



West Windsor-Plainsboro Regional School District
French 4 Honors

Unit 1: Factors that Affect the Quality of Contemporary Life

Content Area: World Language

Course & Grade Level: 4-Honors, 9-12

Summary and Rationale

As a student, I am continuing to develop my identity as a globally aware citizen. My experiences in Francophone countries will provide me with opportunities to better understand contemporary Francophone cultural traditions and lifestyles.

Recommended Pacing

60 days

New Jersey Student Learning Standards for World Language

Standard: Standards for Interpretive Mode

Intermediate High learners understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IH.IPRET.1:	Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
7.1.IH.IPRET.2:	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IH.IPRET.3:	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
7.1.IH.IPRET.4:	Summarize information from oral and written discourse dealing with a variety of topics.
7.1.IH.IPRET.5:	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
7.1.IH.IPRET.6:	Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
7.1.IH.IPRET.7:	Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
7.1.IH.IPRET.8:	Collect, share, and analyze data related to global issues including climate change.

Standard: Interpersonal Mode of Communication

Intermediate High learners exchange information in spontaneous spoken or written conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IH.IPERS.1:	Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
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7.1.IH.IPERS.3:	Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames. of the world and the people who live in those areas.

7.1.IH.IPERS.4:	Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
7.1.IH.IPERS.5:	Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
7.1.IH.IPERS.6:	Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
Standard:	
Presentational Mode of Communication	
Intermediate High learners use connected sentences and some paragraph level language independently to communicate information, make presentations, and express thoughts about familiar and some unfamiliar topics. They use increasingly complex vocabulary and structures, compare points of view and perspectives, and write or speak original pieces such as essays, stories, and poems. Intermediate High learners demonstrate evidence of Advanced Low proficiency but lack consistency in maintaining the advanced level.	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IH.PRSNT.1:	Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
7.1.IH.PRSNT.2:	Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
7.1.IH.PRSNT.3:	Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
7.1.IH.PRSNT.4:	Use language creatively in writing for a variety of purposes.
7.1.IH.PRSNT.5:	Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
7.1.IH.PRSNT.6:	Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.
New Jersey Student Learning Standards for English Language Arts	
Companion Standards	
Standard: Craft and Structure	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
Standard: Global and Cultural Awareness	
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)

8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
Interdisciplinary Standards (Social Studies)	
Standard: History, Culture and Perspectives: Understanding Perspectives	
6.1.12.HistoryCA .14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistorySE .14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Social status influences one’s quality of life ● Cultural perspectives and traditions relate to quality of life ● Education, health care, justice, food, and water impact the quality of life. ● Geography influences the quality of life 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How do aspects of everyday life influence and relate to the quality of life? ● How does where one lives impact the quality of life? ● What influences one’s interpretation and perceptions of the quality of life? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> ● vocabulary related to education, the work world and everyday life ● vocabulary related to travel, sports and leisure ● vocabulary related to publicity and marketing ● conditional, subjunctive modes ● future indicative tense ● sequence of tenses <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Ask and answer questions about how our schools today can prepare students for the challenges and opportunities of the future ● Reflect on the connection between cultural perspectives and leisure activities ● Provide detail in making statements about the benefits of traveling to get to know other people and cultures 	
Evidence of Learning	
Assessment: Interpersonal, Interpretative, and Presentational tasks graded using proficiency rubrics and supportive assessments in class to monitor student progress	
Resources	
<p>Core Resource: RFI (Radio France International) Book: <i>Le Petit Nicolas</i></p> <p>Suggested: TV5 monde Authentic video, audio and textual resources</p>	

Unit 2: Families in Different Societies**Content Area: World Language****Course & Grade Level: 4-Honors, 9-12****Summary and Rationale**

As a teen in today's world, I am developing my identity. How does my family, my community, my education and my environment shape my present and my future?

Recommended Pacing

60 days

New Jersey Student Learning Standards for World Language**Standard: Standards for Interpretive Mode**

Intermediate High learners understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.

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7.1.IH.IPRET.3:	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
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7.1.IH.IPRET.5:	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
7.1.IH.IPRET.6:	Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
7.1.IH.IPRET.7:	Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
7.1.IH.IPRET.8:	Collect, share, and analyze data related to global issues including climate change.

