

Rumson-Fair Haven Regional High School

Course: *French IV Honors*

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Section I: Course Description

French IV Honors is a 5-credit course that reinforces and expands upon the aural, oral, grammar, reading, and writing skills developed in *French III Honors*. The core cultural foci are contemporary France and the modern Francophone world. Students are expected to write compositions, participate actively in classroom discourse, develop culture-based research projects, and engage in free conversations. New lexical, grammatical, and verbal concepts will be synthesized with previously presented concepts and tenses to ensure the development of accurate communication skills and proper preparation for Advanced Placement French. The World Languages Laboratory is used to view and listen to authentic audio and video, create compositions and presentations, and have free conversations and discussions based on the themes of the units. Both performance-based assessments and data-based assessments are employed to assess progress. Upon successful completion of *French IV Honors*, course participants are encouraged to evaluate their progress before initiating coursework in either *Advanced Placement French* or *French V*.

Section II: NJSLs: New Jersey Student Learning Standards/Learning Objectives

1. **2020 New Jersey State Learning Standards-World Languages:**
 - o “The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLs – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests.”
2. **2020 New Jersey State Learning Standards-Social Studies:**
 - o “...Today’s challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLs-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.”
3. **Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSLs:**
 - o “The ‘Intent and Spirit of the Computer Science and Design Thinking Standards’ is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.”
4. **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSLs:**

- o “This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.”
***Climate Change:** The state of New Jersey has mandated instruction in, “Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.”
- 5. ***Amistad Law: N.J.S.A. 18A 52:164-88:**
 - o The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.”
- 6. ***Holocaust Law: N.J.S.A. 18A 35-28:**
 - o The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.”
- 7. ***LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:**
 - o A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: “A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.”
- 8. ***Asian American and Pacific Islanders Legislation: N.J.S.A 4021/A6100:**
 - o The inclusion of lessons and resources/texts on the history and contributions of Asian Americans and Pacific Islanders, will enable New Jersey’s schools to provide a curriculum that reflects the diversity of our state. In accordance with state law: “A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through as part of the school district’s implementation of the New Jersey Student Learning Standards in Social Studies.”
- 9. Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom’s Taxonomy of Cognitive Objectives*

Section III: Curriculum Modifications

The *French IV Honors* curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, English language learners, gifted students and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district’s English Language Learners (ELL) coordinator, feedback from members of the Intervention & Referral Services Team (*I&RS*) for at-risk students, and 504 Plans.

Coursework and assessments will be modified on an individual basis for students when necessary. Modifications may include but are not limited to those outlined on the [Modifications/Accommodations for World Language Courses](#) chart.

Section IV: Preparation for Standardized Testing

Instruction in *French IV Honors* is aligned with the requirements of state and national standardized assessments, including the *NJGPA*, *NJSLA*, the *ACT*, the *PSAT* and the *SAT*.

Section V: Curriculum Pacing Guide

Course Title: <i>French IV Honors</i>		Grade Level: 11
Unit I: Ressentir et vivre	Weeks 1-5	
Unit II: Habiter en ville	Weeks 6-10	
Unit III: L'influence des médias	Weeks 11-15	
Unit IV: La Valeur des Idées	Weeks 16-20	
Unit V: La Société en évolution	Weeks 21-25	
Unit VI: Les Générations qui bougent	Weeks 26-30	
Unit VII: Les sciences et la technologie	Weeks 31-35	
Unit VIII: Les richesses naturelles	Weeks 36-40	

Section VII: Primary Texts and Year-Long Instructional Resources

The following texts and instructional resources are employed for all students in *French IV Honors*:

- Google Classroom
- *Common Sense Education* (www.commonsense.org)
- *Turnitin.com* (<https://www.turnitin.com/>)

Section VIII: Grading Formula and Assessment Modes

Marking period grades in *French IV Honors* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined prior to the start of each academic year and will be published in the posted/distributed course syllabi.

