

**FRENCH IV  
GRADES 10-12**

THE EWING PUBLIC SCHOOLS  
2099 Pennington Road  
Ewing, NJ 08618

Board Approval Date: September 19, 2022  
Written by: Stacey Hill

Michael Nitti  
Superintendent

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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## Preface

This curriculum guide is intended to provide a vertical and horizontal framework for the World Languages program of the Ewing Township Public Schools. It is designed to identify the essential components needed by teachers when they prepare instruction in the language of French which will best meet the needs of their students. The teacher's knowledge of their students' level of development, learning styles, and general readiness of the student to learn should be the guiding factors in selecting the most appropriate ways to reach the goals and objectives defined by the guide.

The selected published materials are intended to provide resources to teachers in their preparation of instructional activities and teachers should feel free to integrate other resources where appropriate as long as they are consistent with the goals and philosophy as outlined. Integration of concepts and skills developed in the French language into other content areas is encouraged to stimulate real-life experiences and meaning.

All students are not the same. They have different needs, learning styles and levels of readiness. Therefore, teachers will need to make choices in planning instruction so that the needs of each student are addressed and the scope of the curriculum is accomplished.

**Class Instructional Time:** Block scheduling (87 minutes)-5 days a week

## **21st Century Life and Careers**

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

### **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

#### **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

#### **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

#### **9.3 Career and Technical Education**

### **Technology Integration**

#### **8.1 Educational Technology**

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

#### **8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**

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

## **Unit 1: La valeur des idées [3-4 Weeks]**

### **Why Is This Unit Important?**

The student will learn about politics and various legal rights in the francophone world, allowing them to communicate as well as advocate for themselves and just treatment in various situations.

### **Enduring Understandings/Unit Objectives:**

- Review how to express past actions using the plus-que-parfait in conjunction with passé composé and imparfait
- Talk about politics, rights and what is just
- Discuss and create a plan that advocates for various rights

### **Essential Questions:**

- How do people discuss the law and how it affects citizens?
- How do people talk about politics?
- What are some ways people discuss social justice?

### **Acquired Knowledge:**

- Identify the vocabulary about politics and social justice.
- Express the past in more complex structures.
- Describe national security measures in francophone countries.

### **Acquired Skills:**

- Formation of the plus-que-parfait
- Negation and indefinite antecedents
- Irregular IR verbs: courir, découvrir, offrir, ouvrir, souffrir

### **Assessments:**

Formative assessment:

- Analyze and discuss readings, listening and songs
- Define vocabulary related to the unit theme
- Readings (online and print resources about travel)
- Authentic listening and interview (video clips, podcasts)
- Quizzes
- Writing tasks
- Partner pair share
- Online group games/quizzes - Quizlet.com/blooket.com/Quia.com/Quizziz.com/Gimkit.com/Edpuzzle.com

Summative assessment:

- Unit composition
- Unit speaking assessment

Benchmark assessment:

- Unit objective test

Alternative assessment:

- Personal justice project

### **Interdisciplinary Connections**

Students will research different political and social groups to join in France. Social studies

Students will compare and contrast safety in les Antilles vs the United States. Geography, Social Studies, Personal Law.

### **Technology Integration:**

- Use of various websites to review and practice vocabulary, grammatical structures, geography and listening skills, as well as create presentations ( [www.quizlet.com](http://www.quizlet.com), [www.quia.com](http://www.quia.com), [www.euroschoolclubs.co.uk](http://www.euroschoolclubs.co.uk), [www.bbc.co.uk/languages](http://www.bbc.co.uk/languages), [www.makebeliefscomix.com](http://www.makebeliefscomix.com); [getkahoot.com](http://getkahoot.com); [yabla.com](http://yabla.com); [Edpuzzle.com](http://Edpuzzle.com); [Flipgrid.com](http://Flipgrid.com))
- Authentic video segments related to culture ([www.youtube.com/](http://www.youtube.com/) [www.bbc.co.uk/languages](http://www.bbc.co.uk/languages))
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 

### **Suggested Learning Experiences and Instructional Activities/Strategies:**

- Reading cultural material in target language
- Writing in target language
- Listening to authentic material (songs, interviews, newscasts, etc.)
- Creating short video responses expressing personal views/opinions
- Web-based practice activities (referenced in Formative Assessments and Supplemental Materials)

## 2020 NJSL

7.1.AL.IPRET.1: Identify main ideas and significant details in a range of oral, viewed, and written texts.

7.1.AL.IPRET.8: Analyze elements of the target language that do not have a comparable linguistic element in English.

