • I can identify and discuss symbolism in a novel • I can identify and discuss the themes of a novel • I can describe what happened in a novel • I can predict what might happen in a novel • I can infer the meaning of words based on their context • I can compare and contrast various aspects of the novel • I can give opinions about various aspects of the novel
<p>Standards and Competencies:</p> <p><u>New Jersey Student Learning Standards</u></p> <p>Grade levels: K-12 6-12 9-12</p>	<p>Interpretive: 7.1.IH.A.1, 7.1.IH.A.2, 7.1.IH.A.3, 7.1.IH.A.4, 7.1.IH.A.5, 7.1.IH.A.7, 7.1.IH.A.8</p>

	<p>Interpersonal: 7.1.IH.B.3, 7.1.IH.B.4, 7.1.IH.B.5, 7.1.IH.B.6</p> <p>Presentational: 7.1.IH.C.2, 7.1.IH.C.3, 7.1.IH.C.4, 7.1.IH.C.5</p>
<p>Proficiency Level of Tasks in This Unit and Proficiency Benchmarks:</p> <p><u>Novice Low/ Mid/ High.</u></p> <p><u>Intermediate Low/ Mid/ High</u></p> <p><u>Proficiency Benchmarks (ACTFL)</u></p>	<p>Performance Level: Intermediate-High</p> <p><u>Proficiency Benchmarks:</u></p> <ul style="list-style-type: none"> • I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written or signed. • I can participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. • I can communicate information, make presentations and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written or signed language.
<p><u>Performance Assessments:</u></p> <p><i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p><i>* <u>ACTFL Appendix D</u> template is useful for creating Interpretive activities.</i></p>	<p><u>Authentic Resource</u> (general or specific):</p> <p>Interpretive Task Overview (reading and/or listening):</p> <ul style="list-style-type: none"> • Students will read articles about the importance and impact of <i>Le Petit Prince</i> and complete comprehension guide <p>Interpersonal Task Overview (written or oral):</p> <ul style="list-style-type: none"> • Students will discuss various characters in the novel, and their perspectives on their symbolism and importance in the novel <p>Presentational Task Overview (written or oral):</p> <ul style="list-style-type: none"> • Students will write an essay analyzing a theme in <i>Le Petit Prince</i>
<p>Language Structure, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Structures/grammar (general or specific):</p> <ul style="list-style-type: none"> • <i>passé simple</i> • compound tenses • expressions with <i>n'importe</i> • expressions with <i>faire</i> <p>Vocabulary (general or specific):</p> <ul style="list-style-type: none"> • structure of a novel

	<ul style="list-style-type: none"> vocabulary specific to novel
<p><u>Formative Practice and Assessments:</u></p> <p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<p>Interpretive:</p> <ul style="list-style-type: none"> Read a short biography Antoine St. Exupéry and answer questions Listen to excerpts from the novel Watch the <i>Spectacle Musicale</i> Match quotes with pictures from novel Put events in order Read chapters in small groups and discuss events Answer true/false questions about novel and justify your answer Complete exercises using vocabulary words in the context of the story Talk a Mile a Minute with vocabulary words Rewrite <i>passé simple</i> sentences with the <i>passé composé</i> <p>Interpersonal:</p> <ul style="list-style-type: none"> Poll your classmates about what they want to be when they grow up Discuss with a partner the differences of being an adult and a child Ask a partner who their favorite character is and why Poll the class about which character they prefer and why Discuss with a partner what you would do if you were <i>le pilote / petit prince</i> <p>Presentational:</p> <ul style="list-style-type: none"> Read chapters out loud in small groups Illustrate quotes from the novel Act out parts of novel for the class Record a FlipGrid video with your reactions from the novel Write short Tweets from the perspective of the characters in the novel Analyze one character with a small group and present to the class
<p><u>Instructional Strategies and Resources:</u></p> <p><i>Possible modifications and accommodations</i></p>	<p>https://www.bhprsd.org/Page/3193</p>
<p>Interdisciplinary Connections:</p>	<p>English: parts of a novel History: World War II (biography of St. Exupéry) Science: planets, stars, and asteroids Technology: Flipgrid.com, Quizlet.com, Gimkit.com, YouTube.com, charlala.com, Adobe Spark</p>
<p><u>Career Ready Practices</u></p>	<p><u>NJ Career Ready Practices</u> CRP2, CRP4, CRP6, CRP8, CRP9</p>
<p>Technology Standards</p>	<p><u>NJ Standards</u> 8.1.12.A.1, 8.1.12.A.2</p>

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

French 4 Honors Unit 4

Les films

Updated: August 2019

[New Jersey Student Learning Standards](#)

Unit Summary:

Develop a general outline for what students will know and be able to do by the end of this unit.

Unit Overview:

In this unit, students will watch and analyse the two films *Jean de Florette et Manon des Sources* by Marcel Pagnol and directed by Claude Berri. Students will explore the themes of family, community and difficult choices as well as the consequences of our actions. They will be watching the film as well as comparing the film to the novel. Students will analyse the characters, plot and themes throughout the two films. They will also debate and decide who in the community is responsible for certain consequences in this film.

Enduring Understandings:

- Loyalty is an attribute that plays an important part in our lives and in our relationships
- Are we responsible for others in our community?

