

## **French IV Honors SYLLABUS**

### **Course Content and Timeline**

#### **A. Review**

- Conjugate regular and irregular verbs in the present tense (7.1.IM.A.8)
- Form the *passé composé* with the helping verbs *avoir* and *être* (7.1.IM.A.8)
- Conjugate reflexive verbs in the present, imperative, *passé composé*, imperfect, conditional, and future (7.1.IM.A.8)
- Identify vocabulary from Levels 1,2, and 3 (7.1.IM.A.4,5 B.3)
- Identify school supplies and school subjects (7.1.IM.B.3,4,5 C.2)
- Apply direct and indirect object pronouns to replace nouns (7.1.IM.A.8)
- Describe past events while distinguishing between the *passé composé* and imperfect tenses (7.1.IM.B.4 C.3)
- Create and present a conversation about the first day of school (7.1.IM.B.5, C.3)
- Identify features at an amusement park or winter resort (7.1.IM.A.2,3,4)
- Describe school schedules, workload, and supplies (7.1.IM.B.2,3,5)
- Compare and contrast the education systems of US and Francophone countries (7.1.IM.C.5)
- Identify Senegal and discuss its geography and education system (7.1.IM.C.5)
- Describe the events of Carnaval in Quebec (7.1.IM.C.5)

#### **B. Les rapports humaines**

- Describe specific past events with the *passé composé* (7.1.IM.A.4,5 B.5)
- Compile and examine examples of the *passé composé* and the imperfect within an excerpt (7.1.IM.A.3,7)
- Express opinions about the height, weight, look, and general characteristics of a suspect in a crime (7.1.IM.A.2 B.4 C.3)
- Describe physical traits and surroundings in detail using the imperfect tense (7.1.IM.A.4,5 B.5)
- File an original complaint with the appropriate authorities (7.1.IM.B.4 C.2)
- Offer reasons why certain things were and were not completed using the *passé composé* and imperfect (7.1.IM.A.3,4 B.2)
- Express concern using appropriate vocabulary and gestures (7.1.IM.B.2,3)
- Write a letter to a friend, parent, or relative describing a difficult situation you encountered (7.1.IM.C.2,3)
- Describe physical traits and other features using reflexive verbs (7.1.IM.A.3,6,8 B.3,4)
- Identify and create present participles to describe people, places, and things (7.1.IM.A.3,8)
- Utilize negative expressions in sentences (7.1.IM.A.3,8)

#### **C. L'histoire de la France**

- Describe the origins of the French people (7.1.IM.C.4,5)
- Identify important historical figures, their policies, and their contributions to France from 1598 A.D. to present day (7.1.IM.C.4,5)
- Compare and contrast the French and American Revolutionary Wars (7.1.IM.C.4,5)
- Describe the causes, events, and consequences of the French Revolution (7.1.IM.C.4,5)
- Describe the origins, similarities, and differences between the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> Republics (7.1.IM.C.4,5)
- Describe the causes, events, and consequences of World War I and World War II (7.1.IM.C.4,5)
- Compare and contrast the political structures of the 5<sup>th</sup> Republic with the government of the United States (7.1.IM.C.4,5)
- Create a newspaper describing the happenings of an important event during the French Revolution (7.1.IM.C.1,2,3)

## D. Les Arts

- Express obligation and necessity using *Il faut que* and the subjunctive (7.1.IM.A.3,8 B.4)
- Express wish and necessity using *vouloir que* and the subjunctive (7.1.IM.A.3,8 B.3)
- Conjugate the irregular verb *se plaire* to express what you like or dislike (7.1.IM.A.3,7,8 C.4,5)
- Write descriptively about past situations using the *passé composé* and *imparfait* (7.1.IM.C.2,4,5)
- Identify, ask about, and describe various francophone artists, singers, and writers (7.1.IM.C.4,5)
- Research and write about famous artists/titles in French Arts and Entertainment (7.1.IM.C.4,5)
- Role-play French and American celebrities appreciating a piece of art (7.1.IM.C.4,5)
- Speak about what to do for fun and relaxation (7.1.IM.C.1,2,3)
- Express possibility and impossibility using the subjunctive (7.1.IM.A.3,8 B.4,5)
- Find and utilize information in an entertainment guide (7.1.IM.A.1,4,5,6)

## E. Le Petit Prince

- Identify new vocabulary words to improve comprehension of the story (7.1.IM.A.3,7,8)
- Identify and describe the main characters and events of *le Petit Prince* (7.1.IM.A.8)
- Identify important events in the life of Antoine de Saint-Exupéry and discuss their impact on his writings (7.1.IM.C.4,5)
- List several philosophies from *Le Petit Prince* and discuss the relevance to our own lives (7.1.IM.A.5,6 C.5)
- Identify new grammatical structures to improve comprehension of the story (7.1.IM.A.3,7,8)
- Take notes on the characters and events of a French text (7.1.IM.A.5,6)
- Identify various symbols in the text and describe their significance to the text and our own lives (7.1.IM.A.5 C.3,4)
- Describe the impact of flashbacks throughout the story to understand its effectiveness and improve understanding of the chronological events of the story (7.1.IM.A.4 C.3,4)
- Recognize the *passé simple* in a French work (7.1.IM.A.3,8)

## Course Expectations and Skills

1. Maintain a notebook.
2. Apply vocabulary and grammar to reading, writing and listening comprehension assignments.
3. Develop and perform dialogues and oral presentations in all tenses.
4. Create a variety of chapter-based projects including those which require the use of technology and the development of an Electronic Portfolio.
5. Develop a cross-cultural awareness through exposure to cultural practices.

