

POMPTON LAKES SCHOOL DISTRICT

FRENCH 4 HONORS

COURSE OF STUDY

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Unit One	
Content Area:	World Languages
Unit Title:	Un Sejour en Louisiane
Target Course/Grade Level:	French IV Honors / 11
<p>Unit Summary: In this unit, students will learn about cultural aspects of Louisiane: French influence in Louisiana, creole aspect, food, the city of New Orleans. Students will also be presented several grammatical points such as: interrogatives, writing a letter, phrases of acceptance/refusal. Students will review the past tenses: le passé compose and l'imparfait.</p> <p>Primary interdisciplinary connections: Science, Social Studies, Health, Language Arts, and the 21st Century Life and Careers.</p> <p>21st century themes: Global awareness, economic literacy and civic literacy.</p>	
<p>Unit Rationale: Students will read more challenging passages and express themselves in French. Activities accompanying the unit provide guided communicative practice as well as opportunities for self-expression. Listening/speaking activities give students opportunities to demonstrate their comprehension of spoken French.</p>	
Learning Targets	
Standards	
<p>7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
Content Statements for Standard 7.1	
<p>The <i>passee compose</i> is used to be able to relate a sequence of past events, to describe what people did and the events that happened. The imperfect is used to describe the habitual, the routine and progressive actions. In describing a past event the <i>passee compose</i> tells what happened and narrates the actions while the imperfect sets the scene and gives the background information such as external conditions, description of the characters, etc.</p>	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information 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	Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials .

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 structures.
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.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is the French influence in Louisiana? • How did the Haitian diaspora influence Louisiana? • How does one write a letter in French? • How does one accept /refuse invitations? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Reviewing interrogative expressions aids in conversation. • Reading articles provides for discussion in the target language. • Learning cultural aspects enhances one’s knowledge.
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<p>Unit Learning Targets <i>Students will ...</i></p> <ul style="list-style-type: none"> • Learn about French influence in Louisiana • Write a letter in French • Review interrogatives • Learn about Haitian influence in Louisiana • Learn expressions of courtesy • Review past tenses l’imparfait and passé compose

Evidence of Learning

<p>Summative Assessment: Students will read and discuss in class. They will do presentations and paired activities such as skits.</p> <p>Equipment needed: Teacher computer and projector set up; student computers with internet access, text and supplemental materials.</p> <p>Teacher Resources: Presentation rubric for performance expectations.</p>

<p>Formative Assessments</p> <ul style="list-style-type: none"> • Unit Tests <ol style="list-style-type: none"> 1. Multiple choice tests 2. Listening comprehension tests 3. Speaking proficiency tests 4. Reading comprehension tests 5. Writing performance tests • Quizzes • Evaluation Questions • Workbook/Activity Book exercise packets 	<ul style="list-style-type: none"> • Compositions and essays • Cultural project • Websites <ol style="list-style-type: none"> 1. www.classzone.com 2. www.quizlet.com 3. www.eslfashcards.com 4. http://puzzelmaker.discoveryeducation.com • Discovering French video/ DVD program • Discovering French audio program • Power point presentations
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- Oral proficiency practice
- Translations

- Test generator CD-ROM

Lesson Plans

Lesson	Timeframe
Lesson 1	6 days
Lesson 2	6 days
Lesson 3	6 days
Lesson 4	6 days
Lesson 5	6 days
Lesson 6	6 days

Teacher Notes:

In order to practice the new vocabulary and grammatical structures, the students are encouraged to routinely and systematically use www.classzone.com which offers a lesson by lesson set of audio/visual materials to support the content and material of the lesson. These materials are designed to address the needs of a variety of learners.

Curriculum Development Resources

Click the links below to access additional resources used to design this unit:

