

FRENCH IV 2007

COURSE DESCRIPTION:

French IV is a literature-based course available to those who have successfully completed French III and wish to reinforce and apply their acquired skills. The class is conducted almost exclusively in the target language using a variety of media, and students are expected to read and write extensively in the target language outside of the classroom as well. Students will be challenged to use advanced vocabulary and complex grammar including the *plus-que-parfait*, past conditional, and subjunctive. Students will also learn to recognize the forms of the *passé simple*. Classroom discussions and debates will serve to promote more fluent use of the French language while cultivating critical thinking and creative problem-solving abilities. Research will broaden students' understanding of French cultural history and awareness of current events in the Francophone world.

CORE CURRICULUM CONTENT STANDARDS:

STANDARD 7.1: COMMUNICATION

All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

STANDARD 7.2: CULTURE

All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

STANDARD 8.1: COMPUTER AND INFORMATION LITERACY

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

STANDARD 8.2: TECHNOLOGY EDUCATION

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

CUMULATIVE PROGRESS INDICATORS:

7.1: Communication

Pre-Advanced Learner Range

A. Interpretive Mode (understanding and interpretation of spoken or written

communication)

1. Demonstrate an understanding of spoken and written language, as expressed by speakers of the target language in formal and informal settings through appropriate responses.
2. Compare and contrast the use of verbal and non-verbal etiquette in the target culture with their own culture to perform a variety of functions.
 - Persuading, negotiating, offering advice
3. Analyze the historical and political contexts that connect/have connected famous people, places and events from the target culture with the U.S.
4. Synthesize information from oral and written discourse dealing with a variety of topics.
 - Television and cinema presentations
 - Teen and adult social interactions
 - Trends in education and business
5. Apply knowledge and skills gained in other core content areas to interpret information on topics related to the study of the target language and culture.
 - Grade level appropriate social studies topics and career education and consumer, family and life skills (e.g., drawing conclusions about political, economic and societal patterns in the target culture country through the use of technological data obtained using authentic sources in the target language)
6. Analyze and critique readings from authentic texts and/or from a variety of art genres.
 - Main ideas, theme and supportive details
 - Roles and significance of main characters
 - Use of figurative language (e.g., symbolism, connotation and denotation)
7. Analyze elements of the target language and comparable linguistic elements in English.
 - Influence of languages on each other
 - Syntax and morphology

B. Interpersonal Mode (direct spoken and written communication)

1. Give, respond, and ask for clarification on detailed oral and written directions, commands, and requests.
2. Interact in a variety of situations using culturally appropriate verbal and non-verbal communication strategies.
3. Ask and respond to questions as part of group discussion on topics of personal, academic or social nature.
 - Grade level appropriate health topics (e.g., explaining and supporting an opinion on a societal issue such as violence or driving under the influence of controlled substances; participating in a panel or debate on a school-wide problem such as harassment due to gender or sexual orientation)
4. Engage in oral and/or written discourse in a variety of time frames on topics of personal or social interest, or on topics studied in other core content areas.
 - Grade level appropriate career education and consumer, family and life skills

- activities (e.g., college and job interviews; transactions and negotiations: filling out a business form in the target culture, asking for telephone service to be connected, demonstrating the ability to seek and apply for a job, compromising with a parent over a weekend curfew)
- Grade level appropriate health topics (e.g., social issues: dating, behavior at school and non-school events)
 - Grade level appropriate social studies topics (e.g., analysis of the economic, scientific and political factors that led to the age of European exploration and the commercial revolution)
5. Analyze and critique a variety of culturally authentic selections.
 - Reflection of target culture in text
 - Purpose, message and style of the author
 - Use of figurative language
 - Political or social impact and relevance to self
 6. Use language in a variety of settings to further personal and/or career goals.
 - Grade level appropriate career education and consumer, family, and life skills activities (e.g., participation in career exploration, competitive events in the target language, community service, or school-to-work projects that use the target language and knowledge of its culture)

C. Presentational Mode (spoken and written communication for an audience)

1. Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or exposure to perspectives from the target culture.
 - Grade level appropriate health topics (e.g., problems and issues encountered in late adolescence)
 - Grade level appropriate language arts literacy topics (e.g., themes found in fiction and nonfiction such as hope, death, love, loyalty, honor, courage)
 - Grade level appropriate career education and consumer, family, and life skills activities (e.g., media presentation to “teach a class” about a specific topic related to other core content areas and/or the target culture)
2. Use language creatively in writing for a variety of purposes.
 - Grade level appropriate language arts literacy activities (e.g., writing a letter to the editor, an editorial or an op-ed piece in the target language for a newspaper or magazine; writing a research paper using target language sources)
3. Explain the structural elements and/or cultural perspectives of authentic selections.
 - Grade level appropriate language arts literacy activities (e.g., summary or retelling the selection with substantive description and detail; analysis of character, theme and setting and how it reflects the target culture)
4. Explain the perspectives of the target culture(s) as evidenced by their products and practices and compare those with home cultural perspectives.
 - Grade level appropriate social studies topics (e.g., attitudes and beliefs of the culture that influenced the development of its products or practices: esthetics, concept of time, sex roles, rights and duties, etc.; how a particular product or practice of the target culture compares with a similar product or practice in the U.S.)