Assessments in *French IV Honors* vary greatly in format, scope/content/skills assessed, and alternative assessments, differentiation in assessments and choice will be incorporated as appropriate. Preliminary assessments of each format will be used as benchmarks and summative assessments will be created/revised collaboratively each year and planned by members of the *French Language* instructional team to inform future learning and to measure student growth.

Section IX: Unit Templates

The following unit templates have been established for the *French IV Honors* curriculum by the *French Language* instructional team:

Unit Summary

In “Ressentir et vivre”, students will explore the themes of personal relationships and emotions. Students will learn to talk and write about their own emotions as well as those of their friends and family. In addition, they will review basic grammatical structures in preparation for the complex structures they will encounter in later units. All activities in the unit will foster interpersonal, interpretive, and presentational communicative skills. In this introductory unit, students will review basic structures and expand vocabulary in a thematic context. They will be able to express themselves in the interpersonal, interpretive, and presentational modes about issues that are related to emotional health and personal relationships. This unit serves as preparation for the unit entitled “Personal and Public Identities” in the AP French Language and Culture curriculum.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *French III Honors*:

- *2020 New Jersey Student Learning Standards: World Languages for Grades 9-12*
 - Interpretive Mode
 - 7.1.IM.IPRET.1-8
 - Interpersonal Mode
 - 7.1.IM.IPERS.1-5
 - Presentational Mode
 - 7.1.IM.PRSNT.1-6
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.HistoryCA.14.c
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.2.12.ITH.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
 - 9.4.2.CI.1-2, 9.4.12.CT.2

Unit Essential Questions

- *How do I describe myself?
- How do I describe my relationships with family and friends?
- How do relations between France and the U.S. today differ from the past?

Unit Enduring Understandings

- Actively thinking about what I already know helps me to better understand new concepts.
- When reading, I can employ strategies such as inferring from context and being aware of visual cues to help me understand.
- How I organize and present my ideas helps my audience to better understand what I am trying to say.
- *Identity can be defined in different ways.

Evidence of Learning

Formative & Alternative Assessments:

- Whiteboards
- Signaling
- Exit slips
- Checklists to demonstrate understanding
- Interpretive reading & listening tasks
- Surveys
- Student-to-student conversations
- Completed graphic organizers (e.g., unit vocabulary, Venn diagrams)
- WebQuests
- Blog entries
- Jeopardy game
- Online grammar and vocabulary activities
- Quizzes on verb tenses and vocabulary
- Individual student check-ins with teacher

Benchmark & Summative Assessments:

- Unit Test (Benchmark)
- World Language Lab Assessment (Benchmark)
- TV Journalist Project (Benchmark)

Resources Needed:

- Textbook
- Workbook
- Ancillary Materials

Unit Summary

In “Habiter en ville”, students will be introduced to vocabulary related to urban life. They will be able to use reflexive verbs to talk about daily routines and use modifiers appropriately in context. The activities in the unit will serve to improve students’ communicative abilities in the interpersonal, interpretive, and presentational modes. In this unit, students will review structures and vocabulary in thematic contexts. They will identify aspects of commonality in cities and city life past and present and will have an opportunity to critically reflect upon their own lifestyle and compare their own cultural views with the products, practices, and perspectives of other francophone cultures.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *French III Honors*:

- *2020 New Jersey Student Learning Standards: World Languages for Grades 9-12*
 - Interpretive Mode
 - 7.1.IM.IPRET.1-8
 - Interpersonal Mode
 - 7.1.IM.IPERS.1-5
 - Presentational Mode
 - 7.1.IM.PRSNT.1-6
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.HistoryCC.16.a-b, 6.2.12.HistoryCC.3.b, 6.2.12.GeoPP.6.a
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.2.12.ITH.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
 - 9.4.2.CI.1-2, 9.4.12.CT.2

Unit Essential Questions

- How does life in my community differ from life in a francophone city? How is it similar?
- *How do I describe my daily routine? How is it different from that of someone in an underdeveloped nation such as Haiti?