www.tv5.com

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www.jecris.com

www.yourdictionary.com

www.conjuguemos.com

www.pdictionary.com/French

Unit Two	
Content Area:	World Languages
Unit Title:	Unit 2: En vogue à Paris
Target Course/Grade Level:	French IV/11
Unit Summary: In this unit, students will focus on cultural and multi-ethnic aspects of Paris. Students will review irregular verbs. Students will be introduced to grammatical structures such as: present participle, past infinitive, demonstrative adjectives and pluperfect tense.	
Primary interdisciplinary connections: Social Studies, Finance, Business, Computer Science, Marketing, 21 st Century Life and Careers, Language Arts and Math	
21st century themes: Global Awareness, Economic Literacy and Civic Literacy	
Unit Rational: As students continue to read and discuss in the target language, their skill in conversation is enhanced. This combined with learning additional structures improves their language ability.	
Learning Targets	
Standards	
7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
Content Statements: The proper application of pronouns is essential for understanding and interpreting both spoken and written French. A pronoun takes the place of a noun. It stands in for the full name or description of a person, place or thing. Unit 4 reviews the use and position of direct and indirect object pronouns with various verb tenses. It also introduces the expressions for indefinite quantities which function as adjectives, pronouns and as subjects and objects of verbs. Many products and practices related to the home and the communities are culture specific, others are not. This unit explores some of these topics as related to shopping and acquiring services.	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information 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	Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials .
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 structures.
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.
Unit Essential Questions <ul style="list-style-type: none"> • How does one use the past infinitive in French? • Why is it beneficial to learn about cultural differences? • What is daily life like in Paris? • Why is it important to differentiate between l'imparfait and passé composé? • How is the pluperfect tense formed in French? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Reviewing the use of direct and indirect object pronouns, including the pronouns <i>y</i> and <i>en</i> and their placement in a sentence, will provide the necessary structures essential for the communication skills of speaking, and writing, as well as adding proficiency in listening and reading comprehension. • Reading short stories and magazine articles as well as the samples of everyday conversations which include the use of pronouns is the best preparation for understanding written material. • Learning structures such as present participle and past infinitive advances conversational ability.
Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> • Read and discuss about Paris • Review irregular verbs • Will study and discuss fashion and clothes • Will differentiate passé composé and l'imparfait • Will learn present participle structure • Will learn past infinitive structure 	
Evidence of Learning	
Summative Assessment: There will be class discussions. Students will do paired activities. Equipment needed : Text, supplementary materials, computer, projector, white board Teacher Resources: Presentation rubric for performance expectations.	

Formative Assessments

- Unit Test
- 1. Multiple choice tests
- 2. Listening comprehension tests
- 3. Speaking proficiency tests
- 4. Reading comprehension tests
- 5. Writing performance tests
 - Quiz
 - Workbook/Activity Book exercise packets
 - Oral proficiency practice
 - Translations
 - Essays
- Cultural project
- Online Workbook
- Websites
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- 4. <http://puzzelmaker.discoveryeducation.com>
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Lesson Plans

Lesson	Timeframe
Lesson 1	6 days
Lesson 2	6 days
Lesson 3	6 days
Lesson 4	6 days
Lesson 5	6 days
Lesson 6	6 days

Teacher Notes:

In order to practice the new vocabulary and grammatical structures, the students are encouraged to routinely and systematically use www.classzone.com which offers a lesson by lesson set of audio/visual materials to support the content and materials of the lesson. These materials are designed to address the needs of a variety of learners.