- Grade level appropriate science topics (e.g., impact of the environment and natural resources on the development of the products and practices of the target culture)

7.2: Culture

Pre-Advanced Learner Range

A. Interpretive Mode (understanding and interpretation of spoken or written communication)

1. Analyze how the changing economic and political environment influences the development of new products and contemporary practices in the target culture.
2. Compare and contrast how the target country(ies) and the U.S. deal with current environmental issues.
3. Compare and contrast varying perspectives that exist in different target cultures as seen in television, film and other forms of the media.
4. Compare and contrast tangible products of the target culture(s) to their own culture and formulate a rationale about why people produce and use them.

B. Interpersonal Mode (direct spoken and written communication)

1. Interact in a wide range of social and professional contexts that reflect both peer-group and adult activities within the culture studied, using appropriate etiquette in verbal or non-verbal communication.
2. Discuss culturally authentic selections listened to, read, or viewed to demonstrate insights gained into the products, practices and perspectives of the target culture(s).
3. Compare and contrast for discussion common social practices in the U.S. and target culture(s) related to universal life events, such as birth, marriage, and death.
4. Analyze for discussion observable patterns of behavior and social conventions of various age groups in the target culture(s) and compare them with the U.S.
5. Analyze for discussion relationships among past and current economic and political structures and their impact on the perspectives of the culture(s) studied.

C. Presentational Mode (spoken and written communication for an audience)

1. Develop a persuasive rationale showing how the study of the target language and its culture(s) influences attitudes and views on diversity.
2. Simulate activities characteristic of the transition between high school and the workplace/university in the target culture.

8.1: Computer and Information Literacy

A. Basic Computer Skills and Tools

2. Create documents including a resume and a business letter using professional format.

3. Construct a spreadsheet, enter data, use mathematical or logical functions to manipulate and process data, generate charts and graphs, and interpret the results.

B. Application of Productivity Tools

Social Aspects

1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs.

8.2: Technology Education

B. Design Process and Impact Assessment

1. Analyze a given technological product, system, or environment to understand how the engineering design process and design specification limitations influenced the final solution.
2. Evaluate the function, value, and appearance of technological products, systems, and environments from the perspective of the user and the producer.

C. Systems in the Designed World

3. Compare and contrast the effectiveness of various products, systems, and environments associated with technological activities in energy, transportation, manufacturing, and information and communication.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

- Copy, translate and discuss quotes and expressions of the day.
- Listen to audiomagazine segments about French political and cultural figures and on topics such as the *Viaduc de Millau* and the Louvre and complete related oral and written exercises.
- Listen to a French poetry podcast.
- Watch videos and participate in related activities using unitedstreaming.
- Compare and contrast the American and French Revolutions.
- Read about and discuss French colonialism.
- Present oral reports on French explorers, rulers, writers, philosophers, and/or scientists.
- Compare and contrast the French Declaration of the Rights of Man and of the Citizen with the American Declaration of Independence.
- Read French newspaper and magazine articles in print and online and discuss them in class.
- Write titles or headlines for written materials.
- Write an essay synthesizing information from various cultural readings or video clips.

- Evaluate possible solutions to societal issues and send suggestions to an ambassador.
- Evaluate websites and/or television shows.
- Imagine how the world might be changed if historical events had unfolded differently.
- Engage in a variety of oral and written activities after reading texts such as *Les Jeux sont faits* and *Le Petit Prince*.
- Research the history of the French language and current French efforts to keep the language pure.
- Compare and contrast French and English idiomatic expressions and proverbs.
- Compare and contrast various aspects of French and English grammar.
- Infer the meaning of French texting symbols/abbreviations.
- Role-play various social and task-based situations.
- Participate in discussions and debates.
- Students research biographical information about figures from Francophone culture or history, then assume that person's identity as classmates ask questions and try to guess who it is.
- Compare opposing points of view in two editorials or speeches.
- Prepare a cover letter and résumé in French.
- Role-play an interview for a position at a French company.
- Perform skits about school events, home life, dates and social events.
- Dramatize scenes from works such as Ionesco's *Rhinocéros* and/or Voltaire's *Candide*.
- Participate in competitions such as the poetry recitation contest at William Paterson University.
- Tutor younger students in French.
- Teach a lesson to a French class at the Middle School, including a discussion of how studying French has changed one's perspective.
- Write a French-language newspaper article, film critique or restaurant review.
- Write a letter to the editor of a target-language newspaper.
- Write a poem or short story in French.
- Write a research paper using French language sources.
- Write a summary of a novel read in class.
- Write about how a particular theme is presented in various readings and films.
- Predict the ending of a novel or short story.
- Write an alternative ending for a story or film.
- Draw or paint a scene from a novel.
- Compare and contrast various aspects of French and American culture, such as:
 - Career choices of men and women
 - Attitudes towards socialized medicine and education
 - Public opinion related to events such as the war in Iraq
 - Political trends and government policies
 - Research on and beliefs about global warming
 - Per capita usage of various types of energy
 - Types of vehicles being developed and marketed (Smart Car vs. Hummer)
 - Consumerism and shopping habits
 - The role of religion
 - Lifestyles and life events