Unit Enduring Understandings

- When listening, watching the speaker closely or examining other visual clues helps me to understand.
- Actively thinking about what I already know helps me to better understand new concepts.
- When reading, I can employ strategies such as inferring from context and being aware of visual cues to help me understand.
- There are many similarities and differences between life in my suburban community and a francophone city.
- *The geography, environment, climate, politics, culture, and socioeconomic conditions of countries have an extremely large impact on daily life. More specifically, life in a developed Western country (France and/or the United States) is extremely different from that in an undeveloped, disadvantaged nation.

Evidence of Learning

Formative & Alternative Assessments:

- Whiteboards
- Signaling
- Exit slips
- Checklists to demonstrate understanding
- Interpretive reading & listening tasks
- Surveys
- Student-to-student conversations
- Completed graphic organizers (e.g., unit vocabulary, Venn diagrams)
- WebQuests
- Blog entries
- Online grammar and vocabulary activities
- Quizzes on verb tenses and vocabulary

Benchmark & Summative Assessments:

- Unit Test
- Haitian Earthquake Research Project

Resources Needed:

- Textbook
- Workbook
- Ancillary Materials

<ul style="list-style-type: none"> Individual student check-ins with teacher 		
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Unit III: L'influence des médias

Unit Summary

In “Le Monde Francophone”, students will explore different francophone countries, with an emphasis on Quebec. They will identify significant events in the history and culture of Quebec, and acquire vocabulary related to media use in francophone countries. They will refine reading comprehension and text engagement skills, employ text-based vocabulary, and participate in composition and project work. They will review the simple and compound past tenses. This unit reflects the increased emphasis on francophone cultures and global communities in the current approach to language learning. Students will be encouraged to make comparisons between the different francophone cultures and their own community. Units II and III serve as preparation for the unit entitled “Contemporary Life” in the *AP French Language and Culture* curriculum.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *French III Honors*:

- 2020 New Jersey Student Learning Standards: *World Languages for Grades 9-12*
 - Interpretive Mode
 - 7.1.IM.IPRET.1-8
 - Interpersonal Mode
 - 7.1.IM.IPERS.1-5
 - Presentational Mode
 - 7.1.IM.PRSNT.1-6
- 2020 New Jersey Student Learning Standards: *Social Studies*
 - 6.1.12.HistoryCC.3.a, 6.1.12.CivicsPD.16.a, 6.1.12.HistoryUP.16.a, 6.2.12.EconGE.6.c
- 2020 New Jersey Student Learning Standards: *Computer Science and Design Thinking*
 - 8.2.12.ITH.3
- 2020 New Jersey Student Learning Standards: *Career Readiness, Life Literacies and Key Skills*
 - 9.4.2.CI.1-2, 9.4.12.CT.2

Unit Essential Questions	Unit Enduring Understandings
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<ul style="list-style-type: none"> *How does media in francophone cultures differ from media in my community? How are they similar to my community? What are some common activities related to social media in francophone cultures? How do I relate a series of events in the past? 	<ul style="list-style-type: none"> When reading, looking at pictures, charts, titles and other visual cues will help me to better understand. How I organize and present my ideas helps my audience to better understand what I am trying to say. Actively thinking about what I already know helps me to better understand new concepts. *Media plays an important role in the lives of people of all cultures. Social media has transformed the way people live, communicate, learn, etc.
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Evidence of Learning

<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> Whiteboards Signaling Exit slips Checklists to demonstrate understanding Interpretive reading & listening tasks Surveys Student-to-student conversations Completed graphic organizers (e.g., unit vocabulary, Venn diagrams) WebQuests Blog entries Online grammar and vocabulary activities 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> Unit Test World Language Lab Assessment Le Cirque du Soleil Q&A Project 	<p>Resources Needed:</p> <ul style="list-style-type: none"> Textbook Workbook Ancillary Materials
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<ul style="list-style-type: none"> ● Online games such as quia, quizlet, etc. ● Quizzes on verb tenses and vocabulary ● Individual student check-ins with teacher 		
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Unit IV: La valeur des idées