Curriculum Development Resources

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www.momes.net

www.jecris.com

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www.conjugemos.com

www.pdictionary.com/French

www.cleszone.com

Unit Three	
Content Area:	World Languages
Unit Title:	Unit 3 Les Conseils d'un Français
Target Course/Grade Level:	French 4 Honors 11
Unit Summary: In this unit, students will focus on cultures and history in France, the European Nation and Martinique. They will read cultural passages, review irregular verbs, learn geographical terms and be presented the subjunctive mood.	
Primary interdisciplinary connections: Geography, Art, Language Arts, Math, Science Technology, Social Studies, 21 st Century Life and Careers.	
21st century themes: Global Awareness, Economic Literacy and Civic Literacy	
Unit Rationale: Students will learn about additional francophone cultures, review grammatical concepts and learn advanced grammatical concepts. This all adds to and aids the students in communicating in the target language.	
Learning Targets	
Standards	
7.1 World Languages:	
All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
Content Statements: The proper application of tenses is essential to understanding and interpreting spoken and written French. The future tense is used to describe what people will do and what will happen. <i>Le Futur</i> is a simple tense. One frequently uses <i>le futur proche</i> (<i>aller</i> and <i>infinitive</i>) to express an immediate future occurrence instead of <i>le futur</i> . Most of the French verbs are subject to regular formation, but there are a number of irregular verbs which undergo a change of stem. Learning the typical expressions frequently used with the future tense and studying the conjunctions of time (such as: <i>quand</i> , <i>lorsque</i> , <i>tant que</i> , <i>aussitôt que</i> , <i>des que</i>) which are accompanied by the use of <i>le futur</i> , as well as using the conditional sentences following the pattern (<i>si present futur</i>) are necessary skills for the proper use of the French language. The conditional is used to describe what people would do or what would happen if certain conditions were met. It does not express the objective reality but rather a hypothesis, a supposition, or non-confirmed information. It is also used to make suggestions. <i>Le conditional present</i> of the verbs <i>pouvoir</i> , <i>vouloir</i> , <i>aimer</i> , and <i>devoir</i> , adds a tone of politeness. Unit 5 introduces negative counterparts of certain affirmative expressions and their position in a sentence according to the various tenses being used. Many products and practices related to home and community are shared across cultures, others are cultural specific. Travel is one of the topics that assist in the development of this understanding.	
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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	Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials .	
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 structures.	
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.	
Unit Essential Questions:	<ul style="list-style-type: none"> • What is the subjunctive mood and how is it used in French? • Why is it important to read selections in the target language? • What is the French influence in Martinique? • How does one express geographical terms in French? 	Unit Enduring Understandings
		<ul style="list-style-type: none"> • Reading and discussing about additional francophone cultures enhances one's knowledge of the target language. • Learning the subjunctive mood aids in language ability • Reading poetry in the target language adds to the students' use of the target language
Unit Learning Targets		
<i>Students will ...</i>		
<ul style="list-style-type: none"> • Review irregular verbs • Learn subjunctive mood • Learn about Martinique • Read poetry in French • Learn geographical terms 		
Evidence of Learning		
Summative Assessment :		
Students will read and discuss in the target language. They will speak in French using the subjunctive. They will discuss poetry. Students will do paired activities.		
Equipment needed:		
Text, supplementary materials, computer, white board		
Teacher Resources:		
Presentation rubric for performance expectations.		

Formative Assessments

- Unit Tests
 1. Multiple choice tests
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Lesson Plans

Lesson	Timeframe
Lesson 1	6 days
Lesson 2	6 days
Lesson 3	6 days
Lesson 4	6 days
Lesson 5	6 days
Lesson 6	6 days

Teacher Notes: In order to practice the new vocabulary and grammatical structures, the students are encouraged to routinely and systematically use www.classzone.com which offers a lesson by lesson set of audio/visual materials to support the content and materials of the lesson. These materials are designed to address the needs of a variety of learners.

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www.classzone.com

Unit Four	
Content Area:	World Languages
Unit Title:	La Maison au Sénégal/Un Tableau suisse
Target Course/Grade Level:	French 4 Honors / 11
Unit Summary:	In this unit the students will focus on the cultures of Senegal and Switzerland. They will read literary excerpts by Jacques Rousseau and Benjamin Constant. They will learn the irregular verbs <i>craindre</i> , <i>peindre</i> and <i>atteindre</i> . They will study the conditional tense and review comparative and superlative adjective degrees.
Primary interdisciplinary connections:	Art, Language Arts, Math, Science, Technology, Social Studies, 21 st Century Life and Careers.
21st century themes:	Global awareness, Economic Literacy and Civic Literacy
Unit Rationale:	Students will read excerpts from French literature, learn about the cultures of Senegal and Switzerland and continue grammatical points. Learning new vocabulary and grammatical structures in conjunction with enriching their cultural awareness in such situations will prove to be a valuable lesson for their future travel experiences. The activities that accompany the unit provide meaningful guided oral practice in meaningful contexts with frequent opportunities for self-expression, listening, and speaking that will demonstrate the students' comprehension of spoken French in a variety of realistic contexts. The content and skills acquired will provide tangible tools for the students' future needs as tourists in the francophone world.
Learning Targets	
Standards	
7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
Content Statements: The proper application of comparative adjectives and adverbs to compare people, places, things and situations is essential for understanding and interpreting both spoken and written French. The comparative construction mandates the placement of the modifiers <i>plus</i> , <i>moins</i> , and <i>aussi</i> in front of the adjective or adverb followed by <i>que</i> (than) after the person, object or situation compared. When comparing two quantities, the expressions <i>plus de</i> , <i>autant de</i> , and <i>moins de</i> are used in front of the noun followed by <i>que</i> . The superlative constructions are used to compare people or things with the rest of a group. Its formation consists in adding the definite article <i>le</i> , <i>la</i> , or <i>les</i> in front of the comparative construction. After the superlative construction <i>de</i> is used to introduce the reference group. The position of the adjective (before or after the noun) is usually the same as in the regular construction. In part two of the unit the interrogative <i>lequel</i> , the demonstrative <i>celui</i> and possessive <i>le mien</i> pronouns constitute the grammatical content. The interrogative pronoun has four different forms (<i>lequel</i> , <i>laquelle</i> , <i>lesquels</i> and <i>les quelles</i>). Each one consists of two parts, both of which agree with the noun they replace. Prepositions <i>a</i> and <i>de</i> contract with <i>lequel</i> in the masculine singular and plural forms. Possessive pronouns replace	

