

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

FRENCH IV

Grades 10-12

World Languages Department

2016

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French IV
Grades 10-12
Table of Contents

Core Values & Beliefs	2
Introduction & Philosophy	2
Course Goals	2
Course Enduring Understandings	7
Course Essential Questions	7
Course Knowledge & Skills	7
Course Syllabus	8
Unit 1: Our Personality and Relationships	10
Unit 2: Living in the City	12
Unit 3: The Influence of the Media	14
Unit 4: The Value of Ideas	16
Unit 5: Society in Evolution	18
Unit 6: Changing Generations	21
Unit 7: Science and Technology	24
Unit 8: Our Natural Resources	27
Course Credit	30
Prerequisites	30
Current References	30
Assured Student Performance Rubrics	30

The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

French IV follows the American Council for the Teaching of Foreign Language Guidelines and National Standards for Learning Language and the Connecticut Core Standards. This course is geared toward an integrated approach to the study of the language with an emphasis placed on communicative skills based upon the 5 “C’s” of language learning. The course enhances speaking and listening skills as various activities afford the student the opportunity to respond to topics presented in the text and from authentic auditory sources. Students will study global issues facing our world today such as the environment, globalization, technology advances, media influence, communities in transition, and justice and human rights. The students’ own culture and society will be compared with the cultures of French-speaking countries around the world. Authentic resources such as short film clips, television ads, and full-length films, as well as cultural readings and literature, will add to students’ enriched understanding and perspectives. Previously learned grammatical skills will be reviewed and new skills presented, in order to enable the student to converse, understand, read, and write with greater precision. The student will be able to both discuss and write on aspects of personal life as well as societal and global issues with greater fluency and sophistication. Students will also be guided in the use of the Internet as a tool to research chosen topics.

COURSE GOALS

The following course goals derive from the 2010 Connecticut Core Standards.

At the completion of this course, students will:

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|------------------------------|---|
| CCSS.ELA-Literacy.RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| CCSS.ELA-Literacy.RL.11-12.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. |

CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band independently and proficiently.
CCSS.ELA-Literacy.RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CCSS.ELA-Literacy.RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CCSS.ELA-Literacy.RI.11-12.6	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
CCSS.ELA-Literacy.W.11-12.1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-Literacy.SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
CCSS.ELA-Literacy.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

The following standards derive from the 2007 International Society for Technology in Education Standards.

At the completion of this course, students will:

ISTE Research and Information Fluency (Standard 3)	<p>Students apply digital tools to gather, evaluate and information.</p> <ul style="list-style-type: none"> a. Plan strategies to guide inquiry b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks d. Process data and report results
ISTE Digital Citizenship (Standard 5)	<p>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <ul style="list-style-type: none"> a. Advocate and practice safe, legal, and responsible use of information and technology b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity c. Demonstrate personal responsibility for lifelong learning d. Exhibit leadership for digital citizenship

The following standards derive from the 2012 American Council on the Teaching of Foreign Languages World-Readiness Standards for Learning Languages:

At the completion of this course, students will:

Interpretive Communication (Standard 1.2)

Demonstrate comprehension of content from authentic audio and visual resources.

Cultures: Practices and Products (Standards 2.1 and 2.2)

Examine, compare and reflect on products, practices, and/or perspectives of the target culture(s). Interpret the principal elements of technical, informational and narrative literary texts on topics of current and historical importance to the target culture.

Communities: Beyond the School Setting (Standard 5.1)

Interpret authentic written and aural texts within the communities of the target language.

Presentational Communication (Standard 1.3)

Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

- Produce a variety of creative oral and written presentations (e.g., original story, personal narrative, script).
- Retell or summarize information in narrative form, demonstrating a consideration of audience.
- Create and give persuasive speeches and write persuasive essays.
- Produce expository writing.

Comparisons: Culture (Standard 4.2)

Demonstrate understanding of the nature of culture through comparisons of the culture studied and one's own.

Connections: Acquiring New Information (Standard 3.2)

Acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.

- Develop an extended presentation on an academic, cultural, or career topic keeping audience, context, and purpose in mind.
- Utilize a variety of sources and reference these sources accurately, including international and domestic sources in the target language (e.g., heritage/immigrant community newspapers, radio and TV broadcasts, or websites).
- Identify and weigh relevant evidence to address globally significant researchable questions.

Interpersonal (Speaking & Listening; Reading & Writing) (Standard 1.1)

Engage in conversations, provide and obtain information, express, feelings and emotions, and exchange opinions.

- Exchange in the oral exchange of ideas in formal and informal situations.
- Elicit information and clarify meaning by using a variety of strategies.
- State and support opinions in oral interactions.
- Self-monitor and adjust language production.
- Converse in ways that reflect knowledge of the target cultural communities (e.g., geographic, historical, artistic, social, and/or political).
- Exchange, support, and discuss opinions and individual perspectives on global issues or historical themes.

COURSE ENDURING UNDERSTANDINGS

- Students will understand differences between the United States and French-speaking countries of the world, with emphasis on Francophone Africa, in areas of economics, culture, lifestyle, government, education, healthcare, etc.
- Students will understand some of the challenges involved in our changing societies due to globalization, immigration, media, technological growth, and other influences.
- Students will gain deeper insight into French language and culture through reading a novel and several short stories, articles, and poems.
- Students will understand the value of communication among individuals, within families and generations, and among differing cultures.
- Students will understand the importance of laws, justice, and human rights.
- Students will evaluate global environmental challenges.