## Resources

Text Books:

*C'est à toi 3*

Supplemental Materials:

*C'est à toi 3 Grammar and Vocabulary*

*C'est à toi 3 Workbook*

*C'est à toi 3 Communicative Activities*

*Le Petit Prince*

## Grading Scale

Category	College Prep (Honors)
Classwork	20%
Homework	20%
Minor Assessments	20%
Major Assessments	40%

# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<b>Course/Unit Title:</b> French 4 – Unit 1: Review	<b>Unit Summary:</b> Unit 1 of French 3 reacquaints students with vocabulary and grammatical concepts taught in Levels 1, 2, and 3 as well as readjusting students to speaking and hearing mostly French in the classroom. The regular, irregular, and reflexive verbs of Levels 1, 2, and 3 will be reviewed in the present tense, passé composé, imperfect, conditional, and future forms. Other grammatical items to be reviewed include object pronouns, interrogative pronouns, adverbs, and infinitives. The grammar review is included with vocabulary about schools, school supplies, amusement parks and winter sports.
<b>Grade Level(s):</b> 12	
<b>Essential Question(s):</b> <ul style="list-style-type: none"> <li>- What language learning skills do I already have?</li> <li>- Why are some verbs regular and some irregular?</li> <li>- How fluent do I need to be in order to communicate effectively?</li> <li>- Why can't you use the same words or expressions with everyone in every situation?</li> <li>- What language skills have I retained from French 1-3?</li> <li>- How can I express myself and share the same information with others in French?</li> <li>- How can I describe things that happened in the past?</li> <li>- What are my motivations to learn another language?</li> <li>- How might learning a language open "doors of opportunity"?</li> <li>- How can I sound more like a native speaker?</li> <li>- How do I find out</li> </ul>	<b>Enduring Understanding(s):</b> <ul style="list-style-type: none"> <li>- You can learn a 2<sup>nd</sup> (or 3<sup>rd</sup>) language.</li> <li>- You already have language and communication skills that you can utilize while learning a new language.</li> <li>- The goal is effective communication, not word-for-word translation.</li> <li>- There are multiple ways to say the same thing.</li> <li>- People have different styles of learning.</li> <li>- Learning a language is an on-going process.</li> <li>- A dictionary doesn't give you syntax.</li> <li>- The language we use changes with the situation.</li> </ul>

meaning when words are  
not understood? |

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

Learning Target	NJCCCS or CCS
1. Conjugate regular and irregular verbs in the present tense.	1. 7.1.IM.A.8
2. Form the <i>passé composé</i> with the helping verbs <i>avoir</i> and <i>être</i> .	2. 7.1.IM.A.8
3. Conjugate reflexive verbs in the present, imperative, <i>passé composé</i> , imperfect, conditional, and future.	3. 7.1.IM.A.8
4. Identify vocabulary from Level 1, 2, and 3.	4. 7.1.IM.A.4,5,B.3
5. Identify school supplies and school subjects.	5. 7.1.IM.B.3,4,5 C.2
6. Apply direct and indirect object pronouns to replace nouns.	6. 7.1.IM.A.8
7. Describe past events while distinguishing between the <i>passé composé</i> and imperfect tenses.	7. 7.1.IM.B.4, C.3
8. Create a conversation about the first day of school.	8. 7.1.IM.B.5, C.3
9. Identify features at an amusement park or winter resort.	9. 7.1.IM.A.2,3,4
10. Describe school schedules, work load, and supplies.	10. 7.1.IM.B.2,3,5
11. Compare and contrast the education systems of US and Francophone countries.	11. 7.1.IM.C.5
12. Identify Senegal and discuss its geography and education system.	12. 7.1.IM.C.5
13. Describe the events of Carnaval in Quebec.	13. 7.1.IM.C.5

### Inter-Disciplinary Connections:

**English** – Students will review in French parts of speech, irregular verbs, regular verbs, reflexive verbs, object pronouns, and past tenses.

**Technology** – Students will be exposed to Microsoft Office PowerPoint for presentations, Quizlet.com and Quia.com for review of vocabulary, and the textbook website for listening activities.

**Geography** – Students will discuss the geography, culture, and French influences in Senegal and Quebec.

**Health and Physical Education** – Students will discuss popular winter sports in Francophone countries.

**Students will engage with the following text:**

- Conversation Culturelle in C'est à Toi Level 3 Chapter 1
- Quebec Carnaval website
- Excerpts from Dakar magazine (workbook p.4)
- Advertisement for Carnaval in Quebec (workbook p.28)
- Petit Nicolas "La plage, c'est chouette" (textbook p. 47-49)
- Grammar and Vocabulary Workbook
- Quia.com
- C'est à Toi Website: <http://www.emcp.com/cestatoi/>

**For Gifted/Talented Students:**

- Offer supplemental or lengthier reading materials to increase student engagement with French texts (ex; additional "Petit Nicolas" stories.)

**Students will write:**

- Short journal responses about plans for senior year, college, etc.
- Essay retelling a story using passé composé and imperfect tenses.
- Short answers about what they think of their school and how they would improve it.
- Essay comparing French and American schools.
- Conversations using reviewed vocabulary and grammar concepts.
- Daily journal entries describing the days' activities.
- Descriptions about weekend activities.

**For Gifted/Talented Students:**

- Require students to include more vocabulary words and grammar items.
- Encourage students to continue writing on their own or for an extended time.
- Provide assignment choices that require more detail and deeper understanding of material.
- Write a paragraph about your weekend and share with the class.
- Essay writing prompts from "Ecrivons".

## **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

### **DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

- Introduce yourself and ask each person what their name is and how they are doing.
- Discuss what you did over the summer.
- Complete an introduction survey about yourself and what you did over the summer.
- In small groups, list similarities and differences between yourself and your classmates.
- Read review packet of vocabulary from level 3 and highlight unknown words.
- Complete worksheet to practice regular and irregular verbs in the present tense.
- Create a 10 line dialogue about a hypothetical situation in a school.
- Complete worksheet to review the formation of the *passé composé* and *imparfait*.
- Loto with vocabulary.
- Word search with vocabulary.
- Copy vocabulary words from PowerPoint slides with pictures.
- Chorale response with vocabulary words.
- Play the snake game and the dice game with verbs (regular, irregular, reflexive verbs, *passé composé*).
- Review of vocabulary with quizlet flashcards on SmartBoard.
- Read Conversation Culturelles Chapter 1 Leçon A and B
- Complete textbook activities Chapter 1.
- In small groups, create a poste to summarize grammar concept from last year and present to class.
- Bring in an object that reminds you of something that happened this summer and share with class.
- Read Aperçus Culturel sections in textbook and discuss Senegal and Quebec's Carnaval.
- Rewrite sentences on SMART Board with object pronouns.
- Using notecards with vocabulary words – play “J'ai... Qui a...?”.
- Play Jeopardy to review concepts from Chapter 1.