nouns introduced by the possessive adjectives. They consist of two parts, both of which agree with the noun they replace. Prepositions *a* and *de* contract with the possessive pronouns.

CPI #	Cumulative Progress Indicator (CPI)
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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	Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials .
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 structures.
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.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Why is it beneficial to study the cultures of Switzerland and Senegal? • How does reading literary excerpts in the target language enhance the students' knowledge of the target language? • Why is it important to learn the comparative and superlative degrees of adjectives? • Why is necessary to study irregular verbs. 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Learning how to use the French adjectival and adverbial constructions the students will be better prepared to express their thoughts orally and in writing in both formal and informal settings. • Learning irregular verbs enhances students' ability to speak in French. • Learning about other cultures adds to students' • knowledge in general • Reading literature in the target language allows students to express their ideas
<p>Unit Learning Targets <i>Students will ...</i></p> <ul style="list-style-type: none"> • Read and discuss literary excerpts • Use the conditional tense • Study additional irregular verbs 	

- Use the target language to make comparisons
- Read and learn about life in Switzerland and Senegal

Evidence of Learning

Summative Assessment

Students will engage in class discussions. They will do paired activities such as: skits. They will complete an essay.

Equipment needed: text, supplementary materials, computer

Teacher Resources: Presentation rubric for performance expectations.

Formative Assessments

- Unit Tests
 1. Multiple choice tests
 2. Listening comprehension tests
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Lesson 3	6 days
Lesson 4	6 days
Lesson 5	6 days
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www.classzone.com

www.quizlet.com

Unit Five	
Content Area:	World Languages
Unit Title:	La Provence/Le Québec
Target Course/Grade Level: French IV/11	
Unit Summary: In this unit the students will focus on the province of Provence and Quebec, Canada. They will learn cultural aspects of each region. They will be introduced to the passive voice, learn relative pronouns, irregular verbs naître and mourir and review the subjunctive. Also, students will continue to read literary excerpts.	
Primary interdisciplinary connections: Language Arts, Science, Technology, Finance, Social Studies, 21 st Century Life and Careers.	
21st century themes: Global Awareness, Economic Literacy and Civic Literacy	
Unit Rational: Students will read challenging literary passages and discuss in French. Learning additional grammar and engaging in listening and speaking activities give students opportunities to demonstrate their foreign language abilities.	
Learning Targets	
Standards	
7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
Content Statements: The proper application of the indicative and subjunctive moods is essential to understanding and interpreting spoken and written French. Whereas the indicative mood is objective in that it is used to describe facts and make statements of what is considered to be certain, the subjunctive mood is subjective. It is used to express feelings, judgments and emotions relating to an action. It states what is considered to be desirable, possible, doubtful or uncertain. The subjunctive is used when the feeling or judgment concerns someone or something other than the subject.	
CPI #	Cumulative Progress Indicator (CPI)
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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.
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7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials .

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 structures.
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.
Unit Essential Question <ul style="list-style-type: none"> • What is the passive voice in French? • Why is it important and beneficial to learn about Provence and Quebec? • How does learning additional verbs enhance students' use of the language? • How do relative pronouns add to conversation in the target language? • How does reading excerpts from French and Canadian literature add to students' language ability and knowledge in general? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Learning cultural aspects enhances students' knowledge • Learning passive voice provides another mode of conversation in the target language • Learning new and reviewing previous grammatical points strengthens students' language ability
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • Will read about the history and life in Provence and Quebec • Will learn passive voice • Will read French and Canadian literature • Will review subjunctive mood • Will learn relative pronouns • Will learn additional irregular verbs 	
Evidence of Learning	
Summative Assessment: Students will discuss literary passages read in class. They will do presentations and paired activities such as skits. Equipment needed: text, supplementary materials, computer Teacher Resources: Presentation rubric for performance expectations.	
Formative Assessments <ul style="list-style-type: none"> • Unit Tests <ol style="list-style-type: none"> 1. Multiple choice tests 2. Listening comprehension tests 3. Speaking proficiency tests 4. Reading comprehension tests 5. Writing performance tests <ul style="list-style-type: none"> • Quizzes • Evaluation Questions • Workbook/ Activity Book exercise • Cultural project • Online Workbook • Websites <ol style="list-style-type: none"> 1. www.classzone.com 2. www.quizlet.com 3. www.eslfashcards.com 4. http://puzzlemaker.discoveryeducation.com <ul style="list-style-type: none"> • Discovering French video/ DVD program • Discovering French audio program 	