Unit Summary

In “La Valeur des idées ”, students will review use of the imperfect tense for description and the conditional tense for expressing hypothetical situations. They will describe states and conditions in the past, and acquire and employ vocabulary related to the themes of justice and politics. They will compare and contrast political parties in France and the U.S. In this unit, students will examine the themes of justice and politics and how these ideas differ from culture to culture. Students will be allowed to practice using the conditional and past tenses in the context of discussion of the themes of the unit. They will explore the similarities and differences between the political systems of France and the U.S. and the common origins of the systems.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *French III Honors*:

- *2020 New Jersey Student Learning Standards: World Languages for Grades 9-12*
 - Interpretive Mode
 - 7.1.IM.IPRET.1-8
 - Interpersonal Mode
 - 7.1.IM.IPERS.1-5
 - Presentational Mode
 - 7.1.IM.PRSNT.1-6
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.HistorySE.14.a-b, 6.1.12.HistorySE.14.a, 6.2.12.CivicsPI.4.a
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.2.12.ITH.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
 - 9.4.2.CI.1-2, 9.4.12.CT.2

Unit Essential Questions	Unit Enduring Understandings
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<ul style="list-style-type: none"> ● How do past events influence the future? ● How do I express hypothetical situations? ● *What are some common elements of politics in francophone countries and the U.S.? 	<ul style="list-style-type: none"> ● When reading, looking at pictures, charts, titles and other visual cues will help me to better understand. ● How I organize and present my ideas helps my audience to better understand what I am trying to say. ● The French political system differs significantly from the U.S. political system. ● *French and American ideals of justice share common elements.
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Evidence of Learning

<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> ● Whiteboards ● Signaling ● Exit slips ● Checklists to demonstrate understanding ● Interpretive reading & listening tasks ● Surveys ● Student-to-student conversations ● Completed graphic organizers (e.g., unit vocabulary, Venn diagrams) ● WebQuests ● Blog entries 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> ● Unit Test ● French Caribbean Research Project 	<p>Resources Needed:</p> <ul style="list-style-type: none"> ● Textbook ● Workbook ● Ancillary Materials
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<ul style="list-style-type: none"> Quizzes on structures and vocabulary Individual student check-ins with teacher 		
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Unit V: La Société en évolution

Unit Summary

In “La Société en evolution”, students will be introduced to vocabulary related to immigration and globalization. They will become familiar with francophone countries in West Africa and use object pronouns to describe these regions. They will also be introduced to the economic realities of this region through the interpretive reading text in the unit. In this unit, students will examine the issues surrounding developing economies, independence, and self-reliance through excerpts of authentic text. They will challenge their perceptions of what it means to be financially independent as well as form and express opinions using structures and vocabulary from the unit. This unit is preparation for the unit entitled “World Challenges” in the *AP French Language and Culture* curriculum.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *French III Honors*:

- 2020 New Jersey Student Learning Standards: World Languages for Grades 9-12*
 - Interpretive Mode
 - 7.1.IM.IPRET.1-8
 - Interpersonal Mode
 - 7.1.IM.IPERS.1-5
 - Presentational Mode
 - 7.1.IM.PRSNT.1-6
- 2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.HistoryCC.2.b, 6.1.12.CivicsDP.4.b, 6.1.12.HistoryCC.12.b, 6.2.12.HistoryCC.5.c, 6.2.12.EconGI.3.c
- 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.2.12.ITH.3
- 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
 - 9.4.2.CI.1-2, 9.4.12.CT.2