#### **For Gifted/Talented Students**

- Use only the target language.
- Have students answer and ask daily questions in the target language. (ex; What are you doing after school? What did you do yesterday?)
- Ask students to repeat / rephrase what they have heard in the target language.
- Provide enrichment activities – ex; Schaum's grammar workbook, SAT II / AP practice workbooks
- Use inquiry based practice.
- Engage in supplemental readings (novels, plays, short stories, comic books, etc) and complete short summaries of what has been read.
- Assign students to tutor others having difficulties with materials.

## PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.  
IDENTIFY BLOOM'S LEVELS.



### Formative Assessments:

- Homework exercises in Grammar and Vocabulary and on worksheets
- Quizzes – grammar review quizzes, vocabulary, double object pronouns
- Test – open ended test on vocabulary, rewriting sentences in the passé composé, rewrite sentences with double object pronouns.
- Daily Warm-up Exercises: ex; identify vocabulary based on description, rewrite sentences with object pronouns, translate sentences into French.

\*These assessments will mostly require students to Remember, Understand, and Apply.

### Accommodations/Modifications:

#### For Gifted/Talented Students

- Provide supplementary or lengthier readings to increase student knowledge.
- Provide enrichment activities.
- Use inquiry based practices.
- Provide assignment choices that require more detail and deeper understand of material.
- Allow students to help or “teach” classmates.
- Provide access to leisure reading materials in target language.

### Summative Assessments:

Pre-Test, Benchmark, and End of Year Assessment

\*These assessments will mostly require students to Apply, Analyze, and Evaluate.

### Accommodations/Modifications:

[ ]

### **Performance Assessments:**

- Retell and/or write a story using the passé composé and imperfect tenses.
- Create a poster summarizing grammar topic and present to class.
- Write an essay comparing American and French school systems.
- Write and perform a short dialogue, possible topics include being called into the principals office, discussing what you are going to buy for school, showing a new student around school, etc.

**\*These assessments will mostly require students to Apply, Analyze, Evaluate, and Create.**

### **Accommodations/Modifications:**

#### **For Gifted/Talented Students**

- Provide assignment choices that require more detail and deeper understand of material.
- Allow students opportunities to access supplementary references and materials for additional vocabulary.

# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> French 4 – Unit 2: Les Rapports Humains</p>	<p><b>Unit Summary:</b> In this unit students will learn about and interact with situations of everyday life. They will practice how to ask for and give information, including filing a detailed complaint with the appropriate authorities following an incident.</p>
<p><b>Grade Level(s):</b> 12</p>	<p>Grammar concepts include the imperfect tense to describe how things were, present participles as adjectives, and reflexive verbs. Students will also expand their knowledge of negative expressions.</p>
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>- How can I tell about what happened to me?</li> <li>- What is the key to determining which past tense to use when telling a story in French?</li> <li>- What are reflexive verbs and how are they conjugated in French?</li> <li>- How do non-verbal behaviors such as eye contact and gestures affect communication?</li> <li>- How is the imperfect tense created and used in French?</li> <li>- What are important things to remember when traveling abroad?</li> <li>- What is the European Union and how is France involved?</li> <li>- How can I negate my expressions?</li> <li>- What language learning skills do I already have?</li> </ul>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>- English speakers can use a graphic organizer, such as a T-Chart to help conjugate reflexive verbs.</li> <li>- People usually give advice and suggestions based on personal experiences.</li> <li>- Learning a different language and/or culture leads to a greater understanding of one's own and other languages and cultures and why people think and act differently.</li> <li>- Knowledge of a variety of expressions of opinion helps someone share his or her actual feeling and beliefs.</li> <li>- The content of the world language classroom encompasses the entire learning experience.</li> <li>- If you witness a crime or an accident, you are obligated to tell the truth under all circumstances.</li> <li>- The context of the statement determines where to use the passé composé or the l'imparfait when telling a story in French.</li> </ul>

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Describe specific past events with the <i>passé composé</i> .	1. 7.1.IM.A.4,5 B.5
2. Compile and examine examples of the <i>passé composé</i> and the imperfect within an excerpt.	2. 7.1.IM.A.3,7
3. Express opinions about the height, weight, look, and general characteristics of a suspect in a crime.	3. 7.1.IM.A.2, B.4, C.3
4. Describe physical traits and surroundings in detail using the imperfect tense.	4. 7.1.IM.A.4,5 B.5
5. File an original complaint with the appropriate authorities.	5. 7.IM.B.4, C.2
6. Offer reasons why certain things were and were not completed using the <i>passé composé</i> and the imperfect.	6. 7.1.IM.A.3,4,5 B.2
7. Express concern using appropriate vocabulary and gestures.	7. 7.1.IM.B.2,3
8. Write a letter to a friend, parent, or relative describing a difficult situation you encountered.	8. 7.1.IM.C.2,3
9. Describe physical traits and other features using reflexive verbs.	9. 7.1.IM.A.3,6,8 B.3,4
10. Identify and create present participles to describe people, places, and things.	10. 7.1.IM.A.3,8
11. Utilize negative expressions in sentences.	11. 7.1.IM.A.3,8

### Inter-Disciplinary Connections:

**Social Studies** – Students will discuss international travel and interactions with customs and the police.

**English and Creative Writing** – Students will discuss reflexive verbs, negatives, past tense, telling a story, and creating a column about crime and other human interest stories in a newspaper

**Technology** – Students will be exposed to Microsoft Office PowerPoint for presentations, Quizlet.com and Quia.com for review of vocabulary, textbook website for listening activities, and movie on *Georges Simenon's Inspecteur Maigret*.