7.1.AL.IPERS.1: Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.5: Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

7.1.AL.PRSNT.1: Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.

7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information.

### Instructional Materials:

Core:

- Textbook Series - D'accord 3! – Vista Higher Learning Inc - 2019 edition
- Workbook
- Audio from VHL
- Videos (VHL)
- Slide presentations

Supplemental:

- Computers (Chrome books)
- Internet websites <http://www.learnfrench.com>; <http://french.about.com>; <http://www.onlinenewspapers.com>; <http://www.univision.com>; <http://www.youtube.com>; <http://a4esl.org/www.yabla.com>; [www.Edpuzzle.com](http://www.Edpuzzle.com); [www.quizlet.com](http://www.quizlet.com); [www.texsfrench grammar.com](http://www.texsfrenchgrammar.com); [www.Flipgrid.com](http://www.Flipgrid.com); <http://www.videoele.com>
- Respect Ability :<https://www.respectability.org/resources/lgbtq>

## **Unit 2: La société en évolution [3-4 Weeks]**

### **Why Is This Unit Important?**

The student will talk immigration along with social issues that immigrants may experience, especially those in West African countries that are French speaking.

### **Enduring Understandings/Unit Objectives:**

- How to discuss social change and developments using appropriate vocabulary
- How to express information in without repetition using correct order of pronouns
- How to express themselves in a debate

### **Essential Questions:**

- How do people discuss social problems?
- How do societies assimilate immigrants?
- How does West Africa enrich francophone culture?

### **Acquired Knowledge:**

- Master the vocabulary of the unit.
- Express feelings on social problems and change with focus on object pronouns and order.
- Compare and contrast the immigrant benefits and requirements in the West African francophone countries.

### **Acquired Skills**

- Pronouns **Y** and **EN**, along with direct object pronouns.
- Partitive articles and quantities.
- Conditional situations.

### **Assessments:**

Formative assessment:

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- Quizzes
- Writing tasks
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Summative assessment:

- Unit composition
- Unit speaking assessment

Benchmark assessment:

- Unit objective test

Alternative assessment:

- Cultural information presentation

### **Interdisciplinary Connections**

Students will analyze many career opportunities for immigrants where French is needed. Education, Science, Psychology, Computer Science, Medical fields.

Students will explore schooling in West African countries. Geography, Math, History, Sociology.

### **Technology Integration:**

- Use of various websites to review and practice vocabulary, grammatical structures, geography and listening skills, as well as create presentations ( [www.quizlet.com](http://www.quizlet.com), [www.quia.com](http://www.quia.com), [www.euroschoolclubs.co.uk](http://www.euroschoolclubs.co.uk), [www.bbc.co.uk/languages](http://www.bbc.co.uk/languages), [www.makebeliefscomix.com](http://www.makebeliefscomix.com); [getkahoot.com](http://getkahoot.com); [yabla.com](http://yabla.com); [Edpuzzle.com](http://Edpuzzle.com); [Flipgrid.com](http://Flipgrid.com))
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### **Suggested Learning Experiences and Instructional Activities/Strategies:**

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7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information.

### Instructional Materials:

#### Core:

- Textbook Series - D'accord 3! – Vista Higher Learning Inc - 2019 edition
- Workbook
- Audio from VHL
- Videos (VHL)
- Slide presentations

#### Supplemental:

- Computers (Chrome books)
- Internet websites <http://www.learnfrench.com>; <http://french.about.com>; <http://www.onlinenewspapers.com>; <http://www.univision.com>; <http://www.youtube.com>; <http://a4esl.org/www.yabla.com>; [www.Edpuzzle.com](http://www.Edpuzzle.com); [www.quizlet.com](http://www.quizlet.com); [www.texsfrench grammar.com](http://www.texsfrenchgrammar.com); [www.Flipgrid.com](http://www.Flipgrid.com); <http://www.videoele.com>
- Respect Ability :<https://www.respectability.org/resources/lgbtq>

## **Unit 3: Les générations qui bougent [3-4 Weeks]**

### **Why Is This Unit Important?**

The student will learn about the importance of various stages of life and key factors that contribute to one's overall well-being.

### **Enduring Understandings/Unit Objectives:**

- Identify different factors that influence family and decisions in life.
- Communicate using the subjunctive to express wants and needs.
- Express how various cultural aspects can affect key stages of life.

### **Essential Questions:**

- How do people talk about family relationships?
- How do families change and evolve over time?
- How do marriage customs vary across cultures?

### **Acquired Knowledge:**

- Master the vocabulary of the unit relating to food, family, life stages and personalities.
- Express what they want and need using the present subjunctive.
- Identify different customs in family life in various francophone cultures.