COURSE ESSENTIAL QUESTIONS

- Why is communication among people and cultures important?
- To what extent are the changes that have happened and are happening in our world and within society beneficial?
- What rights and responsibilities does each of us have, or should each of us have, in this world?
- What is my place in this society and how can I contribute to the whole?

COURSE KNOWLEDGE & SKILLS

- Students will know about countries in the Francophone world that are very different from our own.
- Students will know how to write an organized composition or essay in a class period.
- Students will know how to analyze French literature and poetry.
- Students will know how to conduct research in French for a presentation.
- Students will know the vocabulary to speak about feelings, relationships, family, city life, politics, law, government, media (TV, film, the press), technology, scientists, problems and solutions in society, the natural world, and environmental issues.
- Students will be able to speak about the past using the necessary verb tenses.
- Students will be able to know when and how to use the subjunctive.
- Students will be able to express ideas for the future.
- Students will be able to better understand authentic sources of spoken French.
- Students will be able to discuss issues of importance in their lives, community, and world.
- Students will be able to speak spontaneously in natural dialogues of everyday life and ask questions for information.
- Students will learn to use the resources of the Vista Higher Learning website to study and practice skills.

COURSE SYLLABUS

Course Name

French IV

Level

Advanced College-Preparatory

Prerequisites

French III

Materials Required

None

General Description of the Course

French IV follows the American Council for the Teaching of Foreign Language Guidelines and National Standards for Learning Language and the Connecticut Core Standards. This course is geared toward an integrated approach to the study of the language with an emphasis placed on communicative skills based upon the 5 “C’s” of language learning. The course enhances speaking and listening skills as various activities afford the student the opportunity to respond to topics presented in the text and from authentic auditory sources. Students will study global issues facing our world today such as the environment, globalization, technology advances, media influence, communities in transition, and justice and human rights. The students’ own culture and society will be compared with the cultures of French-speaking countries around the world. Authentic resources such as short film clips, television ads, and full-length films, as well as cultural readings and literature, will add to students’ enriched understanding and perspectives. Previously learned grammatical skills will be reviewed and new skills presented, in order to enable the student to converse, understand, read, and write with greater precision. The student will be able to both discuss and write on aspects of personal life as well as societal and global issues with greater fluency and sophistication. Students will also be guided in the use of the Internet as a tool to research chosen topics.

Assured Assessments

Formative Assessments:

- Vocabulary and grammar quizzes (Units 1, 2, 3, 5, 6, 7, 8)
- Skit related to personality and relationships (Unit 1)
- Written responses to *J’attendrai le suivant . . .* (Unit 2)
- Oral recording on film of student’s choice (Unit 3)
- Group discussions on media influence (Unit 3)
- Interviews of classmates (Unit 4)
- Skit related to global ideas (Unit 4)
- Written response to *Samb et le commissaire* (Unit 5)
- Reflective paper based on peers’ presentations on French-speaking African countries (Unit 5)
- Skit related to family relationships (Unit 6)

- Short written composition based on the concept of “baobabs” in *Le Petit Prince* (Unit 6)
- Dialogue representing a conversation about the future between friends (Unit 7)
- Written summaries of and reflections on *Le Petit Prince* (Unit 7)
- Student-led discussions on *Le Petit Prince* (Unit 7)
- Written e-mail based on environmental concern (Unit 8)
- Oral recording about environmental issues (Unit 8)

Summative Assessments:

- Unit Tests (Units 1, 2, 3, 4, 5, 6, 7, 8)
- Five-paragraph written composition on important memory (Unit 2)
- In-class written composition based on *Les Choristes* (Unit 3)
- Research and presentation on country in French West or North Africa or Lebanon (Unit 5)
- Research and presentation on famous science topic (Unit 7)
- Two written compositions on *Le Petit Prince* (Unit 8)
- Midterm and final examinations

Core Texts

Champeny, Séverine. *Imaginez: Le Français Sans Frontières*. Boston: Vista, 2016. Print.
Imaginez Supersite Activities
Imaginez Student Activities Manual

Supplemental Texts

Les Choristes
 Current news from TV5 (French TV) and Euronews
French Three Years
Le Petit Prince
 Poems of teacher’s choices from French-speaking parts of Africa
Reprise
Samb et le commissaire short film
 Vista Higher Learning Supersite film clips

UNIT 1

Ressentir et Vivre: Our Personality and Relationships

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.SL.11-12.1 ACTFL Interpersonal (Standard 1.1)	Participate in discussions with a partner on their personality and their friends' and family members' personalities. They will survey other classmates about relational issues.
CCSS.ELA-Literacy.RL.11-12.4	Read " <i>Le Pont Mirabeau</i> " by Apollinaire and determine meaning of words and phrases, analyze tone, and discuss meaning and impact as a class.
CCSS.ELA-Literacy.RL.11-12.10	Read and demonstrate comprehension of Apollinaire's poem via an assessment following the study of the poem.
ACTFL Presentational Communication (Standard 1.3)	Create and present to the class a dialogue keeping audience, context, and purpose in mind.

Unit Essential Questions

- What is my personality like?
- How do I communicate my feelings to others?
- How do I ask important questions to others?
- What do friendship and family relationships mean to me?