**Students will engage with the following text:**

- C'est à Toi Level 3 Chapter 2
- Grammar and Vocabulary Workbook
- Textbook readings: Article about visualization, Déjeuner du Matin (p. 94-95)
- Description of important documents and checkpoints when traveling (p. 82-3, 64-5)
- Excerpt from Georges Simenon's Le Chien Jaune
- Articles from online newspapers (lemonde.fr, tempsreel.nouvelobs.com, liberation.fr, lefigaro.fr.)
- Quia.com
- C'est à Toi website: <http://www.emcp.com/cestatoi/>

**For Gifted/Talented Students:**

- Offer supplemental or lengthier reading materials to increase student engagement with French texts and watch French crime fiction stories ex; *L'inspecteur Maigret*.

**Students will write:**

- **A full and complete complaint of an incident they witnessed, ex. burglary, an accident.**
- **A letter to a friend, parent or relative describing a difficult situation in which they were involved.**
- **An original or retold story about an incident that happened.**

**For Gifted/Talented Students:**

- Require students to include more vocabulary words and grammar items.
- Encourage students to continue writing on their own or for an extended time.
- Provide assignment choices that require more detail and deeper understanding of material.
- Write a paragraph about your weekend and share with the class.
- Essay writing prompts from "Ecrivons".

## **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

### **DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

- Chorale response with vocabulary words.
- Copy vocabulary words from PowerPoint with pictures.
- Describe a picture of person using imperfect tense, partner draws what is described.
- Listen to Conversation Culturelle in C'est à toi 3 Chapter 2.
- Complete listening exercises in C'est à toi 3 Chapter 2.
- Role-play consoling someone who has been victim of a crime or an accident.
- Take notes from PowerPoint on present participles.
- "Apples to Apples" with participles: With a partner, try to finish a sentence with the most creative participle.
- Take notes from PowerPoint on negative expressions.
- Take notes from PowerPoint on reflexive verbs.
- Read excerpt from Inspecteur Maigret story and answer multiple choice questions.
- Interview a partner using reflexive verbs, summarize and share results with the class.
- Reflexive verb stations: practice various tenses of reflexive verbs, create sentences that match pictures.
- Play Loto with vocabulary.
- Word search with vocabulary.
- Play Memory with vocabulary pictures and words.
- Poll the class about their opinions on the rising rate of crime among the youth.
- Take notes from PowerPoint on *imparfait*.
- Watch textbook DVD clips for Chapter 2.
- Complete crossword puzzle with vocabulary from chapter 2.
- Textbook exercises Chapter 2.
- Read, translate, and summarize Aperçus Culturels sections Chapter 2.

#### **For Gifted/Talented Students**

- Use only the target language.
- Have students answer and ask daily questions in the target language (ex; What are you doing after school? What did you do yesterday?)
- Ask students to repeat / rephrase what they have heard in the target language.
- Provide enrichment activities – ex; Schaum's grammar workbook, SAT II / AP practice workbooks
- Use inquiry based practice.
- Engage in supplemental readings (novels, plays, short stories, comic books, etc.) and complete short summaries of what has been read.
- Assign students to tutor others having difficulties with materials.

## PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.  
IDENTIFY BLOOM'S LEVELS.



### Formative Assessments:

- Homework exercises in Grammar and Vocabulary workbook Chapter 2 and on worksheets
- Quizzes – Vocabulary (emotion vocabulary, adjectives, police station vocabulary), conjugating and using the *imparfait*, reflexive verbs
- Test – Matching, fill in the blank, and open ended test Chapter 2 on vocabulary, reflexive verbs, negations, imperfect, and present participles
- Daily Warm-up Exercises: ex; conjugate verbs in l'imparfait, conjugate reflexive verbs in various tenses, identify vocabulary words, rewrite verbs as participles, translate from French to English, finish the sentence with a participle, identify the reflexive verb pictured, etc...

\*These assessments will mostly require students to Remember, Understand, and Apply.

### Accommodations/Modifications:

#### For Gifted/Talented Students

- Provide supplementary or lengthier readings to increase student knowledge.
- Provide enrichment activities.
- Use inquiry based practices.
- Provide assignment choices that require more detail and deeper understanding of material.
- Allow students to help or "teach" classmates.
- Provide access to leisure reading materials in target language.

### Summative Assessments:

Pre-Test, Benchmark, and End of Year Assessment.

\*These assessments will mostly require students to Apply, Analyze, and Evaluate.

### Accommodations/Modifications:

[ ]

**Performance Assessments:**

- Narrate a story using the imperfect tense.
- Present the replica of a famous French crime investigator of your choice to the class. Briefly discuss the investigator and what drew you to him/her. Talk about the inspector and why he was appealing to you.

**\*These assessments will mostly require students to Apply, Analyze, Evaluate, and Create.**

**Accommodations/Modifications:**

**For Gifted/Talented Students**

- Provide assignment choices that require more detail and a deeper understanding of material.
- Allow students opportunities to access supplementary references and materials for additional vocabulary.

# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> French 3 – Unit 3: l’Histoire de la France (III &amp; IV)</p> <p><b>Grade Level(s):</b> 12</p>	<p><b>Unit Summary:</b></p> <p>In this unit, students will pick up where they left off in Level 3 with the end of the Middle Ages and the Renaissance. Students will learn about the causes and effects of the Protestant Reformation and the events that lead to the climatic French Revolution. Students will read about and discuss the lasting effects of the French Revolution and compare it with America’s Revolution. The unit continues with the fall of Napoléon I, and the rise and fall of the 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> Republics. The events and historical impact of World War I and World War II are discussed, as are the wars for independence in Algeria and Vietnam. The unit concludes with a look into the structures of the 5<sup>th</sup> Republic and the current political configuration of France.</p>
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>- How is France’s history linked to that of other European countries as well as the United States?</li> <li>- How do geography, climate, and natural resources affect the way people live and work?</li> <li>- What social, political, and economic ideas and structures existed during this time period?</li> <li>- What are the causes and consequences in France of the French Revolution, World War I and World War II?</li> <li>- How is the history of the French people reflected in modern France?</li> <li>- How have human views of the world, nature, and the cosmos changed?</li> <li>- How do wars shape alliances and contribute to national identities?</li> <li>- How do languages, cultures, and religions influence people and their nationalities?</li> </ul>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>- The regions of Alsace and Lorraine have been particularly affected by World War I and World War II.</li> <li>- The principles and consequences of colonialism have shaped France’s social, political, and economic structure.</li> <li>- The political structure of France has undergone many transformations throughout its history.</li> <li>- The history of France has shaped its modern day languages, cultures, and traditions.</li> <li>- Geography has a large impact on a group of people’s social, political, and economic ideas and structures.</li> <li>- The ideas and actions of the French Revolution were reflected in the American War for Independence.</li> <li>- Religion plays a large role in the history of France.</li> <li>- The political structure of France has many similarities and differences to that of the United States.</li> </ul>

--	--

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Describe the origins of the French people.	1. 7.1.IM.C.4,5
2. Identify important historical figures, their policies, and their contributions to France from 1598 A.D. to present day.	2. 7.1.IM.C.4,5
3. Compare and contrast the French and American Revolutionary Wars.	3. 7.1.IM.C.4,5
4. Describe the causes, events, and consequences of the French Revolution.	4. 7.1.IM.C.4,5
5. Describe the origins, similarities, and differences between the 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> Republics.	5. 7.1.IM.C.4,5
6. Describe the causes, events, and consequences of World War I and World War II.	6. 7.1.IM.C.4,5
7. Compare and contrast the political structures of the 5 <sup>th</sup> Republic with the government of the United States.	7. 7.1.IM.C.4,5
8. Create a newspaper describing the happenings of an important event during the French Revolution.	8. 7.1.IM.C.1,2,3

### Inter-Disciplinary Connections:

**History** – Students will discuss the role of France in Protestant Reformation, French Revolution, World War I, and World War II.

**Geography** – Students will utilize maps of countries of Europe.

**English and Creative Writing** – Students will create a newspaper, and read an excerpt of Emile Zola's *J'accuse*.

**Technology** – Students will be exposed to Microsoft Office PowerPoint for presentations, website with text of Zola's *J'accuse* (<http://chameleon-translations.com/sample-Zola.shtml>), and short videos from DiscoveryEducation.com about various aspects of World War I and World War II.

**Students will engage with the following text:**

- **History of France by Wade Peterson (available from Teacher's Discovery)**
- **Speech written by Charles de Gaulle**
- **"J'accuse" by Emile Zola**

**For Gifted/Talented Students:**

- Offer supplemental or more lengthy reading materials to increase student engagement with French texts ex; *Le Comte de Monte Cristo* (Napoleon's escape from exile), excerpts from French history textbook.

**Students will write:**

- **Short descriptions of the accomplishments of various French historical figures.**
- **Newspaper articles describing a particular event during the French Revolution.**

**For Gifted/Talented Students:**

- Require students to include more vocabulary words and grammar items.
- Encourage students to continue writing on their own or for an extended time.
- Provide assignment choices that require more detail and a deeper understanding of material.
- Write a paragraph about your weekend and share with the class.
- Essay writing prompts from "Ecrivons".

## **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

### **DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

- Take notes from lecture on Protestant Reformation with supplemental visuals on PowerPoint.
- Complete family tree showing relationships of French monarchies.
- Take notes from lecture about French Revolution with supplemental visuals on PowerPoint.
- Watch clips from Discovery Education website about French Revolution.
- Read excerpts from “Declaration of Rights of Man and Citizen” and compare to Declaration of Independence.
- Read excerpts from *Le Comte de Monte Cristo* describing escape of Napoleon from Elba.
- Explore website for Versailles on SMART Board.
- Summarize accomplishments/characteristics of historical figures in French or English.
- Create a newspaper front page the day after a significant event in the French Revolution.
- Take notes from lecture on Louis-Napoléon and the Franco-Prussian War through 3<sup>rd</sup> Republic with supplemental visuals on PowerPoint.
- Read excerpts from “J’accuse” by Emile Zola.
- Take notes from lecture on World War I and World War II with supplemental visuals on PowerPoint.
- Watch video clips from Discovery Education website about World War I and World War II.
- Read, translate, and find grammatical concepts in speech by Charles de Gaulle.
- Take notes from lecture on 4<sup>th</sup> and 5<sup>th</sup> Republic and current French president with supplemental visuals.
- Watch music video of Carla Bruni (wife to President Sarkozy).
- Play memory game with various terms/ figures.
- Play Jeopardy game to review terms and events.

#### **For Gifted/Talented Students**

- Use only the target language.
- Have students answer and ask daily questions in the target language (ex; What are you doing after school? What did you do yesterday?)
- Ask students to repeat / rephrase what they have heard in the target language.
- Provide enrichment activities – ex; Schaum’s grammar workbook, SAT II / AP practice workbooks
- Use inquiry based practice.
- Engage in supplemental readings (novels, plays, short stories, comic books, etc.) and complete short summaries of what has been read.
- Assign students to tutor others having difficulties with materials.

## PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.  
IDENTIFY BLOOM'S LEVELS.



### Formative Assessments:

- Homework questions summarizing daily lectures in packets
- Quizzes – historical figures and main events (1598 A.D. – 1830 A.D. and 1830 – present day)
- Daily Warm-up Exercises: ex; put the events in order, match the leader to his/her picture, match the quote to the king, put the Louis in order, write two lines to describe the mentioned figure, etc.

\*These assessments will mostly require students to Remember, Understand, and Apply.

### Accommodations/Modifications:

#### For Gifted/Talented Students

- Provide supplementary or lengthier readings to increase student knowledge.
- Provide enrichment activities.
- Use inquiry based practices.
- Provide assignment choices that require more detail and a deeper understanding of material.
- Allow students to help or “teach” classmates.
- Provide access to leisure reading materials in target language.

