



# **French 5**

## **Honors**

<b>Grade(s):</b>	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input type="checkbox"/> Other _____
<b>Discipline/Course:</b>	<b>Discipline:</b> World Languages <b>Course:</b> French 5 Honors		
<b>Course Title:</b>	French 5 H		
<b>Prerequisite(s):</b>	French 4 <i>or</i> French 4 H <i>or</i> Teacher Recommendation		
<b>Course Description:</b> <i>Program of Studies</i>	The French 5 Honors course invites students to explore complex global themes, such as education, conflict, migration, and social justice, through the lens of Francophone cultures. Using authentic texts, discussions, and project-based learning, students will deepen their ability to express nuanced ideas, analyze cultural perspectives, and engage in meaningful communication. The course emphasizes real-world applications of language, encouraging students to think critically, reflect on their own experiences, and use French to understand and respond to the world around them.		
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● What is it like to be a high-school student in today’s world?</li> <li>● What are the differences in higher education and post-secondary opportunities between the US and French-speaking countries?</li> <li>● How does conflict impact and influence everyday life?</li> <li>● What are ways to resolve conflicts?</li> <li>● What motivates people to migrate?</li> <li>● How does immigration reshape and diversify communities?</li> <li>● How can immigration stories help us develop a deeper understanding of people?</li> <li>● Why does inequality exist, and what can we do to promote social justice?</li> </ul>		

<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>• Educational opportunities during and after high school can differ significantly. These differences are influenced by factors such as geographic location, available resources, and societal expectations. Understanding these influences helps recognize how educational pathways vary for individuals in different circumstances.</li> <li>• Conflict shapes everyday life by influencing relationships, decisions, and personal growth. It can lead to new perspectives and insights when approached constructively. Developing effective communication and resolution strategies helps navigate conflicts in a way that fosters understanding and positive outcomes.</li> <li>• Migration occurs for many reasons, such as seeking better economic opportunities, escaping political instability, adapting to environmental changes, or pursuing personal dreams. It enriches communities by introducing diverse cultural perspectives and traditions. Personal immigration stories provide valuable insights into individual challenges and resilience, fostering an understanding of human experiences.</li> <li>• Everyone deserves equal opportunities. We all have the ability to make positive changes and promote social justice.</li> </ul>	
<b>Duration: Credit:</b>	<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Full-Year	<input type="checkbox"/> 0.5 Credit (s) <input checked="" type="checkbox"/> 1.0 Credit(s) <input type="checkbox"/> 1.5 Credit(s) <input type="checkbox"/> N/A
<b>Course Materials/Resources:</b>	<p>           “Le petit prince” Antoine de Saint-Exupéry            “ La chèvre de Mr. Séguin” Alphonse Daudet            “Le déserteur” Boris Vian            “Le petit Nicolas” “Je quitte la maison” René Goscinny            “Le symbole” Bernard Dadié            “Immigration” SLAM poetry Grand Corps Malade            “Le petit Nicolas” “Louisette” René Goscinny            “Déclaration des droits de la femme et de la citoyenne” Olympe de Gouges         </p>	
<b>FPS Course</b>	<input type="checkbox"/> Exploring and Understanding (EU)	

<b>Academic Expectation(s):</b>	<input checked="" type="checkbox"/> Synthesizing and Evaluating (SE) <input type="checkbox"/> Creating and Constructing (CC) <input checked="" type="checkbox"/> Conveying Ideas (CI) <input type="checkbox"/> Collaborating Strategically (CS) <input type="checkbox"/> Using Communication Tools (UCT)
<b>Year at a Glance (Units):</b>	<b>Unit 1</b> - De l'école secondaire à l'université (Exploring Education: From High School to Higher Learning) (~10 weeks) <b>Unit 2</b> - Conflits interpersonnels et résolutions (Interpersonal Conflicts and Resolutions) (~10 weeks) <b>Unit 3</b> - L'immigration (Immigration) (~10 weeks) <b>Unit 4</b> - L'égalité (Equality) (~10 weeks)

<b>Unit Number and Title:</b>	<b>Unit 1 - L'éducation dans le monde: accès, opportunités pour le futur.</b> (Education in the World: Access, opportunities and the future)
<b>Duration:</b>	~10 weeks
<b>Resource(s):</b>	“Le petit prince” Antoine de Saint-Exupéry “La chèvre de Mr. Séguin” Alphonse Daudet
<b>Unit Overview:</b>	In this unit, students will engage in exploring the experiences of high school students in the modern world while comparing educational systems and post-secondary opportunities across different cultures, specifically between the United States and French-speaking countries. This unit immerses students in real-world contexts by exploring educational aspirations, leisure activities, high school experiences, post-secondary education, and spending habits.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p>

	<ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What is it like to be a high-school student in today’s world?</li> <li>● What are the differences in higher education and post-secondary opportunities between the US and French-speaking countries?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Educational opportunities during and after high school can differ significantly. These differences are influenced by factors such as geographic location, available resources, and societal expectations. Understanding these influences helps recognize how educational pathways vary for individuals in different circumstances.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● vocabulary related to secondary and post-secondary education.</li> <li>● vocabulary related to careers.</li> <li>● present tense (regular-irregular- spelling changing verbs/pronominal forms).</li> <li>● articles, adverbs, adjectives, and double pronouns.</li> <li>● indicative past tenses (Imperfect and past tenses “passé composé”), including irregular verbs.</li> <li>● use of “If” clauses (present → future) (regular and irregular verbs) to discuss future educational goals.</li> <li>● differences between the education systems in the US and French-speaking countries.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>● understand, exchange, and present information on secondary and post-secondary opportunities.</li><li>● understand, exchange, and present information on various aspects of teenage life.</li><li>● compare and contrast teenage experiences across cultures.</li><li>● explore study abroad programs in the French-speaking world.</li><li>● compare products, practices, and perspectives about education in their own and other cultures.</li></ul> |
|--|---|