- packets
- Oral proficiency practice
- Translations
- Compositions and essays

- Power point presentations
- Test generator CD-Rom

Lesson Plans	
Lesson	Timeframe
Lesson 1	6 day
Lesson 2	6 days
Lesson 3	6 days
Lesson 4	6 days
Lesson 5	6 days
Lesson 6	6 days

Teacher Notes:
In order to practice the new vocabulary and grammatical structures, the students are encouraged to routinely and systematically use www.classzone.com which offers a lesson by lesson set of audio/visual materials to support the content and materials of the lesson. These materials are designed to address the needs of a variety of learners.

Curriculum Development Resources
Click the links below to access additional resources used to design this unit:

www.conjuguemos.com

www.pdictionary.com/French

www.puzzlemaker.discoveryeducation.com

www.classzone.com

www.quizlet.com

Content Area	Social Studies
Unit Name	
Interdisciplinary Connections	Mathematics, Technology, and English Arts, Science
Core Instructional Materials including digital tools	Textbooks, Classroom Resources, Digital Tools
21st Century Themes and Skills	For information related to the 12 Career Ready Practices follow the links below: http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf

	<p>Personal Financial Literacy 9.1 http://www.state.nj.us/education/cccs/2014/career/91.pdf</p> <p>Career Awareness, Exploration, and Preparation 9.2 http://www.state.nj.us/education/cccs/2014/career/92.pdf</p> <p>Career and Technical Education 9.3 http://www.state.nj.us/education/cccs/2014/career/93.pdf</p>
<p>8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</p>	<p>K-2: Navigate provided URL'S, Use basic word processing to create and illustrate a simple story, Work collaboratively with peers on project, Use digital tools to explore an issue and design solution for a problem, Identify how technology improves life, Use digital tools to design an approach to solving problems.</p> <p>3-5: Peers collaborate to produce text about current events; Understand the consequences for inappropriate use of technology and social media, Apply engineering designs to data collection and solutions, Understand how technology evolves based on need and cultural influences.</p> <p>6-8: Select appropriate technology and applications to create publication on global topic, Use technology and social media responsibly, Employ a wide range of digital resources to collect data and form solutions, Identify the forces that come into play for further development of technology; apply engineering design process to real world problems.</p> <p>9-12: Create and edit multi-page document for public presentation.</p>

Considerations for classified students:

Classroom Instruction:

- All instruction for classified students will be guided by the students' Individualized Education Plan (IEP).
- Regular education teachers will be responsible for differentiating instruction for classified students based on the instructional modifications listed in the IEP.
- In the case of General Education - Supported Instruction (GE-SI) Classes, the special education teacher will be responsible for support in modifying the curriculum for the students, informing the class room teacher of the modifications, and directing instructional aide(s) to provide support accordingly.
- Grading will be done collaboratively by the regular and special education teachers.

Modifications:

- Modifications include but are not limited to:
 Extra time for assignments, modified classwork/homework assignments based on disability, preferential seating, study guides, copies of class notes, assistive technology and rewording/repeating or clarifying directions.

In-class Assessments:

- All assessments are to be in line with students' IEPs. In-class support teachers should modify tests for classified students. Tests may be given in the regular education classroom or completed with the inclusion teacher in another location with additional time. Students may be tested separately according to the IEP.
- Assessment grades may be modified based on a student's disability and in accordance with their IEP.