### Summative Assessments:

Pre-Test, Benchmark, and End of Year Assessment.

\*These assessments will mostly require students to Apply, Analyze, and Evaluate.

### Accommodations/Modifications:

[ ]

### **Performance Assessments:**

- Create the front page of a newspaper describing the actions of an important event during the French Revolution.
- Reenact an event from the French Revolution.
- Carry out a trial of Louis XVI and Marie Antoinette.

**\*These assessments will mostly require students to Apply, Analyze, Evaluate, and Create.**

### **Accommodations/Modifications:**

#### **For Gifted/Talented Students**

- Provide assignment choices that require more detail and a deeper understanding of material.
- Allow students opportunities to access supplementary references and materials for additional vocabulary.

Black Horse Pike Regional School District Curriculum Template ENGAGING STUDENTS •  
FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<b>Course/Unit Title:</b> French 4 – Unit 4: Les Arts	<b>Unit Summary:</b> Unit 3 explores French art, music and film. Students will learn how to express likes and dislikes through the appreciation of different genres of music and artists and the irregular verb <i>se plaire</i> . Students will study French artists, actors, singers, and writers, as well as explore various entertainment guides. Students will develop their writing skills in this unit as they explore the interactions of the <i>l'imparfait</i> and the <i>passé composé</i> . They will additionally learn how to express the importance and unimportance by using the subjunctive mood of regular and irregular verbs.
<b>Grade Level(s):</b> 12	
<b>Essential Question(s):</b> <ul style="list-style-type: none"> <li>- How do I know that I am getting better in using French in real life situations?</li> <li>- Who are some famous French artists and what have they contributed to francophone culture?</li> <li>- What are some strategies to remember the expressions that introduce the subjunctive?</li> <li>- How can I find more information about various cultural activities offered in Paris and other cities?</li> <li>- How do I develop communicative competence?</li> <li>- What is the primary use of the subjunctive mood?</li> <li>- What role do previously learned concepts play in forming the subjunctive?</li> <li>- How does my choice of grammatical structure affect the effectiveness of my communication and comprehension?</li> <li>- What concepts and/or elements of grammar, syntax and vocabulary transfer from language to</li> </ul>	<b>Enduring Understanding(s):</b> <ul style="list-style-type: none"> <li>- Successful communication is about knowing when, how and why to convey a message to different audience?</li> <li>- When I start thinking in French first instead of translating directly, I know I am improving in French.</li> <li>- The primary use of the subjunctive in French is to express obligation and necessity.</li> <li>- Communication skills are used to engage in conversation, interpret spoken and written materials from other cultures and present concepts in a language other than one's own.</li> <li>- A good foundation of present tense conjugations will play an important role in subjunctive formation.</li> <li>- Languages are systems of grammar, vocabulary and syntax that can be acquired through perseverance, motivation and time.</li> <li>- Exact translations between languages are impossible; however, equivalent meanings can generally be found.</li> </ul>

language?

**PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES**  
**DESCRIBE THE LEARNING TARGETS.**

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Express obligation and necessity using <i>il faut que</i> and the subjunctive.	1. 7.1.IM.A.3,8 B.4
2. Express wish and necessity using <i>vouloir que</i> and the subjunctive.	2. 7.1.IM.A.3,8 B.3,4
3. Conjugate the irregular verb <i>se plaire</i> to express what you like or dislike.	3. 7.1.IM.A.3,7,8 C.4,5
4. Write descriptively about past situations using the <i>passé composé</i> and <i>imparfait</i> .	4. 7.1.IM.C.2,4,5
5. Identify, ask about, and describe various francophone artists, singers, and writers.	5. 7.1.IM.C.4,5
6. Research and write about famous artists/titles in French Arts and Entertainment.	6. 7.1.IM.C.4,5
7. Role-play French and American celebrities appreciating a piece of art.	7. 7.1.IM.C.4,5
8. Speak about what to do for fun and relaxation.	8. 7.1.IM.C.1,2,3
9. Express possibility and impossibility using the subjunctive.	9. 7.1.IM.A.3,8 B.4,5
10. Find and utilize information in an entertainment guide.	10. 7.1.IM.A.1,4,5,6

**Inter-Disciplinary Connections:**

**English** – Students will learn and utilize the subjunctive mood, irregular verbs, and impersonal expressions, discuss strategies for telling a story, and the works and influence of writer Marguerite Duras.

**Technology** – Students will be exposed to Microsoft Office PowerPoint for presentations, Quizlet.com and Quia.com for review of vocabulary, and the textbook website for listening activities.

**Visual and Performing Arts** – Students will read about and be exposed to various works from the artists Camille Claudel and Gustave Caillebotte, musicians and composers Maurice Jarre, Angélique Kidjo and Céline Dion, and actor Daniel Auteuil.

**Students will engage with the following text:**

- C'est à Toi Level 2 Chapter 3
- Grammar and Vocabulary Workbook

- Textbook readings: Article about Characterization (p. 142-145)
- Short summaries of French celebrities (p. 108-110)
- *Pariscopes* entertainment guide
- Short book review
- Articles from online newspapers (lemonde.fr, tempsreel.nouvelobs.com, liberation.fr, lefigaro.fr.)
- Quia.com
- C'est à Toi web site: <http://www.emcp.com/cestatoi/>

**For Gifted/Talented Students:**

- Offer supplemental or lengthier reading materials to increase student engagement with French text.  
(ex; more *Pariscopes* magazines, French magazines, biographies of other French celebrities)

**Students will write:**

- **Essay about a memorable event in their lifetime.**
- **Journal entries about their artistic likes and dislikes, French movies they have seen.**
- **Describe a concert they went to and what their impressions were.**
- **Daily journal entries describing the days' activities.**
- **Descriptions about weekend activities.**

**For Gifted/Talented Students:**

- Require students to include more vocabulary words and grammar items.
- Encourage students to continue writing on their own or for an extended time.
- Provide assignment choices that require more detail and deeper understanding of material.
- Write a paragraph about your weekend and share with the class.
- Essay writing prompts from "Ecrivons."