### **Acquired Skills:**

- Present tense subjunctive - regular and irregular verbs.
- Demonstrative pronouns celui, ceux, celle, celles.
- Irregular RE verbs - plaindre, craindre, suivre, vivre.

### **Assessments:**

Formative assessment:

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- Quizzes
- Writing tasks
- Partner pair share
- Online group games/quizzes - Quizlet.com/blooket.com/Quia.com/Quizziz.com/Gimkit.com/Edpuzzle

Summative assessment:

- Unit composition
- Unit speaking assessment

Benchmark assessment:

- Unit objective test

Alternative assessment:

- Create and plan a wedding according to traditions in a francophone country.

### **Interdisciplinary Connections**

Students will analyze poems, paintings and movies from the French Speaking world related to the importance of family. English, Visual Arts, History.

Students will explore North Africa and Lebanon Geography, Social Studies.

### **Technology Integration:**

- Use of various websites to review and practice vocabulary, grammatical structures, geography and listening skills, as well as create presentations ([www.quizlet.com](http://www.quizlet.com), [www.quia.com](http://www.quia.com), [www.euroschoolclubs.co.uk](http://www.euroschoolclubs.co.uk), [www.bbc.co.uk/languages](http://www.bbc.co.uk/languages), [www.makebeliefscomix.com](http://www.makebeliefscomix.com); [getkahoot.com](http://getkahoot.com); [yabla.com](http://yabla.com); [Edpuzzle.com](http://Edpuzzle.com); [Flipgrid.com](http://Flipgrid.com))
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## **Unit 4: A la recherche du progrès [3-4 Weeks]**

### **Why Is This Unit Important?**

The student will be able to analyze and discuss advancements in technology and science, along with the latest developments in these fields.

### **Enduring Understandings/Unit Objectives:**

- Analyze and discuss the benefits of various technologies.
- Learn about advancements in technology and science in the francophone world.
- Compare and contrast various francophone scientists and their contributions to the world.

### **Essential Questions:**

- How do people talk about technology and science?
- How does technology bring people together or set them apart?
- What role do inventions play in people's daily lives?

### **Acquired Knowledge:**

- Use the future tense of to make predictions about technological and scientific developments.
- Express doubt and uncertainty using the subjunctive.
- Compare and contrast various developments in the francophone world.

### **Acquired Skills:**

- Present tense subjunctive expressing doubt and uncertainty.
- Comparisons using the comparative and superlative of adverbs.
- Learn about Belgium, Switzerland and Luxembourg.

### **Assessments:**

Formative assessment:

- Analyze and discuss readings, listening and songs
- Define vocabulary related to the unit theme
- Readings (online and print resources about travel)
- Authentic listening and interview (video clips, podcasts)
- Quizzes
- Writing tasks
- Partner pair share
- Online group games/quizzes - Quizlet.com/blooket.com/Quia.com/Quizziz.com/Gimkit.com/Edpuzzle

Summative assessment:

- Unit composition
- Unit speaking assessment

Benchmark assessment:

- Unit objective test

Alternative assessment:

- Prepare for a debate based on a current technology/scientific development.

### **Interdisciplinary Connections**

- Students will analyze and discuss the ethics behind various developments in Science and Technology, English, Visual Arts, History, Sociology, Economics.
- Students will learn about a robot used in French schools. Science, English.

### **Technology Integration:**

- Use of various websites to review and practice vocabulary, grammatical structures, geography and listening skills, as well as create presentations ( [www.quizlet.com](http://www.quizlet.com), [www.quia.com](http://www.quia.com), [www.euroschoolclubs.co.uk](http://www.euroschoolclubs.co.uk), [www.bbc.co.uk/languages](http://www.bbc.co.uk/languages), [www.makebeliefscomix.com](http://www.makebeliefscomix.com); [getkahoot.com](http://getkahoot.com); [yabla.com](http://yabla.com); [Edpuzzle.com](http://Edpuzzle.com); [Flipgrid.com](http://Flipgrid.com))
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### **Suggested Learning Experiences and Instructional Activities/Strategies:**

- Reading cultural material in target language
- Writing in target language
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## **Unit 5: S´évader et s´amuser[3-4 Weeks]**

### **Why is this unit important?**

Students will be exposed to and discuss various leisure activities and pastimes. Also, it is important to know what traditional and customary activities impact our own identity as well as societies.

### **Enduring Understandings**

Students will understand reasons and origins of certain leisure activities and how multiple factors affect who may choose to do what.