Scope and Sequence

- Vocabulary of relationships, feelings, personality, and civil state
- Cultural reading on friendship between France and USA
- Advertisement from French TV about communication
- Spell-change verbs, idiomatic expressions, and question formation to use in talking and writing about relationships
- Discussion on cultural heritage and family traditions
- Reading of and listening to article on Cajun culture in Louisiana.
- Reading and discussion of "*Le Pont Mirabeau*"

Assured Assessments

Formative Assessment:

Students will perform a skit in which they ask one another about their courses, parents, friends, (with emphasis on personality and relationship), pastimes, food, etc. They are to incorporate new vocabulary, idiomatic expressions, and a variety of questions. This will be evaluated with the World Language Interpersonal Speaking Rubric. The teacher will use the Kagan method to pair a

strong and a less strong student together. This will count as a quiz grade in the formative assessment category of the gradebook.

Other formative assessments will include vocabulary and grammar quizzes, short writing practices, and speaking and listening exercises using the lab manual of the Vista Higher Learning website. There will be a quiz on Apollinaire's poem after reading it together and individually, completing comprehension exercises, and class discussion.

Summative Assessment:

Students will have a unit test to include: listening to an authentic dialogue about a relationship and answering open-ended questions after; vocabulary fill-in and grammar sections in which the appropriate questions must be written by the student for the answers given in dialogues; reading comprehension of a conversation on friendships and answering both open-ended comprehension questions and a personal response; and finally a composition on what to do, or not do, to keep friends. The composition will be assessed for content, style, and grammar, and will count as a test grade.

Resources

Core

- *Imaginez*
- *Imaginez* Supersite Activities
- *Imaginez* Student Activities Manual

Supplemental

- *Reprise*
- Vista Higher Learning Supersite film clips

Time Allotment

- Approximately 1 month

UNIT 2

Habiter en Ville: Living in the City

Unit Goals

At the completion of this unit, students will:

ACTFL Interpretive Communication (Standard 1.2)	Watch the short film <i>J'attendrai le suivant . . .</i> and answer comprehension and opinion questions after viewing. In groups of three, write two different endings to the film: both happy and sad.
CCSS.ELA-Literacy.RI.11-12.6	Read the article “ <i>Tout bouge autour de moi</i> ” by Dany Laferrière, and answer questions analyzing the article and providing textual evidence in responses.
ACTFL Presentational Communication (Standard 1.3)	Write a personal journal narrative of a memorable event in five paragraphs, telling what happened, how the student reacted, how the student was changed, and other details of the event, paying particular attention to the use of adjectives and adverbs.

Unit Essential Questions

- To what extent does living in the city make it easier to meet people or not?
- What is implied by urban living?
- Where would I like to live in the future?
- How can I describe the differences among urban, suburban, and country living?

Scope and Sequence

- Vocabulary of places, people, signs, and activities in a city
- Viewing of the award-winning short film on relationships *J'attendrai le suivant . . .*
- Marseille and Lyon cultural reading
- Advertisement from French TV about bike service in the city
- Reflexive and reciprocal verbs
- Adjectives and adverbs
- Reading of and listening to “*La Fête de Musique*”
- Reading and discussion of the article “*Tout bouge autour de moi*” about the Haiti earthquake.

Assured Assessments

Formative Assessment:

Following the viewing of the short film *J'attendrai le suivant . . .*, students will individually answer questions of comprehension and personal response. In groups of three, students will write two new endings to the short film, writing five to six sentences for both a happy and sad ending.

These will be shared with the whole class. Group participation, as well as quality of written work, will be assessed.

Other formative assessments will include quizzes on grammar and vocabulary.

Summative Assessment:

Students will write about a memorable, eventful time in their lives. This will be in five journalistic paragraphs, following the example of the account of the earthquake in Haiti in Laferrière's article. Students will write home and will be assessed using the THS writing rubric.

Students will also complete a unit test comprised of unit-related listening, vocabulary, grammar, readings, and two writing prompts. Each of the two writings will be assessed using the THS writing rubric.

Resources

Core

- *Imaginez*
- *Imaginez* Supersite Activities
- *Imaginez* Student Activities Manual

Supplemental

- *French Three Years*
- *Reprise*
- Vista Higher Learning Supersite film clips

Time Allotment

- Approximately 1 month

UNIT 3

L’Influence des Medias: The Influence of the Media

Unit Goals

At the completion of this unit, students will:

ACTFL Cultures: Practices and Products (Standards 2.1 and 2.2)	Examine and reflect on cultural and historic perspectives in the film <i>Les Choristes</i> in comparison with students’ own lives.
CCSS.ELA-Literacy.SL.11-12.1	In groups, discuss the influence of media in their lives as well as the changes since their parents and grandparents were young and any imagined changes to come, reflect on which form of media is the most influential, and present their conclusions to the class.
ACTFL Presentational Communication (Standard 1.3)	Summarize in narrative form the story of <i>Les Choristes</i> using past tenses.

Unit Essential Questions

- What influences do the media have in my life?
- Are the influences of the media too strong?
- How have forms of media changed in my lifetime and during the lives of my parents and grandparents?
- Has the impact of media on people changed in the past fifty years?
- What media do I use the most for information, for entertainment, for connection with others and the world?
- Is it more or less easy to be informed now than in the past?
- Are words or pictures more powerful?

Scope and Sequence

- Vocabulary of media in general, people involved in media, films and television, and the press
- Viewing of a short clip on a return to print form of news
- Passé composé
- Imparfait
- Using both past tenses together to tell a story in the past
- Verbs that change meaning in one tense or another
- Cultural reading on Québec
- Viewing and discussion of the film *Les Choristes*

Assured Assessments

Formative Assessment:

Students will prepare at home and then record themselves in the language lab speaking about a film of their choosing. This will be thought about and prepared ahead of time, but recorded without notes. Students must use the past tenses and the newly learned vocabulary to describe the setting, the action, the characters, the direction, etc. This will be assessed using the World Language Presentational Speaking Rubric.