	<ul style="list-style-type: none"> • Accepting others in spite of their differences can be a life lesson. • What is family, how far do we go for our family members? • What is the definition of community and our roles in helping our community members.
<p><u>Unit Learning Targets/ Goals/ Outcomes</u></p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i></p> <p><u>Can-Do Statements</u></p>	<p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> • I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts. • I can usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts. • I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions • I can speak using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames to: <ul style="list-style-type: none"> ○ exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, ○ interact with others to meet my needs in a variety of situations, sometimes involving a complication ○ explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched • I can communicate using a few short paragraphs, often across various time frames, to: <ul style="list-style-type: none"> ○ tell stories about school and community events and personal experiences ○ state my viewpoint on familiar or researched topics and provide reasons to support it ○ give detailed presentations on a variety of familiar topics and some concrete topics I have researched <p><u>Bloom's and the World Language Classroom:</u></p> <p>Unit-Specific Can-Do Statements: (*heavier focus on interpersonal and presentational Can-Do)</p> <ul style="list-style-type: none"> • I can identify and describe the setting, plot, and characters of a film. • I can identify and discuss symbolism in a film • I can identify and discuss the themes of a novel and a film • I can describe what happened in a film • I can predict what might happen in a film • I can infer the meaning of words based on their context • I can compare and contrast various aspects of the film • I can give opinions about various aspects of the film • I can describe and discuss characters and their development in the film and novel • I can debate and discuss the outcomes of the films

<p>Standards and Competencies: New Jersey Student Learning Standards Grade levels: K-12 6-12 9-12</p>	<p>Interpretive:7.1.IH.A.1, 7.1.IH.A.2, 7.1.IH.A.3, 7.1.IH.A.4, 7.1.IH.A.5, 7.1.IH.A.7, 7.1.IH.A.8</p> <p>Interpersonal:7.1.IH.B.3, 7.1.IH.B.4, 7.1.IH.B.5, 7.1.IH.B.6</p> <p>Presentational: 7.1.IH.C.2, 7.1.IH.C.3, 7.1.IH.C.4, 7.1.IH.C.5</p>
<p>Proficiency Level of Tasks in This Unit and Proficiency Benchmarks:</p> <p>Novice Low/ Mid/ High.</p> <p>Intermediate Low/ Mid/ High</p> <p>Proficiency Benchmarks (ACTFL)</p>	<p>Performance Level: Intermediate-High</p> <p><u>Proficiency Benchmarks:</u></p> <ul style="list-style-type: none"> • I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written or signed. • I can participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. • I can communicate information, make presentations and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written or signed language.
<p><u>Performance Assessments:</u></p> <p><i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p><i>*ACTFL Appendix D template is useful for creating Interpretive activities.</i></p>	<p><u>Authentic Resource</u> (general or specific):</p> <p>Interpretive Task Overview (reading and/or listening):</p> <ul style="list-style-type: none"> • Students will watch the film and complete a comprehension guide • students will read about the time period in France shortly after the First World War • students will read about Provence, France (setting of the films) <p>Interpersonal Task Overview (written or oral):</p> <ul style="list-style-type: none"> • Students will discuss various characters in the film and their roles in their families as well as their community • Students will discuss and debate various themes and also the outcomes of the films. <p>Presentational Task Overview (written or oral):</p> <ul style="list-style-type: none"> • Students will write an essay on their opinion of who is responsible for the death of Jean

<p>Language Structure, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Structures/grammar (general or specific):</p> <ul style="list-style-type: none"> ● all grammar tenses: present/future/past ● compound tenses <p>Vocabulary (general or specific):</p> <ul style="list-style-type: none"> ● structure of a novel / film ● vocabulary specific to the novel/film ● expressions of opinion
<p><u>Formative Practice and Assessments:</u></p> <p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<p>Interpretive:</p> <ul style="list-style-type: none"> ● Read a short biography about Marcel Pagnol and answer questions ● Read biographies of the major actors and answer questions ● Watch the two films ● Read excerpts from the novel and answer questions ● Read and discuss Movie reviews and blogs from the film ● Read and discuss film summaries ● Compare/Contrast the novel and the film ● Answer true/false questions about the films and justify your answer ● Complete exercises using vocabulary words in the context of the film ● Read and discuss Movie posters and summaries ● Put events in order ● Discuss and investigate “Céssar” in France (Oscars) <p>Interpersonal:</p> <ul style="list-style-type: none"> ● Poll your classmates about who is their most favorite/least favorite character in the films ● Discuss with a partner the events of the segment and their reactions ● Poll classmates about what they think will happen next in the film ● Discuss with group each of the key players and what their role is in the family ● Poll classmates on who is responsible for Jean’s failures ● In groups, prepare a response to Teacher directed questions <p>Presentational:</p> <ul style="list-style-type: none"> ● Prepare a short biography of one of the actors in the film ● Record a FlipGrid to answer a thought provoking question from the film ● Analyze one character with a small group and present to the class ● Write summaries of segments of the film ● Prepare a different ending to the film and share with the class

<u>Instructional Strategies and Resources:</u> <i>Possible modifications and accommodations</i>	https://www.bhprsd.org/Page/3193
Interdisciplinary Connections:	English: parts of a film, character analysis History: France post WW1 Sociology: family, community Science: weather, agriculture Geography: South of France Technology: Flipgrid.com, Quizlet.com, Gimkit.com, YouTube.com, charlala.com, Adobe Spark
<u>Career Ready Practices</u>	<u>NJ Career Ready Practices:</u> CRP2, CRP4, CRP6, CRP8, CRP11, CRP12
Technology Standards	<u>NJ Standards</u> 8.1.12.A.1 8.1.12.A.2