Unit Essential Questions	Unit Enduring Understandings
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<ul style="list-style-type: none"> What does it mean to be financially secure? *What does it mean to be independent? *What constitutes quality of life? 	<ul style="list-style-type: none"> When listening, watching the speaker closely, or examining other visual clues help me to understand. How I organize and present my ideas helps my audience to better understand what I am trying to say. *Independence is a term with significant personal, cultural, economic and political implications. *There are different ways to define quality of life.
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Evidence of Learning

<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> White boards Signaling Exit slips Checklists to demonstrate understanding Interpretive reading & listening tasks Surveys Student-to-student conversations Completed graphic organizers (e.g., unit vocabulary, Venn diagrams) WebQuests Blog entries Jeopardy game Quizzes on structures and vocabulary 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> Unit Test World Language Lab Assessment West African Research Project 	<p>Resources Needed:</p> <ul style="list-style-type: none"> Textbook Workbook Ancillary Materials
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<ul style="list-style-type: none"> Individual student check-ins with teacher 		
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Unit VI: Les Générations qui bougent

Unit Summary

In “Les Générations qui bougent”, students will be introduced to vocabulary related to family customs and traditions. They will explore the connections between traditional and modern roles in the family unit and use the subjunctive tense to express doubt and emotions in the context of the themes of the unit. They will use the interpretive reading skills they have developed to research themes related to the unit and their presentational speaking skills to share what they have learned. In this unit, students will explore the challenges faced by an immigrant community, in particular those faced by the children of immigrants. They will use authentic current media to compare and contrast life in an immigrant community to life in their own community. This unit, along with unit IV serves as preparation for the unit on World Challenges in the *AP French Language and Culture Curriculum*.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *French III Honors*:

- 2020 New Jersey Student Learning Standards: World Languages for Grades 9-12
 - Interpretive Mode
 - 7.1.IM.IPRET.1-8
 - Interpersonal Mode
 - 7.1.IM.IPERS.1-5
 - Presentational Mode
 - 7.1.IM.PRSNT.1-6
- 2020 New Jersey Student Learning Standards: Social Studies
 - 6.1.12.GeoPP.2.a, 6.1.12.HistoryCA.3.b, • 6.1.12.CivicsPI.14.d, 6.1.12.HistorySE.14.b
- 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking
 - 8.2.12.ITH.3
- 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills
 - 9.4.2.CI.1-2, 9.4.12.CT.2

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> *What is national identity? How does modern life in France compare to modern life in my community? *How do immigrant communities differ in other cultures? How are they the same? 	<ul style="list-style-type: none"> When listening, watching the speaker closely or examining other visual clues help me to understand How I organize and present my ideas helps my audience to better understand what I am trying to say. *National identity is evolving in today’s global society. There are many similarities and also differences between modern life in France and in my community in the U.S. *While immigrant communities may differ in other cultures, the life of an immigrant is always challenging in some ways. Immigration provides the chance for a fresh start and opportunities for the immigrant while also enhancing the diversity and richness of culture for the world at large.

Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> Whiteboards Signaling Exit slips Checklists to demonstrate understanding Interpretive reading & listening tasks Surveys Student-to-student conversations Completed graphic organizers (e.g., unit vocabulary, Venn diagrams) WebQuests Emails and presentational writing topics 	<ul style="list-style-type: none"> Unit Test World Language Lab Assessment 	<ul style="list-style-type: none"> Textbook Workbook Ancillary Materials

<ul style="list-style-type: none"> • Jeopardy game • Quizzes on structures and vocabulary • Individual student check-ins with teacher 		
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Unit VII: La Science et la technologie

Unit Summary

In “La Science et la technologie”, students will be introduced to technological and scientific vocabulary. They will use the future simple tense to make predictions about the future of science and technology and use the comparative and superlative constructions to make comparisons between the technology of today and yesterday. All activities will foster interpersonal, interpretive and presentational communication skills. In this unit students will explore the contributions of the francophone world to the fields of science and technology. They will examine the role of technology in their own lives and the evolution of technology in the past, present, and future. This unit serves as preparation for the unit on science and technology in the *AP French Language and Culture Curriculum*.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *French III Honors*:

- *2020 New Jersey Student Learning Standards: World Languages for Grades 9-12*
 - Interpretive Mode
 - 7.1.IM.IPRET.1-8
 - Interpersonal Mode
 - 7.1.IM.IPERS.1-5
 - Presentational Mode
 - 7.1.IM.PRSNT.1-6
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.EconNM.11.a, 6.1.12.EconNE.16.a, 6.1.12.CivicsPR.16.a
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.2.12.ITH.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
 - 9.4.2.CI.1-2, 9.4.12.CT.2

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • What are some of the contributions of francophone countries to the fields of science and technology? • How is modern life affected by technology? • What is the role of technology in my life? 	<ul style="list-style-type: none"> • When listening, watching the speaker closely or examining other visual clues help me to understand. • The way in which I organize and present my ideas helps my audience to better understand what I am trying to say. • Science and technology have a significant impact on daily life.

Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> • Whiteboards • Signaling • Exit slips • Checklists to demonstrate understanding • Interpretive reading & listening tasks • Surveys • Student-to-student conversations • Completed graphic organizers (e.g., unit vocabulary, Venn diagrams) • WebQuests • Journal/blog entries • Online games such as quia/quizlet 	<ul style="list-style-type: none"> • Unit Test • Francophone Biography Project 	<ul style="list-style-type: none"> • Textbook • Workbook • Ancillary Materials

<ul style="list-style-type: none"> • Quizzes on verb tenses and vocabulary • Individual student check-ins with teacher 		
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Unit VIII: Les Richesses naturelles

Unit Summary

In “Les Richesses naturelles”, students will be introduced to vocabulary related to the environment. They will practice using “si” clauses and the conditional and conditional passé to talk and write about hypothetical situations related to environmental issues. They will also use the future antérieur tense to make predictions about the future. All activities will foster interpersonal, interpretive and presentational communication. In this unit students will explore the challenges facing the environment today. They will use authentic current media to explore some of these challenges and pose potential solutions. They will employ advanced grammatical structures to express themselves about complex themes. This unit, along with units V and VI, serves as preparation for the unit on World Challenges in the *AP French Language and Culture Curriculum*.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *French III Honors*:

- *2020 New Jersey Student Learning Standards: World Languages for Grades 9-12*
 - Interpretive Mode
 - 7.1.IM.IPRET.1-8
 - Interpersonal Mode
 - 7.1.IM.IPERS.1-5
 - Presentational Mode
 - 7.1.IM.PRSNT.1-6
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.EconEM.2.c, 6.1.12.EconGE.3.a, 6.1.12.GeoHE.5.a, 6.1.12.GeoHE.13.a, 6.1.12.GeoHE.14.a, 6.2.12.HistoryCC.3.b, 6.2.12.CivicsHR.6.b
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.2.12.ITH.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
 - 9.4.2.CI.1-2, 9.4.12.CT.2

Unit Essential Questions	Unit Enduring Understandings
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<ul style="list-style-type: none"> • *What are some of the significant environmental issues facing the world today? • What are some potential solutions to these issues? • How do these issues relate to my community? 	<ul style="list-style-type: none"> • When listening, watching the speaker closely or examining other visual clues helps me to understand. • The way in which I organize and present my ideas helps my audience to better understand what I am trying to say. • *Environmental issues are complex and global in nature.
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Evidence of Learning

Formative & Alternative Assessments: <ul style="list-style-type: none"> • Whiteboards • Signaling • Exit slips • Checklists to demonstrate understanding • Interpretive reading & listening tasks • Surveys • Student-to-student conversations • Completed graphic organizers (e.g., unit vocabulary, Venn diagrams) • WebQuests • Jeopardy game • Quizzes on verb tenses and vocabulary 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> • Unit Test • World Language Lab Assessment • Central Africa Culture Project 	Resources Needed: <ul style="list-style-type: none"> • Textbook • Workbook • Ancillary Materials
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<ul style="list-style-type: none"> Individual student check-ins with teacher 		
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Section X: Unit Reflection

The *French IV Honors* instructional team must confer upon the completion of each instructional unit in the *French IV Honors* curriculum and rate the degrees to which the instructional units meet performance criteria established by the New Jersey Department of Education using the Unit Reflection Form. Completed unit reflection forms must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *French IV Honors* curriculum.