### **Essential Questions:**

- How do people spend their leisure time?
- How does the sport of football express itself in francophone culture?
- ¿Cómo influyen las costumbres de civilizaciones anteriores en la vida de hoy?
- How do sports and leisure activities reflect a country's culture?

### **Acquired Knowledge**

- Give advice based on conditions
- Support participation in various water sports based on safety
- Compare and contrast the importance of sports and leisure activities in the US and francophone cultures

### **Acquired Skills**

- Conditional verb forms: regular and irregular verbs
- Use of infinitives as nouns and after prepositions
- Learn about the importance of the Indian Ocean

### **Assessments (Formative, Summative, Benchmark, Alternative)**

#### Formative

- Analyze and discuss readings, listening and songs
- Define vocabulary related to the unit theme
- Readings (online and print resources about travel)
- Authentic listening and interview (video clips, podcasts)
- Movie
- Sample AP Exam sections from AP Review Book.

### Summative

- Participate in a simulated conversation on a specific topic.
- Prepare a 2-minute formal oral presentation on the related topic.

### Benchmark

- Performance Assessment Task 1 (end of unit assessment)

### Alternative

- Respond to an email accepting an invitation to participate in a traditional sporting event in a French speaking country.

### **Interdisciplinary Connection:**

- Students will learn different traditions in regards to sports and leisure activities from the various francophone countries. Social. Studies, Sociology
- Students will compare and contrast the importance of sports and leisure activities in the various francophone countries with that of the US. Geography, English.

### **Technology Integration:**

- Use of various websites to review and practice vocabulary, grammatical structures, geography and listening skills, as well as create presentations ( [www.quizlet.com](http://www.quizlet.com), [www.quia.com](http://www.quia.com), [www.euroschoolclubs.co.uk](http://www.euroschoolclubs.co.uk), [www.bbc.co.uk/languages](http://www.bbc.co.uk/languages), [www.makebeliefscomix.com](http://www.makebeliefscomix.com); [getkahoot.com](http://getkahoot.com); [yabla.com](http://yabla.com); [Edpuzzle.com](http://Edpuzzle.com); [Flipgrid.com](http://Flipgrid.com))
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### **Suggested Learning Experiences and Instructional Activities**

- Reading cultural material in target language
- Writing in target language
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## Other Standards

## Instructional Resources

Core:

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Supplemental:

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## Appendix

### Sample Standards Integration

#### 21st Century Skills and Career Readiness Practices

**CRP2. Apply appropriate academic and technical skills.**

**CRP3. Attend to personal health and financial well-being.**

**CRP4. Communicate clearly and effectively and with reason.**

**CRP5. Consider the environmental, social and economic aspects of decisions.**

**CRP6. Demonstrate creativity and innovation.**

**CRP7. Employ valid and reliable research strategies.**

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

**CRP9. Model integrity, ethical leadership and effective management.**

**CRP11. Use technology to enhance productivity.**

**CRP12. Work productively in teams while using cultural global competence.**

Throughout the semester, students are expected to demonstrate the above skills as they problem solve, employ critical thinking and research strategies, and use technology for productive research in completing various performance based tasks and essays.

Unit 2 offers an opportunity for students to explore the French economy and job opportunities that would provide a sustainable standard of living while also making comparisons with trends in the United States.

#### Technology Integration

**8.1.2.DA.2:** Store, copy, search, retrieve, modify, and delete data using a computing device.

**8.1.8.E.1** Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

In Unit 4, students will research the most progressive developments in French technology and provide their reasoning as to why or why not they believe the development or technology would be successful/useful through means of a video or slideshow presentation.

## **Interdisciplinary Connections**

**Presentational communication** Present information, concepts, and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.

**Interpersonal communication** Interact and negotiate meaning in spoken, signed or written conversations to share information, reactions, feelings, and opinions.

**Interpretive communication** Understand, interpret, and analyze what is heard, read or viewed on a variety of topics.

In Unit 5, students will work collaboratively to create a poster that advertises specific pastimes and activities of a coastal town in France during the various seasons.

## **LGBTQ/Disabilities Resources**

Unit 1

France 24

<https://www.france24.com/en/tv-shows/france-in-focus/20220520-being-lgbti-in-france-the-fight-for-equality-continues>

Disability: IN

<https://private.disabilityin.org/global/france/>

Unit 5

Renfe SNCF

<https://www.renfe-sncf.com/rw-en/blog/did-you-know/handicap-france-spain>

Official website of the Convention and Visitors Bureau

<https://en.parisinfo.com/what-to-do-in-paris/info/guides/leisure-and-disability>