Summit High School
Summit, NJ

Content Area: French 4
Length of Course: Academic Year

Course of Study

Course Description:

In the twenty-first century, students must be able to communicate effectively to be productive members of the global society. The following curriculum focuses on teaching French for communication, heightening student awareness of cultural perspectives and products, and preparing students to use the target language in day-to-day interactions. Students will be engaged in meaningful, motivating, and cognitively challenging work; they will actively use language each day, and they will be assessed using a variety of assessment strategies. Instruction based on the goals and standards of this curriculum will prepare students to function culturally and linguistically in our global society.

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<th>Standard 7 Communication and culture</th>
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<td>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.</td>
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Big Ideas: Course Objectives / Content Statement(s):

To help students identify cultural and historical differences as well as similarities between the American and the French cultures.

For example while studying the French impressionists students will be able to evaluate their influence on American painters. While comparing means of transportation in France and the United States, students will be able to recognize how the changing economic and political environment has influenced each country differently, reinforcing travel by rail in France and pushing further air travel in the United States.

To provide authentic material that will enable students to understand that French history has a lasting influence on French and American culture today.

For example students will be able to make connections between the events that took place when Victor Hugo wrote *Les Misérables* and the societal evolution in Europe and the United States during the 19th century.

To build upon the 4 language skills acquired in Novice-Mid, Novice-High, and Intermediate-Low levels.
Speaking: Students will use strings of sentences when speaking. They tend to become less accurate as structure and message become more complex. As complexity of the message increases, some hesitation, patterns of mispronunciation, intonation, and errors are expected.

Listening: Students will understand most spoken language when the message is deliberately and carefully conveyed. They are able to understand and retain most key ideas and most supporting details when listening to a conversation.

Writing: Students will create simple essays with multiple paragraphs when writing, using extended vocabulary and language patterns.

Reading: Students will read authentic texts on a variety of topics. They will be able to understand and retain information on history, art, literature, music, current affairs, and civilization with an emphasis on significant people and events in these fields. They will read short texts on the environment, social issues, work and leisure, geography, buildings and monuments, transportation and travel, shopping, clothes, prices, sizes and quantity to compare/contrast unique cultural elements in the target language.

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<th>Essential Questions</th>
<th>Enduring Understandings</th>
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<td>What provocative questions will foster inquiry, understanding, and transfer of learning?</td>
<td>What will students understand about the big ideas?</td>
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<td>What are the examples of environmentally responsible disposal practices?</td>
<td>Students will understand that… Language learning involves acquiring strategies to expand the use of a diverse vocabulary and convey a message. A practical language is used in diverse situations such as travel abroad (how to make travel plans, hotel reservations, purchase tickets, and ask for information), shopping, doing chores (being helpful around the house), enjoying outdoors activities, and protecting the environment.</td>
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<td>What problem-solving strategies can individuals use to reduce pollution?</td>
<td>The lens of the language influences our understanding of media.</td>
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<td>Why should we study multicultural texts?</td>
<td>Understanding of linguistic structures, expressions, and idioms is essential to understanding of cultural products.</td>
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<tr>
<td>How is our understanding of culture constructed through and by language?</td>
<td>Art, music, architecture, environmental policies, literature are all products of the target culture that offer insights into history, current life, and the people.</td>
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<tr>
<td>How does art reflect as well as shape the culture of a country?</td>
<td>Characteristics of heroes and anti-heroes are commonly described in literature of many societies.</td>
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<td>How have French cities transformed through time? How could one invent a better city?</td>
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<td>What is the role of a hero?</td>
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<td>What can we infer about the traits of Cyrano from the actions he takes? What character traits define Cyrano?</td>
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<tr>
<td>How does Victor Hugo use historical events to explain the actions of Jean Valjean? How can a writer influence society?</td>
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In what ways do different characters respond to adversity and injustice?

What are common themes found in French and American literature?

How do themes in literature reflect real life?

What are enduring questions and conflicts that writers and their cultures grappled with hundreds of years ago and are still relevant today?

How can a writer influence society?

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<th>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</th>
<th>Examples, Outcomes, Assessments</th>
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<tr>
<td>Students will:</td>
<td>Instructional Focus:</td>
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<tr>
<td>instructions connected to daily activities through</td>
<td>Students will use vocabulary</td>
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<tr>
<td>appropriate</td>
<td>related to:</td>
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<td></td>
<td>travel in France (e.g. how to</td>
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<td>make travel</td>
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Writers are powerful chroniclers of current or historical events.

Linguistic structures are important tools. The extended use of verb and verb tenses, reflexive construction, indefinite expressions of quantity, pronouns, negative expressions, comparative constructions are essential to make the speaker better understood.