Unit Reflection Form: <i>French IV Honors</i>			
Lesson Activities:	Strongly	Moderately	Weakly
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills;			
Are challenging and require higher order thinking and problem-solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21 st century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners.			

Appendix
Writing Instruction and the RFH Community

Writing instruction should happen across the RFH Community. Writing across the curriculum is a philosophy that advances the belief that writing is a method of learning. Since all departments are committed to helping students learn, writing must be used as a methodology to advance student learning.

Each academic discipline has its own unique conventions, formats and structures. It is the responsibility of each department to agree upon domain-specific writing praxes, model them for students, and require them to utilize them on a consistent basis. Students must understand that acceptable writing in one domain may not be acceptable writing in another area. The development of domain-specific writing skills supports the overall development of the student writer because all writing is grounded in the writing situation: audience, context, purpose, subject, and writer. Representatives from the academic disciplines must share their domain-specific writing praxes with each other, identify intersections, and determine how to address perceived gaps that limit student learning.

Students must experience writing situations that help them learn how to think creatively and critically and communicate effectively in the academic disciplines. Writing instruction, regardless of the academic discipline, must always reinforce student understanding of the writing situation. When students experience writing situations, they must study examples of domain-specific writing in order to understand how writers communicate in discipline-related contexts. This does not mean information embedded in textbooks. Domain-specific writing is writing that is used to inform and influence readers as it draws them into an established circle of discourse. Students must use these non-fiction texts to develop the close reading skills that will shape their own writing. Focused engagement with domain-specific writing should not be limited to basic reading comprehension and topical understanding. It must also include the analysis of the writing situation that is represented in the text: audience, context, purpose, subject, and writer. The close reading of well-written texts—regardless of the domain—will show students the importance of writing mechanics, diction, and syntax. The development of close reading skills will also help the students grow in terms of their ability to construct and advance independent and original claims that are well-supported by evidence. Domain-specific writing is grounded in positioning of claims and the effective use of evidence.

The final written product is important; nevertheless, the learning that results in this production must not be devalued. The writing process is not limited to the basic steps of planning, drafting, revising, and editing/proofreading. It is a complex sequence of critical and creative thinking and writing that leads to the production of a text that provides evidence of learning and understanding. Students must ultimately develop the ability to self-assess the effectiveness of their writing as a representation of the writing situation. Without the use of models that evidence learning and understanding, students will not develop the ability to self-assess their own work—the true outcome of the writing process.

What types of writing situations should RFH students engage in?

RFH students should engage in writing situations across the curriculum that require them to:

- write to improve mechanical proficiency, diction usage, and syntactical sophistication
- write to narrate, describe, and reflect
- write to summarize and report
- write to classify and define
- write to explain how process leads to an outcome
- write to compare, contrast and evaluate
- write to speculate on cause and effect
- write to propose solutions and solve problems
- write to analyze

These writing situations should be positioned in a coordinated, developmental sequence that extends across the academic disciplines.

Upon Completion of Grade 12, RFH students must be ready to transition to the following writing situations:

- write to analyze
- write to persuade (argument)

The core foci of first-year college writing courses are analysis and argument. These courses orient the students to the demands and expectations of writing for the academic culture of college. At colleges/universities with carefully coordinated writing programs, students must demonstrate proficiency in analysis and argument before they transition to upper level courses that require them to engage in the following writing situation:

- write to investigate (research)