In groups, students will discuss the influence of the media in their lives and the lives of their parents, grandparents, etc. Group conclusions will be presented to the whole class and assessed as a group grade using the World Language Presentational Speaking Rubric.

Grammar quizzes on the past verb tenses and a vocabulary quiz will also be used as formative assessments.

Summative Assessment:

After viewing *Les Choristes*, students will write an in-class composition in response to the film explaining the story to a friend, using the two past tenses. A description of time period, setting, actors, and events of story should be included. Students will express how they felt in response to the story and characters as well as other aspects of the film. Students will conclude by explaining why they would or would not recommend the film. This writing will count as a test grade and be assessed using the THS Writing Rubric.

Students will also complete a unit test comprised of listening, reading, grammar, and writing, showing mastery of all material covered in the unit.

Resources

Core

- *Imaginez*
- *Imaginez* Supersite Activities
- *Imaginez* Student Activities Manual

Supplemental

- *French Three Years*
- *Les Choristes*
- *Reprise*
- Vista Higher Learning Supersite film clips

Time Allotment

- Approximately 1 month

UNIT 4

La Valeur des idées: The Value of Ideas

Unit Goals

At the completion of this unit, students will:

ACTFL Comparisons: Culture
(Standard 4.2)

Compare their culture, in terms of freedom and equality, with the cultures of other countries in the world.

CCSS.ELA-Literacy. RI.11-12.1
CCSS.ELA-Literacy. RI.11-12.2
CCSS.ELA-Literacy. RI.11-12.5

Read the article “*Haïti, soif de liberté*” (“Haiti, thirsty for freedom”), find the central ideas, and analyze using textual evidence how those ideas are presented and developed.
Compare the story of Haiti and the fight against slavery with the ideas stated in Article 1 and Article 6 of the “Declaration of the Rights of Man and of Citizens” and the ideas of the French Revolution, considering how the US fight for independence was similar and different.
Write a summary of the text with a conclusion answering the question “Does equality exist for everyone in our country and throughout the world? Why or why not?”

CCSS.ELA-Literacy.SL.11-12.1

Debate with others in the class about issues of public security versus individual liberty, rights and responsibilities as citizens, etc.

ISTE Digital Citizenship (Standard 5)
ACTFL Communities: Beyond the School
Setting (Standard 5.10)

Understand human, cultural and societal issues related to technology by evaluating news sources from the French-speaking world during in-class discussions and debates on issues of freedom, security, political systems, and justice.

Unit Essential Questions

- What gives value to an idea: its originality or the impact it has on society?
- How can a new idea bring changes to people and society?
- What are different political systems?
- What are the universal rights of man?
- What are some things that threaten security, or hinder justice or people’s rights in our world?
- What does being a good citizen of our community and world mean?

Scope and Sequence

- Vocabulary of laws, rights, politics, people involved in politics, law and government, security, and threats to security

- Viewing and discussion of video of interviews of young Belgians giving their opinions on voting and the election process
- Discussion in pairs and as a whole class on views of city, state and national elections
- The “plus-que-parfait”: its formation and uses
- “Si” clauses
- Negation and negative expressions
- Indefinite adjectives and pronouns
- Irregular “ir” verbs
- Use of all grammar elements in communication on laws, security, and politics
- Reading and discussion of article “*Haiti, soif de liberté*” (“Haiti, thirsty for freedom”) based on questions of comprehension and opinion
- Viewing and discussion of news from TV5 (French TV) and Euronews

Assured Assessments

Formative Assessment:

After listening to the interviews of young people in Belgium concerning politics, students will conduct their own interviews of classmates followed by whole-class discussion.

Students will also prepare and perform skits of a discussion between two or three people on subjects of voting, government, and election issues such as the economy, health, equal rights, and security. The skit will include “si” clauses, negative expressions, and indefinite adjectives and pronouns. A typed copy will be handed in and assessed as a group grade; each individual will be assessed on his/her oral presentation of the skit using the World Language Interpersonal Speaking Rubric.

Summative Assessment:

Students will complete a shortened unit test with listening, reading, grammar, and writing skills based on the content of the unit. The midterm examination will follow this unit and will include everything learned in Units 1-4.

Resources

Core

- *Imaginez*
- *Imaginez* Supersite Activities
- *Imaginez* Student Activities Manual

Supplemental

- Current news from TV5 (French TV) and Euronews
- *French Three Years*
- *Reprise*
- Vista Higher Learning Supersite film clips

Time Allotment

- Approximately 1 month

UNIT 5

La Societe en Evolution: Society in Evolution

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.W.11-12.1	Write arguments to support claims in an analysis of the short film <i>Samb et le commissaire</i> , which deals with immigration and prejudice. Students will write their response to the questions “Do prejudice, stereotyping, and racism exist in our society as seen in the film?” “How can these be combatted?” and “What can we learn from this film?”
CCSS.ELA-Literacy.W.11-12.7	Students will conduct research to answer the question “How does a country [of their choosing] in French-speaking Africa differ from our own? Students will synthesize multiple sources to demonstrate understanding of this subject.
ISTE Research and Information Fluency (Standard 3)	Students will apply digital tools to gather, evaluate, synthesize and use information from a variety of sources in their research of a country in French-speaking Africa or the Middle East.
CCSS.ELA-Literacy.SL.11-12.5	Students will make strategic use of digital media (textual, graphical, audio and visual) in their presentation of their French-speaking country to the class in order to enhance their findings, reasoning, and evidence and to add the interest of digital media.
ACTFL Presentational Communication (Standard 1.3)	Students will present information, concepts, and ideas to an audience of listeners. They will conduct extended research on the academic and cultural topic of French-speaking Africa in comparison with the USA. Their presentation will keep audience, context and purpose in mind.
ACTFL Connections: Acquiring New Information (Standard 3.2)	Students will use a variety of sources, including international and domestic sources, and reference these sources accurately in the target language in their research for “ <i>Les pays d’Afrique francophone</i> ” project. They will identify and weigh relevant evidence to address globally significant researchable questions such as income per capita, life expectancy, literacy, health, education, and political issues.