Standard: Interpersonal Mode of Communication

Intermediate High learners exchange information in spontaneous spoken or written conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames.

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7.1.IH.IPERS.3:	Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames. of the world and the people who live in those areas.
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Standard:

Presentational Mode of Communication

Intermediate High learners use connected sentences and some paragraph level language independently to communicate information, make presentations, and express thoughts about familiar and some unfamiliar topics. They use increasingly complex vocabulary and structures, compare points of view and perspectives, and write or speak original pieces such as essays, stories, and poems. Intermediate High learners demonstrate evidence of Advanced Low proficiency but lack consistency in maintaining the advanced level.

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**New Jersey Student Learning Standards for English Language Arts
Companion Standards**

Standard: Craft and Structure

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NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills

Standard: Global and Cultural Awareness

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6.1.12.HistoryC A.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
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Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Educational communities, social networks, human geography, traditions and values, global citizenship and family structure play a major role in our identity. 	
Unit Essential Questions	
<ul style="list-style-type: none"> What constitutes a society in French-speaking societies? What are some important aspects of family values and family life in Francophone societies? What challenges do families face in today's world? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> vocabulary related to family and personal relationships formal email response expressions past tense uses adjective forms and placement prepositions idiomatic language distinguishing characteristics of linguistic registers vocabulary related to rites of passage, traditions and holidays <p>Students will be able to:</p> <ul style="list-style-type: none"> Elaborate on statements about the family in francophone and their own communities Describe the literal meaning of a text Describe data Apply appropriate communication strategies in interpersonal speaking Compare and contrast their community with the Francophone community Ask and answer questions about the impact of culture in educational systems Explain how families shape their identity and their community 	
Evidence of Learning	
Assessment: Interpersonal, Interpretative, and Presentational tasks graded using proficiency rubrics and supportive assessments in class to monitor student progress	
Resources	
<p>Core: RFI (Radio France International) Song: "Papaoutai"</p> <p>Suggested:</p>	

Book: L'arbre au grand coeur

TV5 monde

Authentic video, audio, textual resources

Unit 3: Influences of Beauty and Art

Content Area: World Language

Course & Grade Level: 4-Honors, 9-12

Summary and Rationale

As a student, I am continuing to develop my identity as a globally aware citizen. The rich cultural heritage and artistic environments of Francophone countries will provide perspective to better understand and appreciate the impact of cultural heritage and the arts on my ability to tell my own story.

Recommended Pacing

60 days

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Unit Enduring Understandings	
<p>Students should understand that:</p> <ul style="list-style-type: none"> ● Interpretations of beauty and creativity in society play a major role in shaping a student’s identity ● Individual and community support of the arts help to strengthen/promote diversity in the community ● Fashion has helped to modernize society’s look and also preserve local and regional traditional clothing ● The performing and visual arts offer a rich understanding of France's history ● Literature and music transmit cultural perspectives and promote personal reflection and societal understanding ● French cuisine is essential to French identity. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How do interpretations of beauty reflect cultural perspectives? ● How are the perceptions of beauty and creativity perceived? ● How does the notion of beauty shape my identity? ● How do the arts challenge and reflect cultural perspectives? ● How does admiring and appreciating the arts shape my identity? ● Can the arts influence changes in society? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> ● Vocabulary of the visual and performing arts, beauty, and cultural heritage ● Direct object, indirect object, disjointed and relative pronouns ● Present and past subjunctive forms ● Conditional and imperfect forms in structures with “si” ● Adjective forms and placement <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Give advice to a prospective exchange student about living abroad ● Describe, express opinions and react to art at community arts events ● Give expressive opinions about role of the arts in school ● Avoid repetition in formal emails with the use of pronouns, circumlocution and synonymes ● Create complex sentences with the use relative pronouns in a 3 source essay on the arts ● Express uncertainty, opinions and emotions ● Discuss the cultural aspects that influence the perception of beauty ● Reflect on the connection between fashion and personal attitudes and values ● Talk about the importance of language and literature in a country’s culture 	
Evidence of Learning	
Assessment: Interpersonal, Interpretative, and Presentational tasks graded using proficiency rubrics and supportive assessments in class to monitor student progress	

Resources

Core Resource:

Le Petit Prince

Suggested:

Apprendre TV5 monde

RFI Savoirs

Authentic video, audio and textual resources