- Write about and discuss societal issues and philosophical perspectives apparent in various works:
 - *Les Jeux sont faits*: Class struggle, love, existentialism, free will, personal choices and responsibility, what is essential in life, death and the afterlife
 - *Le Petit Prince*: Love, friendship, responsibility, childhood vs. adulthood, what is essential in life
- Take a virtual tour of a French museum via the Internet.
- Create a self-directed tour tape for a wing of a French museum.
- Create a video infomercial, interview, biography, news report or documentary.
- Predict consequences of human actions or inaction.
- Present evidence in support of opinions.
- Participate in values clarification exercises in French.
- Participate in learning scenarios from the New Jersey World Languages Curriculum Framework, such as:
 - I'm a United Nations Diplomat
 - Heroes: Our Alter Egos
 - Buy My Product
- Invite guest speakers into the classroom.
- When possible, participate in field trips and excursions to theatrical presentations, French restaurants, French-speaking regions, etc.
- Interdisciplinary units in collaboration with other teachers:
 - History: The French Revolution
 - English: Unit on existentialist literature
 - Science and Math: Study the construction of architectural feats such as the Eiffel Tower, the *Viaduc de Millau* or the *Pyramide du Louvre* by I.M. Pei
 - Social Studies: The Human Migration Unit detailed in the New Jersey World Languages Framework Learning Scenarios Project

INSTRUCTIONAL STRATEGIES:

- Pre-teach vocabulary using Teaching Proficiency through Reading and Storytelling (TPRS) techniques
- Total Physical Response (TPR) activities
- Cooperative learning activities such as think-pair-share, inside-outside circles, and jigsaw lessons
- Paired oral practice
- Teacher-led, shared writing activities using the board or (overhead) projector
- Peer and group editing
- Group and individual (research) projects and presentations
- WebQuests and Internet scavenger hunts
- K-W-L procedure
- Cloze activities
- Sequencing activities
- Brainstorming
- Mind-mapping

- Graphic organizers
- Gouin series
- Dialog journals/learning logs
- Reflective thinking
- Free writing
- Living sentences
- Interviews
- Surveys
- Discussions and debates
- Dramatic presentations and skits
- Role-playing and simulations
- Structured dialogs
- Direct instruction and drills
- Mini-lessons
- How-to sheets
- Puzzles, word games and worksheets
- Individual oral questions
- Conferencing with individual students
- Mnemonic devices
- Use of a variety of visuals and realia
- Multimedia, PowerPoint and slide presentations using laptop computer and projector

EVALUATION/ASSESSMENT OF STUDENTS:

- Class participation, including daily attentiveness and oral and written classwork, as well as role-plays, skits, dialogs, oral reports, performances and presentations
- Homework, including oral practice logs, supplemental readings and written exercises
- Notebook checks/open notebook quizzes or tests
- Oral and written quizzes and vocabulary mini-quizzes
- Tests including vocabulary, reading, writing, listening, speaking and culture sections
- Various creative writing assignments
- Creative and research-based projects
- Video and/or audio recordings
- Dictations
- Translations
- Performance tasks
- Rubrics tailored to various tasks to be scored by the teacher and/or students
- Self-assessment checklists
- Portfolios
- Final exam/project

EVALUATION/ASSESSMENT OF CURRICULUM:

This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-Year Curriculum Review schedule (see attached).

RESOURCES/BIBLIOGRAPHY:

- *Standards for Foreign Language Learning in the 21st Century* (1999)
- New Jersey Core Curriculum Content Standards for World Languages (2004)
- New Jersey World Languages Curriculum Framework (1999)
- *Look, I'm Still Talking!* and supplemental materials by Blaine Ray
- *Les Jeux sont faits* by Jean-Paul Sartre
- *Le Petit Prince* by Antoine de Saint-Exupéry with audiobook
- *Le Compagnon du Petit Prince* workbook
- *Rhinocéros* by Eugène Ionesco
- *Candide* by Voltaire
- *La Parure (The Necklace)* by Guy de Maupassant
- Various French children's books, magazines and newspapers
- *Champs-Élysées* Audio Magazine and study guide
- CBAT practice tests
- *30 Projects on Communicating in French* by Wade Petersen
- *44+ Internet Projects and Activities for French Class* by Tom Alsop
- Internet resources including [unitedstreaming](http://unitedstreaming.com), french.about.com, and lepetitprince.com.
- French versions of videos including *Always* and *The Corpse Bride*
- Music by various Francophone artists
- Realia