ACTFL Comparisons: Culture
(Standard 4.2)

Students will gain an understanding of the nature of culture through comparing their own culture with that of their chosen African country.

Unit Essential Questions

- To what extent do racism, stereotyping, and prejudice exist in our society?
- How can we combat racism and prejudice?
- What other problems threaten a peaceful society here and in other parts of the world, and what are some solutions to these challenges?
- What effect is immigration having in the world?
- What changes is globalization bringing?
- How does multiculturalism enrich society?
- How does one balance the importance of guarding different cultural heritages while encouraging integration and assimilation into a host culture?
- How does our country compare with the countries of French-speaking Africa?
- How are cultural traditions kept alive?
- How do stories impact our culture?

Scope and Sequence

- Vocabulary of crises and horizons, movements and changes in society, and problems and solutions societies face
- Viewing of the short film *Samb et le commissaire* with pre-viewing and post-viewing questions, and discussion of immigration, prejudice, and stereotyping versus tolerance of outsiders
- Cultural readings of “*L’Afrique de l’ouest*” (“French West Africa”) and “*L’Afrique du Nord et le Liban*” (“French North Africa and Lebanon”).
- Grammar topics of partitives and quantity expressions, pronouns “y” and “en,” and order of pronouns, including grammar in the context of conversations on unit issues
- Discussions and writing on challenges that societies today face with multiculturalism, immigration, and globalization
- In-depth research of French-speaking African countries
- Class presentations of research projects with note-taking by peers
- Self-evaluation of learning from African country projects
- Reading and discussion of article “*Les Griots, maitres de la tradition orale*”
- Reading of several poems from Francophone Africa

Assured Assessments

Formative Assessment:

After learning the unit vocabulary on crises and challenges in society today, specifically in areas of immigration and prejudices, students will view the award-winning short film *Samb et le commissaire*. Following the film students will write a timed response to the prompt “Give examples of how you have seen stereotyping, racism, and prejudice in our own society and in our world and what you think are some causes and solutions.” The writing will be assessed using the THS Writing Rubric.

There will also be formative quizzes on vocabulary, grammar, and cultural readings. Also, following the class presentations on French-speaking African countries, students will write an reflective paper on what they learned from their own work and their peers' presentations.

Summative Assessment:

Students will choose a country in French West or North Africa or Lebanon and will conduct extensive guided research on their country in the target language and in English. Each student will research essential information on geography, population (age distribution), life expectancy, general health, standard of living, education, literacy, and the role of women. Research will also include the form of government, the economic production, the income per capita, and any political struggles. Students may include a brief history of the country, including any famous people, as well as the culture expressed in music, art, architecture, and literature. Students may choose to focus on certain aspects for their particular country, such as a famous wildlife preserve or a recent disease crisis or political turmoil. Finally an analysis and comparison of this country with other nations, including our own, will be made. Students must include sources, and students' notes and sources will be handed in. The research will be presented to the class using the technology of each student's choice (e.g., Prezi, WeVideo, iMovie, Power Point, etc.). Each presentation will last five minutes maximum, with the student speaking only with notes, not with a script. All students, while listening to others, will complete a note-taking worksheet for each presentation and are expected to ask questions of presenters. The presentation will be assessed using the World Language Presentational Speaking Rubric.

Students will also complete a unit test comprised of all material covered in the unit, involving listening and reading comprehension, open-ended questions, grammar usage, and a composition focused on one of two choices, either "Is immigration good for the economy of a country?" or "Is it necessary to learn the official language of a country in order to live there?"

Resources

Core

- *Imaginez*
- *Imaginez* Supersite Activities
- *Imaginez* Student Activities Manual

Supplemental

- *French Three Years*
- Poems of teacher's choice from French-speaking parts of Africa
- *Reprise*
- *Samb et le commissaire* short film
- Vista Higher Learning Supersite film clips

Time Allotment

- Approximately 6 weeks

UNIT 6

Les Generations Qui Bougent: Changing Generations

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.RL.11-12.2	Read <i>Le Petit Prince</i> to find central ideas and themes in the text, ones related to solitude, relationships, imagination, love, and tracing, and analyzing the ideas' and themes' development over the course of the story, seeing how they interact and build on one another.
CCSS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on various topics from <i>Le Petit Prince</i> . Students will build on one another's ideas and express their own clearly and persuasively in small-group and large-group discussions. Students will each be given the role of preparing to lead the discussion of one chapter of the text.
CCSS.ELA-Literacy.W.12.4	Students will write clear, organized, coherent essays in response to literature while reading <i>Le Petit Prince</i> . Students will also write essays on changes and difficulties among different generations and personal reflections on their family relationships.
ACTFL Presentational Communication (Standard 1.3)	Students will create original skits of a conversation between parents and adolescents using the subjunctive and irregular "re" verbs and the vocabulary of the unit.
ACTFL Comparisons: Culture (Standard 4.2)	Students will compare French and American adolescents in their use of cell phones and parent-teen relationships.