### PART III: TRANSFER OF KNOWLEDGE AND SKILLS

#### DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Chorale response with vocabulary words.
- Listen to, read, and translate Conversation Culturelle in *C'est à toi 3* Chapter 3.
- Complete listening exercises in *C'est à toi 3* Chapter 3.
- Watch video clip of Daniel Auteuil (*Manon des Sources, Jean de Florette*).
- Watch music videos of Céline Dion, Angélique Kidjo, and *Doctor Zhivago*.
- Write short summaries of events in lives of French celebrities, using *passé composé* and *imparfait*.
- Bring in an object from your childhood and tell the class about an event that it reminds you of.
- Question and answer about whether you like certain songs/books/art using verb *se plaisir*.
- One group begins telling a story based on a picture using *imparfait*, story rotates and second group continues telling action of story using *passé composé*, rotate again and finish story.
- Play Memory and anagram games with vocabulary on SMART Board.
- Take notes from PowerPoint on subjunctive conjugations (regular and irregular verbs).
- Listen to Céline Dion song "Pour que tu m'aimes encore" and fill in blanks of lyrics, find subjunctive examples, answer short comprehension questions about song, and watch music video.
- Complete graphic organizer comparing use of subjunctive and indicative moods.
- Interview your partner using expressions that require the subjunctive and record their answers to share.
- With a partner, read *Pariscopes* magazine and find important information about various events and shows.
- Give a short oral presentation with information about your favorite movie, class guesses the movie.
- Textbook exercises on Chapter 3.
- Read, translate, and summarize *Aperçus Culturels* sections Chapter 3.
- Make a list of eight to ten artists or musicians and say and write what you like and dislike about them.
- Four Corners activity: React to statements read by the teacher by going to the corner of the room that best matches your answer.
- Dice game: practice subjunctive conjugations with a partner. Each number rolled represents a different subject pronoun.
- Pair activity: Summer is coming! Work with a partner and imagine that you are both going to France for a month-long program. Ask each other questions using the subjunctive such as *Qu'est-ce qu'il faut que tu fasses avant de partir?*

#### For Gifted/Talented Students

- Use only the target language.
- Have students answer and ask daily questions in the target language (ex; It is necessary that you ...)
- Ask students to repeat / rephrase what they have heard in the target language.
- Provide enrichment activities – ex; Schaum's grammar workbook, SAT II / AP practice workbooks.
- Use inquiry based practice.
- Engage in supplemental readings (novels, plays, short stories, comic books, etc.) and complete short summaries of what has been read.
- Assign students to tutor others having difficulties with materials.

## PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.  
IDENTIFY BLOOM'S LEVELS.



### Formative Assessments:

- Homework exercises in Grammar and Vocabulary workbook Chapter 3 and on worksheets
- Quizzes – French celebrities, subjunctive, vocabulary in an entertainment guide
- Test – open ended test on *passé composé* v. *imparfait*
- Daily Warm-up Exercises: ex; identify celebrity based on description, fill in the blank with *passé composé* or *imparfait*, finish sentences with subjunctive, decide if subjunctive or indicative is needed, etc.

### Accommodations/Modifications:

- For Gifted/Talented Students
- Provide supplementary or lengthier readings to increase student knowledge.
- Provide enrichment activities.
- Use inquiry based practices.
- Provide assignment choices that require more detail and a deeper understanding of material.
- Allow students to help or “teach” classmates.
- Provide access to leisure reading materials in target language.

### Summative Assessments:

**Pre-Test, Benchmark, and End of Year Assessment**

\*These assessments will mostly require students to Apply, Analyze, and Evaluate.

### Accommodations/Modifications:

||

### **Performance Assessments:**

- Write an essay about a memorable event in your lifetime.
- Do a show and tell presentation about an object and event from your childhood.
- Research, write a short paper and do a presentation about the life of a famous francophone.
- Describe your favorite movie to the class.
- Interview a classmate about the type of art/music they like and create a dialogue based on each of your preferences.
- Pretend you are a poet/poetess and you present your new poem at a poetry reading.

**\*These assessments will mostly require students to Apply, Analyze, Evaluate, and Create.**

### **Accommodations/Modifications:**

#### **For Gifted/Talented Students**

- Provide assignment choices that require more detail and a deeper understand of material.
- Allow students opportunities to access supplementary references and materials for additional vocabulary.

# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<b>Course/Unit Title:</b> French 4 – Unit 5: Le petit prince	<b>Unit Summary:</b> In this unit students will read their first full length novel: “Le Petit Prince” by Antoine St. Exupéry. The experiences of the author will be discussed and related to the action of the narrator in the dialogue. Students will read both independently and with the class, taking notes on new vocabulary words and grammatical structures along the way. Students will illustrate passages as well as write an essay on various themes discovered in the book.
<b>Grade Level(s):</b> 12	
<b>Essential Question(s):</b> <ul style="list-style-type: none"> <li>- How are the life and experiences of the author reflected in the actions of the novel?</li> <li>- Who are “les grandes personnes” and how does the author describe them?</li> <li>- What does it mean to be a true friend?</li> <li>- How does the author comment on and critique various peoples of our time?</li> <li>- How can I express myself and share the same information with others in French?</li> <li>- What are my motivations to learn another language?</li> <li>- How do I find out meaning when words are not understood?</li> <li>- How do our personal experiences shape our view of others?</li> <li>- How are the elements of setting, characterization, and symbolism significant in this novel?</li> <li>- How are the philosophies encountered in the novel relevant to my own life?</li> </ul>	<b>Enduring Understanding(s):</b> <ul style="list-style-type: none"> <li>- You can read a French novel.</li> <li>- Powerful literature provides insights about the human condition and human experience.</li> <li>- Language is powerful tool that can stir emotions and spark people to act.</li> <li>- Our sense of self is influenced by relationships, conflicts, and experiences.</li> <li>- You already have language and communication skills that you can utilize while learning a new language.</li> <li>- There are multiple ways to say the same thing.</li> <li>- People have different styles of learning.</li> <li>- Learning a language is an on-going process.</li> <li>- A dictionary doesn’t give you syntax.</li> <li>- The language we use changes with the situation.</li> </ul>



## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

Learning Target	NJCCCS or CCS
1. Identify new vocabulary words to improve comprehension of the story.	1. 7.1.IM.A.3,7,8
2. Identify and describe the main characters and events of <i>le Petit Prince</i> .	2. 7.1.IM.A.8
3. Identify important events in the life of Antoine de Saint-Exupéry and discuss their impact on his writings.	3. 7.1.IM.C.4,5
4. List several philosophies from <i>Le Petit Prince</i> and discuss the relevance to our own lives.	4. 7.1.IM.A.5,6 C.5
5. Identify new grammatical structures to improve comprehension of the story.	5. 7.1.IM.A.3,7,8
6. Take notes on the characters and events of a French text.	6. 7.1.IM.A.5,6
7. Identify various symbols in the text and describe their significance to the text and in our own lives.	7. 7.1.IM.A.5, C.3,4
8. Describe the impact of flashbacks throughout the story to understand its effectiveness and improve understanding of the chronological events of the story.	8. 7.1.IM.A.4, C.3,4
9. Recognize the <i>passé simple</i> in a French work.	9. 7.1.IM.A.3,8

### Inter-Disciplinary Connections:

**English** – Students will discuss and analyze various grammatical structures in text (ex; literary past, negatives, relative pronouns, demonstrative pronouns, idiomatic expressions), and various literary elements (ex; symbols, flashbacks, parallel structures, setting, cause and effect, characterization).

**Technology** – Students will be exposed to Microsoft Office PowerPoint for presentations, Quizlet.com and Quia.com for review of vocabulary, as well as YouTube videos with audio interpretations of Chapters from the Little Prince (ex; <http://www.youtube.com/watch?v=dvRlccSAHEw>).

**Geography and Science** – Students will discuss the geography of Africa, Europe, and the discovery of planets.

**Students will engage with the following text:**

- *Le Petit Prince* by Antoine St. Exupéry
- “Antoine de Saint-Exupéry” short biography excerpt from “C’est la vie” (p. 84-6)

**For Gifted/Talented Students:**

- Offer supplemental or lengthier reading materials to increase student engagement with French texts ex; literary critiques of novel, other biographies of author, other works by author.

**Students will write:**

- Short answers to questions about the novel.
- Passages in the *passé simple*.
- 4-5 paragraph essay developing a theme from the novel.
- Sticky notes to summarize chapters.
- “Tweets” to summarize chapters.

**For Gifted/Talented Students:**

- Require students to include more vocabulary words and grammar items.
- Encourage students to continue writing on their own or for an extended time.
- Provide assignment choices that require more detail and deeper understanding of material.
- Write a paragraph about your weekend and share with the class.
- Essay writing prompts from “Ecrivons”.

## **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

### **DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

- Read and translate short biography of Antoine de Saint-Exupéry.
- Translate vocabulary from chapters as a class.
- Complete guided notes on *passé simple*.
- Complete worksheets on various idiomatic expressions (*coup, n'importe, faire*).
- Complete worksheets on various irregular verbs (*rire, boire, server, tenir, se taire*).
- Loto with vocabulary.
- Chorale response with vocabulary words.
- Read chapters orally and translate as a class.
- Divide into groups, read, and act out a chapter.
- Create a timeline on the board of the actions in the novel.
- Illustrate your favorite part of the novel.
- Write a 4-5 paragraph essay on certain theme/symbol from the novel.
- Peer- edit essays in class.
- Watch the movie "Le Petit Prince".
- In groups, read a chapter and translate for the class.
- Discussion of symbols in the novel (the fox, different planets, snake, etc).

#### **For Gifted/Talented Students**

- Use only the target language.
- Have students answer and ask daily questions in the target language (ex; What are you doing after school? What did you do yesterday?)
- Ask students to repeat / rephrase what they have heard in the target language.
- Provide enrichment activities – ex; Schaum's grammar workbook, SAT II / AP practice workbooks.
- Use inquiry based practice.
- Engage in supplemental readings (novels, plays, short stories, comic books, etc.) and complete short summaries of what has been read.
- Assign students to tutor others having difficulties with materials.

## PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.  
IDENTIFY BLOOM'S LEVELS.



### Formative Assessments:

- Homework – answer comprehension questions about each chapter, take notes on sticky notes, write “tweets” to summarize chapters
- Quizzes – vocabulary quizzes, “Pop” quizzes on chapter
- Test – open ended test on vocabulary and events in novel
- Daily Warm-up Exercises: ex; Rewrite sentences with appropriate vocabulary word, put the events in order, who is being described (narrator or little prince?), true/false questions, match vocabulary word to its synonym/antonym, etc.

\*These assessments will mostly require students to Remember, Understand, and Apply.

### Accommodations/Modifications:

#### For Gifted/Talented Students

- Provide supplementary or lengthier readings to increase student knowledge.
- Provide enrichment activities.
- Use inquiry based practices.
- Provide assignment choices that require more detail and a deeper understanding of material.
- Allow students to help or “teach” classmates.
- Provide access to leisure reading materials in target language.

### Summative Assessments:

Pre-Test, Benchmark, and End of Year Assessment

\*These assessments will mostly require students to Apply, Analyze, and Evaluate.

### Accommodations/Modifications:

[ ]

**Performance Assessments:**

- Draw a picture to illustrate your favorite theme from the novel.
- Write a 4-5 paragraph essay discussing a certain theme/symbol or character.

**\*These assessments will mostly require students to Apply, Analyze, Evaluate, and Create.**

**Accommodations/Modifications:**

**For Gifted/Talented Students**

- Provide assignment choices that require more detail and a deeper understanding of material.
- Allow students opportunities to access supplementary references and materials for additional vocabulary.