

Pequannock Township School District

Curriculum Syllabus

French V - Grades 11 - 12

Course Description:

The study of a world language employs the sequential development of the four skills necessary to language learning, i.e. listening, speaking, reading and writing. French 5H builds upon the foundation laid in the earlier levels of French study, infusing increasingly advanced essential grammar, structures and vocabulary, with a further emphasis on reading, writing, speaking and auditory comprehension; all these skills are developed around themes of francophone history and culture. The French 5H course addresses the five crucial areas of communication, cultures, connections, comparisons and communities with increasingly sophisticated expectations. Students engage in a variety of strategies and interact with multiple resources to increase and refine language acquisition.

Cross-cultural understanding is a major objective and an essential ingredient to basic language competency. In French 5H this is addressed more deeply by way of thematic units built chronologically around significant historical events and time periods.

This course is open to students who have successfully completed French 3 and/or 4 in this school.

Course Standards: Advanced Low Proficiency Level

Interpretive Mode - The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Interpersonal Mode - The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages).

Presentational Mode -

The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspapers.

7.1.IH.A.1	Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.
7.1.IH.A.2	Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IH.A.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one’s own culture.
7.1.IH.A.4	Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
7.1.IH.A.5	Synthesize information from oral and written discourse dealing with a variety of topics.
7.1.IH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
7.1.IH.A.7	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
7.1.IH.A.8	Analyze structures of the target language and comparable linguistic structures in English.
7.1.IH.B.1	Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.

7.1.IH.B.2	Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.
7.1.IH.B.3	Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.IH.B.4	Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
7.1.IH.B.5	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.
7.1.IH.B.6	Use language in a variety of settings to further personal and/or academic goals.

7.1.IH.C.1	Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.IH.C.2	Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).
7.1.IH.C.3	Use language creatively in writing for a variety of purposes.
7.1.IH.C.4	Explain the structural elements and/or cultural perspectives found in culturally authentic materials.
7.1.IH.C.5	Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.
7.1.IH.C.6	Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

Scope and Sequence

MP 1

Étapes 7-8 (Trésors du temps): 18th Century-Road to Revolution; Medical Care

MP 2

Étape 9 (Trésors du temps): The Revolution; Home Life

MP 3

Étapes 10-11 (Trésors du temps): Napoléon; the Early 19th Century

MP 4

Étape 12 (Trésors du temps): The 20th Century; At Work

Assessments

Evaluation of student achievement in this course will be based on the following:

Students are assessed each on four different skills per unit: Reading, writing, speaking, and listening.

Curriculum Resources

- **thisislanguag.com**
In this website, students have access to listen to native speakers discuss various topics. Students practice reading, listening, and vocabulary comprehension.
- **Quizlet**
Website where teacher posts vocabulary currently being practiced in class. Offers flashcards and practice activities for students to study with.
- **Quizlet Live**
Team vocabulary practice game used in class
- **Google Classroom**
Where teacher posts activities, assessments, and study resources.
- **Quizizz**
Interactive computer game used to practice grammar, reading, and vocabulary. Can be played individually as a means of studying, or as a class. Quizizz allows students to review their answers afterwards.

Home and School Connection

The following are suggestions and/or resources that will help parents support their children:

- **Quizlet-**
Parents can see the vocabulary students are currently studying, as well as check their child's progress on practice games and the practice test Quizlet offers.
- **Google Classroom-**
Parents can check class activities, assessments, important dates, and study materials on Google Classroom to keep up to date on the curriculum and what is happening in class.
- **Duolingo-**

With this free app, students can study reading, writing, speaking, and listening on their phone or chromebook.