Unit Essential Questions

- If the experiences of one generation vary greatly from those of the following generation, does that mean necessarily that there will be a lack of understanding between the generations?
- How can parents and their children find togetherness and understanding?
- What major changes have occurred in the past fifty+ years?
- Is life harder or easier now than when my parents or grandparents were young?
- How will my relationship to my parents change in the future?
- What makes a happy childhood and happy teen years?

- In what way do I communicate most with my friends (face-to-face, texting, calling, e-mailing, tweeting, etc.)? And with my family? Is there a similar generation gap in terms of technology between French teens and their parents as there is between American teens and their parents?
- What lessons can be learned from *Le Petit Prince*, especially about relationships?
- How is it that people sometimes seem to live alone on their own planets?
- What are my hopes, desires, and emotions about life and relationships now and in the future?

Scope and Sequence

- Vocabulary of family members and family life, including cooking, personalities, life stages, and generational vocabulary
- Viewing of French television advertisement about teens and their cell phones
- The subjunctive, regular and irregular
- Impersonal expressions that use the subjunctive after, for expressing necessity, will, doubt, desire, emotion, opinion, recommendations, etc.
- Writing of -mail to friend using recommendations, emotions, wishes, etc.
- Preparation and delivery of skit using subjunctive between parent(s) and teen(s)
- Reading of Chps. I-XII of *Le Petit Prince*, completing comprehension and open-ended reflection questions
- Student-led discussions on *Le Petit Prince*
- Relative pronouns and irregular “re” verbs
- Reading of job announcements including all grammar studied in this unit

Assured Assessments

Formative Assessment:

The topics of this unit being family relationships and generational gap misunderstandings that can result, students will prepare and perform skits between teens and parents. Skits will be required to include the subjunctive for expressing necessity, emotion, wishes, etc. and must include several irregular “re” verbs as well. Students will write and memorize the conversation and act out the scene in class. The World Language Interpersonal Speaking Rubric will be used to assess the performances.

Based on an idea presented in *Le Petit Prince*, students will also write a short composition on the subject of possible “baobabs” in our lives and our world, the idea of a “baobab” being something that begins small and innocuous but can grow into something huge and dangerous, something that can take over a life or the world and destroy it (e.g., rumors, drinking, hatred, pollution, and misunderstandings). The writing will be assessed using the THS Writing Rubric.

There will also be several small vocabulary and grammar quizzes as well as listening and speaking assessments.

Summative Assessment:

Students will complete a test including all aspects of Unit 6. Listening will be of questions of an interviewer to the student about the student's experiences at Trumbull High; students must write logical answers. Students will also hear a short description of people and must define who they are using relative pronouns. Vocabulary of relationships and all grammar will be included. The test's written composition will be on whether or not the student's parents are afraid of teen driving, and why or why not. The writing will be assessed using the THS Writing Rubric.

Resources

Core

- *Imaginez*
- *Imaginez* Supersite Activities
- *Imaginez* Student Activities Manual

Supplemental

- *French Three Years*
- *Le Petit Prince*
- *Reprise*
- Vista Higher Learning Supersite film clips

Time Allotment

- Approximately 1 month

UNIT 7

Les Sciences et la Technologie: Science and Technology

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.W.11-12.4	Produce a clear, coherent, organized composition in which they imagine a scientific or technological invention that will change the world in some way. They will describe the invention and explain how it will revolutionize our daily lives.
ISTE Digital Citizenship (Standard 5)	Demonstrate understanding of human, cultural and societal issues related to technology and its ethical use through discussions on advances in technology in last fifty years, including the benefits and the dangers that have accompanied these changes.
ACTFL Presentational Communication (Standard 1.3)	Create a written dialogue of friends talking about the future. They will use the future tense and the subjunctive to express thoughts on personal dreams and expectations as well as the future for our society, our country, and the world. Students are to demonstrate purpose, context, persuasion, and creativity in the dialogue.
CCSS.ELA-Literacy.RL.11-12.4	Determine the impact of certain words and phrases, including figurative, connotative, or those with multiple meanings, in their reading of the second half of <i>Le Petit Prince</i> by Saint-Exupéry, analyzing how the author's choice of words gives a fresh, engaging understanding to the reader and imparts beauty to the work.
ISTE Research and Information Fluency (Standard 3) ACTFL Connections: Acquiring New Information (Standard 3.2)	Locate, organize, evaluate, and report information from a variety of sources and digital tools related to an invention, an inventor, a scientific discovery, a scientist, or an engineering innovation from the French-speaking world. They will use these sources accurately in the target language, identifying evidence to speak about an issue of global importance and how this advance in science or technology affected the world.

Unit Essential Questions

- Since the beginning of civilization, science, technology and new discoveries have expanded our horizons; how will they continue to do so in the future?
- Are there dangers in the application of new technologies and discoveries?

- What is the future I envisage for myself and others?
- Who are some people who have made a difference in the scientific world?
- What area of science or technology is the most interesting to me?
- How has technology affected our relationships?