Examples of cultural facts learned are: Impressionism is an important part of French culture, so are Kings Louis XIII and Louis XIV. The French rely on their train system (TGV). A famous defender of the environment was Jacques Cousteau. The Michelin guide is necessary when one travels in France. French cities have evolved throughout history. The French contemporary daily life is based on culture and history…

French Literature engenders a broader vocabulary and lends itself to a multitude of discussions. It brings a better understanding of cinema, since many French masterpieces were turned into movies: Cyrano de Bergerac, Les Misérables. The study of those masterpieces of literature will allow the students to understand the major influence of Victor Hugo on French government and culture. Students will compare/contrast French and American children’s literature: fables, tales, short stories, Le Petit Nicolas…
responses.
7.1.A.3. Discuss people, places, objects, and daily activities based on oral or written descriptions. Grade level appropriate social studies topics (e.g., famous historical and contemporary personalities from the target culture; regions, cities, historical and cultural sites in the target country; events from U.S. history and target culture history from a specific era).
7.1.A.4. Comprehend conversations and written information on a variety of topics. Academic and social interests. Current or past issues and events at home or in the target country.
7.1.A.6. Identify the main idea and theme, and describe the main characters and settings in readings from age-appropriate, culturally authentic selections.
7.1.A.7. Compare and contrast unique linguistic elements in English and the target language.
7.1.B.1. Give and follow a series of oral and written directions, commands, and request for participating in age-appropriate classroom and cultural activities.
7.1.C.1. Present student-created and/or authentic short plays, skits, poems, songs, stories or reports. Grade level appropriate visual and performing arts, language arts and career education.
7.1.C.2. Use language creatively in writing to respond to a variety of oral or visual prompts.
7.1.C.3. Engage in a variety of oral and written tasks using age-appropriate culturally authentic selections.
7.1.C.4. Describe orally, in writing, or through simulation, similarities and differences among products and practices found in the target culture with their own.
7.2.A.1. Explain how the attitudes and beliefs (perspectives) of the target culture(s) are reflected in cultural practices.
7.2.A.3. Show the relationship between the cultural characteristics found in films or videos to the cultural perspectives of the plans, purchase tickets, make hotel reservations, use railway system-TGV, airports, review names of European countries, chores (being helpful around the house), outdoors activities and protection of the environment, fashion and shopping.
2. Emphasis on linguistic structures such as: use of essential verb tenses (e.g. contrast between the imperfect and the passé-composé) use of reflexive construction, formation and use of subjunctive and conditional; recognize use of passé-simple in literature. Use of indefinite expressions of quantity, pronouns, negative expressions, and comparative constructions.
3. Cultural and historical units: contemporary daily life, introduction to the arts (Impressionists), to history (Louis XIII and the 17th century, life in the 19th century), to famous people (Cousteau, Michelin...), to means of transportation (history of the TGV), to historical background of French cities (compare/contrast French cities and houses to American ones).
4. Emphasis on building reading skills while expanding vocabulary. Students will read Cyrano de Bergerac and Les Misérables and discuss/interpret readings (movies are shown to strengthen comprehension). Students will analyze novels to identify themes or central ideas as well as supporting details. They will extract the theme based on characters. Students will sample French fiction to review and reactivate some important words and structures in the context of a short and self-contained narrative (e.g., Les trois bagues, Conte pour enfants de moins de trois ans, La couverture, Le Petit Nicolas – King – Louisette, Le mystérieux homme en bleu, Aventure en France.
Sample Assessments:
Presentational:
• Write poems
• Research and write a presentation on a famous painter (Impressionist)
target culture(s).

7.2.B.2. Discuss various elements of age-appropriate, culturally authentic selections and identify how they reflect certain aspects of the target culture.

- Write short, well-organized essays on novels, films and cultural themes. Check for correct essay format.
- Oral questions and answer drills are assessment tools for both grammar and vocabulary. These can be performed on an individual basis or as a group activity.
- Quizzes and tests on vocabulary and language structures. Matching questions can also be used for grammar and vocabulary testing.

Interpersonal:
- Class discussions on topics, characters, plots of readings and films as well as historical facts. Students will clearly state a personal view.
- Practice communication with partner. Dialoguing will assess the students’ comprehension of how the language works, speaking skills, and use of proper grammar.
- Use SKYPE to communicate with native speakers or other students.

Interpretive:
- Record answers to questions about readings, on computer. Oral pronunciation is evaluated as well as the content of the Unit.
- Listening comprehension can be presented in a variety of ways. Students can hear questions and have to choose a written answer or provide one orally. Students can also listen to a conversation at the end of which they have to answer questions based on what they heard. Movie excerpts, YouTube clips, etc will also provide interpretive opportunities.
Interdisciplinary Connections:
Connections are made with the following areas:
Language arts (compare/contrast structure of language, patterns of speech, and etymology of words)
Art (Impressionism and French actors),
Social studies (history of France and French cities, names of countries in Europe, French everyday life and culture).

Technology Integration
Technology is a research tool.
Students use the French internet to research target language information on different topics (art, culture, history…) and to prepare presentations.
Computers and headphones are used (PowerPoint) to record answers to questions allowing students to practice speaking, listen to answers, and record a final product for assessment. Digital recorders are available for individual practice.
Students will use computers to respond to each other and discuss questions on a Blog.

Global Perspective
Students will understand the extent of diversity in products and practices that exist within the target language/culture and compare the French cultural practices with those in the United States.
Students are encouraged to become members of the World Language Club to broaden their horizons.
Travel abroad in France or in Quebec is planned to allow students exposure to real life situations in the target language.
An exchange program would welcome French-speaking students and become an added tool to expand cultural awareness and communication exchanges.
Texts and resources:

- Valette, J; Valette, R; Discovering French Rouge; McDougal Littell, 2001
- Victor, H; Les Misérables; Hachette, 1995 + DVD
- Rostand, E; Cyrano de Bergerac; GF Flammarion, 1989 + DVD
- Sempé; Gosciny; Le Petit Nicolas; Denoël, 1964
- Sempé; Gosciny; Les récrés du Petit Nicolas; Denoël, 1963
- DVD on Impressionists (Westfield High School library)
- [www.youtube.com/](http://www.youtube.com/) Video clips on TGV world record and Eurotunnel