Considerations for English Language Learners (ELLs):

Classroom Instruction:

- Instruction for ESL students will be guided by their WIDA English Language Proficiency level. Teachers should receive this level from the ESL teacher assigned to the building.
- General education teachers will be responsible for differentiating instruction for ELLs with the assistance of the ESL teacher that promotes language, literacy and content learning.
- Sheltered Instruction Observation Protocol (SIOP)

<http://siop.pearson.com/about-siop/>

The following 8 components provide all teachers with lesson planning and instructional strategies that support language and learning goals for all students. This approach to teaching aligns with preparing students with college and career ready skills.

The SIOP Model components:

1. [Lesson Preparation](#)
 2. Building Background
 3. [Comprehensible Input](#)
 4. [Strategies](#)
 5. [Interaction](#)
 6. [Practice and Application](#)
 7. [Lesson Delivery](#)
 8. [Review and Assessment](#)
- In the case of Content-Based ESL (CBE), the ESL teacher and the general education teacher will be responsible for identifying language objectives and additional instructional strategies that improve proficiency in English and academic success of ELLs. Instructional strategies and the necessary scaffolds to promote student learning will be shared with the general education teacher for daily lessons that are aligned to District Curricula, CCSS, and WIDA Standards. The general Education teacher and ESL teacher will be co-teachers for a pre-determined amount of classroom instruction.
 - Grading will be done collaboratively by the regular and ESL teachers.

Modifications: The following are possible modifications but are not limited to this list –

- Direct instruction, small group or pullout, about the contrasting letter sound correspondences, syllabication patterns and morphology in English supported with connections to their native language, native language text and/or resources, graphic organizers, visuals, sentence starters/ sentence frames, cloze activities, modeling, working

with a partner, timeline and phrase wall and adapted text (in English) or specific sections of the original text, highlighted/bold-faced words within text.

- Draw pictures instead of writing/speaking.
- Match drawings with new vocabulary that might correspond.
- Work in small group or pairs with their English Only (EOs) peers for authentic content language talk and grade level modeling.
- Write simple sentences instead of complex sentences that demonstrates an understanding of academic language particular to specific content.
- Match simple sentences with new vocabulary that might apply to edit sentences.
- Have students provide examples/explanations of main idea in simple sentences. Revisions show an attempt to improve Language Control by embedding academic content vocabulary and Linguistic Complexity by expanding and varying sentence structures and using correct punctuation.
- Draw pictures instead of writing/speaking about seasonal changes. Match drawings with new vocabulary (adjective word wall, content word walls) that might correspond.
- Provide multiple opportunities for authentic speech acts to practice language skills and develop English fluency.
- Total Physical Response (TPR) to model critical thinking skills like analyze and synthesize.
- Study Guides

In Class Assessments:

- All formative and summative assessments will include modifications that support student's English Proficiency level. ESL teachers will collaborate with regular education teachers to provide appropriate differentiation for assessing ELLs.

Considerations for At Risk Students:

- At Risk students are identified by the I&RS committee in each school. The committee works to understand the reasons behind the student's low performance level in school and to create and implement a plan that is carried out by a variety of staff members in the building.
- Teachers with At Risk students are notified by the I&RS committee and provided with a copy of the plan and a timeframe for assessing the growth of the student. There are academic as well as behavioral goals that are listed for the students with recommended strategies unique to each individual.
- Classroom teachers are to follow the plan using instructional strategies that will help the student improve his/her performance while applying appropriate behavioral strategies consistent with the needs of the student.
- Teachers will report student progress to the I&RS committee within the specified timeframe for the plan.

Classroom instruction:

- Teachers will use differentiated instruction for At Risk students as they do for all students in their class. The strategies would be guided by the I&RS plan and be consistent with the student's ability and learning modality.

Modifications:

- Clarify all assignments and place specific timeframes for completion. Provide student with opportunity for one on one time for clarification.
- Set clear expectations for all assignments, in and outside of class. Keep expectations within the framework of the I&RS plan.
- Use positive reinforcement for all successes. Hold student to defined consequences for not completing work.
- Provide time outside the normal class time for completion of work. Not completing assignments is unacceptable, all assignments will be completed.

In Class Assessments:

- At Risk students should receive any modifications listed in their I&RS plan.
- If necessary, students should be provided with extended time to complete assessments.

Considerations for Gifted Students:

- Teachers will use differentiated instruction for Gifted Students as they do for all students in their class.
- Assignments and assessments can be planned and implemented with input from the student.
- Gifted students will be provided with the opportunity to demonstrate their knowledge through a variety of platforms.
- Teachers will have the latitude to provide assignments with the individual student's ability in mind.