<b>Unit Number and Title:</b>	<b>Unit 2 - Conflits interpersonnels et résolutions (Interpersonal Conflicts and Resolutions)</b>
<b>Duration:</b>	~10 weeks
<b>Resource(s):</b>	“Le déserteur” Boris Vian “Le petit Nicolas” “Je quitte la maison” René Goscinny
<b>Unit Overview:</b>	In this unit, students will examine the role of conflict in everyday life, focusing on its impact on relationships, decision-making, and personal growth. They will engage in conversational activities related to conflict and resolution and develop strategies for managing disagreements. By the end, students will demonstrate their ability to navigate interpersonal conflicts using effective communication skills in various scenarios.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul>

	<p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● How does conflict impact and influence everyday life?</li> <li>● What are ways to resolve conflicts?</li> </ul>
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>● Conflict shapes everyday life by influencing relationships, decisions, and personal growth. It can lead to new perspectives and insights when approached constructively. Developing effective communication and resolution strategies helps navigate conflicts in a way that fosters understanding and positive outcomes.</li> </ul>
<p><b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)</p>	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● vocabulary related to conflicts and resolutions.</li> <li>● conversational expressions and interjections.</li> <li>● interrogative words.</li> <li>● negative words and expressions.</li> <li>● strategies for conflict resolution.</li> <li>● use of the pluperfect “plus que parfait” to resolve interpersonal conflict.</li> <li>● use of indicative future tense, imperative, conditional, and subjunctive moods to develop resolution and express feelings about the conflict.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● understand, exchange, and present information on interpersonal conflicts and resolutions.</li> <li>● implement strategies for conflict resolution.</li> <li>● simulate a conflict using conversational expressions, interjections, and interrogatives.</li> <li>● defend their perspective in an argument.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 3 - L'immigration (Immigration)</b>
<b>Duration:</b>	~10 weeks
<b>Resource(s):</b>	“Le symbole” Bernard Dadié “Immigration” SLAM poetry Grand Corps Malade
<b>Unit Overview:</b>	Migration is influenced by various factors, including economic, political, environmental, and personal reasons. It enriches communities by bringing in diverse cultural perspectives. By studying migration stories, students can develop an understanding toward different experiences. Through discussions, text analysis, and project creation, students will explore the causes and effects of migration.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p>

	<ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What motivates people to migrate?</li> <li>● How does immigration reshape and diversify communities?</li> <li>● How can immigration stories help us develop a deeper understanding of people?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Migration occurs for many reasons, such as seeking better economic opportunities, escaping political instability, adapting to environmental changes, or pursuing personal dreams. It enriches communities by introducing diverse cultural perspectives and traditions. Personal immigration stories provide valuable insights into individual challenges and resilience, fostering an understanding of human experiences.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● vocabulary related to migration.</li> <li>● subjunctive with emotional expressions.</li> <li>● adverbial clauses with the subjunctive and indicative.</li> <li>● impacts of immigration on individuals and communities.</li> <li>● relatives clauses and Si clauses to express how immigration affects the community.</li> <li>● future antérieur, past conditional, and sequence of tenses to discuss immigration consequences.</li> <li>● indicative mood and interrogative pronouns to relate to the immigration experience.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● understand, exchange, and present information on reasons for immigration and the effects of immigration on individuals and communities.</li> <li>● communicate personal reactions/opinions/feelings regarding immigration using the subjunctive with emotional expressions.</li> <li>● use adverbial clauses with the subjunctive and indicative to discuss causes, consequences, and conditions related to immigration.</li> <li>● explain and discuss the causes that lead people to immigrate from their homeland.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 4 - L'égalité (equality)</b>
<b>Duration:</b>	~10 weeks
<b>Resource(s):</b>	“Louisette” Le petit Nicolas René Goscinny “Déclaration des droits de la femme et de la citoyenne” Olympe de Gouges
<b>Unit Overview:</b>	In this unit, students will explore the causes and effects of inequality in different cultures and learn about efforts toward social justice. They will analyze real texts to see how inequality affects opportunities and investigate ways to create change. Through discussions and presentations, students will reflect on their role in promoting equity and will express their ideas and solutions clearly.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p>

	<ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● Why does inequality exist, and what can we do to promote social justice?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Everyone deserves equal opportunities. We all have the ability to make positive changes and promote social justice.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● direct and indirect object pronouns.</li> <li>● disjunctive pronouns to discuss inequality avoiding repetition.</li> <li>● relative pronouns who “qui” and that “que” to discuss cause of inequality.</li> <li>● present subjunctive (noun, adjective, and adverbial clauses).</li> <li>● past subjunctive in noun clauses and adverbial clauses (It was good that..., It was important that...) (so that, in order to, before that, unless).</li> <li>● if clauses with conditional to express regrets.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● follow the main message in various time frames and analyze key information from authentic texts.</li> <li>● analyze various inequalities that affect opportunities.</li> <li>● explore and provide examples of specific inequalities across cultures.</li> <li>● hypothesize why inequalities exist.</li> <li>● research inequality and those who promote social justice.</li> </ul>