Scope and Sequence

- Vocabulary of technology, invention, science, scientists, the universe, and astronomy
- Cultural readings and questions on Belgium, Switzerland, and Luxembourg
- Viewing of film clip on new advances in robotics in France
- Research of inventions, technological advances, and scientists from French-speaking countries
- The comparative and superlative of adjectives and adverbs
- Future regular and irregular, and after “*quand*,” “*lorsque*,” “*dès que*,” “*tant que*,” etc.
- The subjunctive after certain conjunctions, other conjunctions that are followed by indicative, and the past subjunctive
- Reading on cloning with discussion of ethical choices
- Continued reading and discussion of *Le Petit Prince*

Assured Assessments

Formative Assessment:

In one class period, students will write a dialogue that is a conversation about the future between friends. The dialogue must include the subjunctive (including after conjunctions), the past subjunctive, the future tense, and the comparative and superlative. The conversation will include ideas for students’ personal futures, and suggestions and hopes for their friends and family and also larger ideas related to future events, changes, technological discoveries, etc. that will affect the future, perhaps globally. This writing will be assessed using the THS Writing Rubric.

Students will write summaries of and reflections on *Le Petit Prince* and will continue with student-led discussions per chapter. Quizzes on vocabulary, grammar, listening, comprehension, and speaking will also continue.

Summative Assessment:

Students will research a famous scientist, invention, technological or engineering creation from French-speaking world and present their findings to the class. The presentation will be assessed using the World Language Presentational Speaking Rubric.

A unit test will involve the skills of listening comprehension, short writing for grammar and vocabulary, reading comprehension with textual understanding, and open-ended questions and longer writing to be assessed using the THS Writing Rubric.

Resources

Core

- *Imaginez*
- *Imaginez* Supersite Activities
- *Imaginez* Student Activities Manual

Supplemental

- *French Three Years*
- *Le Petit Prince*
- *Reprise*
- Vista Higher Learning Supersite film clips

Time Allotment

- Approximately 1 month

UNIT 8

Les Richesses Naturelles: Our Natural Resources

Unit Goals

At the completion of this unit, students will:

ACTFL Cultures: Practices and Products (Standards 2.1 and 2.2)	Students will watch the documentary <i>Un héros de la nature gabonaise</i> concerning responsible forestry. They will preview by seeing stills from the film in the textbook <i>Imaginez</i> and reading the captions below. After viewing students will interpret the film's principal elements and information on this topic of current significance.
ACTFL Comparisons: Culture (Standard 4.2)	Students will demonstrate understanding of the nature of culture through comparisons of the Gabon culture depicted and their own.
CCSS.ELA-Literacy.RL.11-12.2	Students will write final compositions upon completing their reading of <i>Le Petit Prince</i> . They will cite strong and clear textual evidence to support analysis of what the story says about various themes. They will draw inferences and conclusions from the text where viewpoints are explicit and also where the text leaves things uncertain, for example "What does the snake represent?" and "Did the little prince return to his planet?"
CCSS.ELA-Literacy.SL.11-12.1 CCSS.ELA-Literacy.SL.11-12.4	Students will initiate and participate effectively in a range of discussions on our natural world, the environment, natural disasters, challenges, and the necessity of preserving our environment. They will demonstrate an ability to build on others' ideas and express their own clearly and persuasively.
CCSS.ELA-Literacy.W.11-12.4	Students will write a clear, coherent, persuasive e-mail to a corporation, or developer, responsible for pollution or endangering wildlife, explaining the problem, their concerns, and also their ideas for improvement of the situation in order to protect any animals or nature that are threatened.

Unit Essential Questions

- What must I do to preserve our natural resources and wildlife?
- What concerns do I have for the environment?
- What actions can we take as individuals and as a world community to protect the natural world?
- What causes the destruction of environment and biodiversity?

- What natural disasters have I experienced or learned about?
- Is sustainable development possible?
- What lifestyle changes must consumers of the future make in order to protect our natural world?

Scope and Sequence

- Vocabulary of nature, animals, natural phenomena, responsible use of nature, and threats to the environment
- Viewing of the documentary on forestry in Gabon, with pre-viewing and post-viewing activities
- Paired discussion on topics raised in the film, followed by whole-class debate on relevant environmental issues
- Viewing of short clip from French television of publicity by Greenpeace
- Past conditional and use of “*si*” clauses
- The future perfect to describe an action that will have occurred before another action in the future
- Future predictions (personal and global) using “*si*” clauses and future perfect and future tenses
- Response to two quotations, one seeing our world as a gift to care for and pass on, the other more of a live-life-now perspective

Assured Assessments

Formative Assessment:

Students will write an e-mail to a company to express concern about polluting being done or actions endangering wildlife or the environment. In presenting possible solutions, they are to use formal, polite language along with persuasiveness and passion for the issue. The writing will be assessed using the THS Writing Rubric.

Students will record in the language lab their responses to various questions about their experiences in nature, places they would like to experience, and what concerns they have in relation to environmental issues and ideas of solutions and actions to help protect nature. The oral responses will be assessed using the World Language Interpersonal Speaking Rubric.

Short formative quizzes on vocabulary and grammar will also be included.

Summative Assessment:

Students will write two final compositions on *Le Petit Prince* after completing reading the novel. They will choose two topics from a list of ten. Their writing should demonstrate organization, understanding of theme, clear, accurate use of language, awareness of audience, and evidence from text in making conclusions. The two compositions will be assessed using the THS Writing Rubric and will count as a test grade.

Students will complete a shortened unit test with listening, reading, grammar, and writing skills based on the content of the unit. The final examination for the year will follow this unit.

Resources

Core

- *Imaginez*
- *Imaginez* Supersite Activities
- *Imaginez* Student Activities Manual

Supplemental

- *French Three Years*
- *Le Petit Prince*
- *Reprise*
- Vista Higher Learning Supersite film clips

Time Allotment

- Approximately 1 month

COURSE CREDIT

One credit in World Language
One class period daily for a full year

PREREQUISITES

French III

CURRENT REFERENCES

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ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Writing Rubric
- World Language Interpersonal & Presentational Speaking Rubrics

Trumbull High School School-Wide Writing Rubric

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Purpose X_____	<ul style="list-style-type: none"> • Establishes and maintains a clear purpose • Demonstrates an insightful understanding of audience and task 	<ul style="list-style-type: none"> • Establishes and maintains a purpose • Demonstrates an accurate awareness of audience and task 	<ul style="list-style-type: none"> • Establishes a purpose • Demonstrates an awareness of audience and task 	<ul style="list-style-type: none"> • Does not establish a clear purpose • Demonstrates limited/no awareness of audience and task
Organization X_____	<ul style="list-style-type: none"> • Reflects sophisticated organization throughout • Demonstrates logical progression of ideas • Maintains a clear focus • Utilizes effective transitions 	<ul style="list-style-type: none"> • Reflects organization throughout • Demonstrates logical progression of ideas • Maintains a focus • Utilizes transitions 	<ul style="list-style-type: none"> • Reflects some organization throughout • Demonstrates logical progression of ideas at times • Maintains a vague focus • May utilize some ineffective transitions 	<ul style="list-style-type: none"> • Reflects little/no organization • Lacks logical progression of ideas • Maintains little/no focus • Utilizes ineffective or no transitions
Content X_____	<ul style="list-style-type: none"> • Is accurate, explicit, and vivid • Exhibits ideas that are highly developed and enhanced by specific details and examples 	<ul style="list-style-type: none"> • Is accurate and relevant • Exhibits ideas that are developed and supported by details and examples 	<ul style="list-style-type: none"> • May contain some inaccuracies • Exhibits ideas that are partially supported by details and examples 	<ul style="list-style-type: none"> • Is inaccurate and unclear • Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	<ul style="list-style-type: none"> • Demonstrates excellent use of language • Demonstrates a highly effective use of standard writing that enhances communication • Contains few or no errors. Errors do not detract from meaning 	<ul style="list-style-type: none"> • Demonstrates competent use of language • Demonstrates effective use of standard writing conventions • Contains few errors. Most errors do not detract from meaning 	<ul style="list-style-type: none"> • Demonstrates use of language • Demonstrates use of standard writing conventions • Contains errors that detract from meaning 	<ul style="list-style-type: none"> • Demonstrates limited competency in use of language • Demonstrates limited use of standard writing conventions • Contains errors that make it difficult to determine meaning

World Language Interpersonal Speaking Rubric

	4 Exemplary	3 Goal	2 Working Towards Goal	1 / 0 Needs Support
Vocabulary concentrates on: chapter-related, situationally appropriate words, phrases, expressions	Broad range of topic related vocabulary and expressions, showing advanced, highly effective use of vocabulary	Appropriate, accurate and effective use of topic-related vocabulary and expressions	Some appropriate and competent use of topic-related vocabulary and expressions	Limited competency and use of topic- related vocabulary and expressions OR Interference from another language
Task concentrates on: fulfillment, elaboration, appropriate context	Insightfully fulfills the task with vivid details	Fulfills the task and performed what was asked	Fulfills tasks with fewer details than what was asked	Fulfills the task with few to no details
Delivery concentrates on: fluency, timing, pronunciation	Pronunciation and intonation are excellent. Student speaks clearly. Confident ease of expression throughout.	Pronunciation is effective. Student speaks clearly. Mostly confident ease of expression throughout.	Pronunciation is adequate. Student speaks with hesitation but with some clarity. Some confident ease of expression throughout.	Pronunciation is inadequate and/or incorrect. Limited ease of expression throughout.
Comprehensibility concentrates on: clarity of message	Can be easily understood by the listener; the message is clear	Can be understood by the listener; the message is mostly clear	Can be somewhat understood; the message is partially clear	Can be understood only with great effort; the message is not clear
Language Use and Structure concentrates on: grammar, accuracy, syntax	Demonstrates a highly effective use of standard speaking practices that enhance communication.	Demonstrates effective use of standard speaking practices. Errors do not detract from communicative meaning.	Demonstrates some appropriate use of standard speaking practices. Errors detract from communicative meaning.	Demonstrates limited use of standard speaking practices. Contains errors that make it very difficult to determine communicative meaning.
Other _____				

World Language Presentational Speaking Rubric

	4 Exemplary	3 Goal	2 Working Towards Goal	1 / 0 Needs Support
Purpose concentrates on: task requirements	Establishes and maintains a clear purpose; Demonstrates an insightful understanding of audience and task	Establishes and maintains a purpose; Demonstrates an accurate awareness of audience and task	Establishes a purpose; Demonstrates an awareness of audience and task	Does not establish a clear purpose; Demonstrates limited/no awareness of audience and task
Topic Development concentrates on: thoroughness, organization, accuracy	Relevant, accurate, well developed, well organized, and richly detailed	Relevant, accurate, organized, and detailed	Somewhat irrelevant, limited accuracy, some organization, and limited details	Irrelevant, inaccurate, and lacks organization and details
Language Use and Structure concentrates on: target language, vocabulary, grammar	Highly effective use and control of level-appropriate structures	Effective use of level-appropriate structures	Some use of level-appropriate structures	Limited or no use of simple structures
Delivery concentrates on: comprehensibility and overall public speaking skills	Articulate expression, pronunciation, and intonation; Clear voice, engaging presence	Ease of expression; Mostly accurate pronunciation and intonation; Clear voice	Some hesitation; Some inaccurate pronunciation and intonation	Much hesitation; Little to no fluency
Other _____				

May add Visual Communication for fifth category of evaluation for presentations.