

Rumson-Fair Haven Regional High School

Course: *French III Honors*

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Section I: Course Description

French III Honors is a 5-credit course that reinforces and expands upon the aural, oral, grammar, reading, and writing skills developed in French II 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 French IV Honors. 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. Strong academic performance in French II Honors and teacher recommendation are prerequisites for this course.

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

1. **2020 New Jersey State Learning Standards-World Languages:**
 - “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:**
 - “...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:**
 - “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:**
 - “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 52:16A-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 III 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 III 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

Curriculum Pacing Guide	
Course Title: <i>French III Honors</i>	Grade Level: 10

Unit I: Chez nous	Weeks 1-5
Unit II: La nourriture	Weeks 6-10
Unit III: La santé	Weeks 11-15
Unit IV: La Technologie	Weeks 16-20
Unit V: En ville	Weeks 21-25
Unit VI: L'avenir et les métiers	Weeks 26-30
Unit VII: L'espace vert	Weeks 31-35
Unit VIII: Les arts	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 III Honors*:

- Google Classroom
- *Common Sense Education* (www.commonsense.org)
- *Turnitin.com* (<https://www.turnitin.com/>)
- D'accord! 2, Vista Higher Learning, 2014
- D'accord 2! Manuel d'étudiant, Vista Higher Learning, 2014
- Vhlcentral.com Supersite online resources
- *Think Literacy* resources from the Ontario Ministry of Education
- <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitCoreFrench.pdf>

Section VIII: Grading Formula and Assessment Modes

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

Assessments in *French III 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 III Honors* curriculum by the *French Language* instructional team:

Unit I: Chez nous

Unit Summary

In “Chez nous”, students will learn the parts of the house, appliances, furniture, and daily household chores. They will learn about housing in francophone regions such as Alsace, France, New Orleans, and Quebec. They will review the present tense of verbs and the uses of the passé, composé, and imperfect tenses. They will use these tenses to speak and write about events in the present and the past. 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 housing and household chores. Compare and contrast activities in this unit foster an understanding of the products, perspectives, and practices related to daily life in a francophone country.

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.II.IPRET.1-5
 - Interpersonal Mode
 - 7.1.II.IPERS.1-5
 - Presentational Mode
 - 7.1.II.PRSNT.1-4
- *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 my home?
- How does my home differ from those in other cultures?
- What are some elements common to homes in all cultures?

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.
- I can use visual cues to help me understand French.
- Homes reflect the perspectives of the people of a culture.

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:

- Benchmark Unit Test
- Paris Apartment Hunt Project (Benchmark)

Resources Needed:

- Textbook
- Workbook
- Ancillary Materials

Unit II: La nourriture

Unit Summary

In “La nourriture”, students will be introduced to vocabulary related to food and meals. They will learn about open-air markets and the customs associated with shopping and dining in francophone countries. They will be introduced to the

passé récent and expressions of time. They will also review object pronouns used singularly and double object pronouns, comparatives, and superlatives. In this unit, students will acquire structures and vocabulary in thematic contexts. They will identify aspects of customs associated with food and dining and will have an opportunity to critically reflect upon their own lifestyle and compare their own cultural views and practices with the products, practices, and perspectives of other francophone cultures. All activities in the unit will strengthen interpersonal, interpretive, and presentational communication skills.

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.IL.IPRET.1-5
 - Interpersonal Mode
 - 7.1.IL.IPERS.1-5
 - Presentational Mode
 - 7.1.IL.PRSNT.1-4
- 2020 New Jersey Student Learning Standards: Social Studies
 - 6.1.12.HistoryCA.14.c, 6.1.12.EconNE.16.b, 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

- *How does dining in my community differ from that in a francophone city? How is it similar?
- *How does shopping in a francophone country compare to shopping in my community? What are some of the reasons for the differences?
- How do I speak about events in the recent past?
- *How do cultural elements from one society/culture impact another?

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.
- *Meals and the customs surrounding eating reflect the perspectives of the people of a culture.
- *Cultural elements such as food and fashion styles, tastes, and preferences vary tremendously and elements from different countries/cultures have increasingly shaped each other due to travel, migration, immigration, and communication, and most recently, technological communication. This acculturation can foster understanding and an appreciation of differences.

Evidence of Learning

Formative & Alternative Assessments:

- Whiteboards
- Signaling
- TPR
- Exit slips to demonstrate understanding
- 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 activities associated with text

Benchmark & Summative Assessments:

- Unit Test
- French Restaurant Review
- World Language Lab Assessment (Benchmark)

Resources Needed:

- 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 III: La Santé

Unit Summary

In “La Santé”, students will be introduced to vocabulary related to health, hygiene and parts of the body. They will use reflexive verbs to describe actions related to daily routine and hygiene. They will also learn idiomatic expressions used in medical situations. They will study reflexive verbs in the present and the past and be introduced to the pronouns y and en. Students will also compare and contrast the healthcare system in France and the U.S. 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 healthcare systems in France and the U.S. and to think about the issues surrounding healthcare in their community and the world at large.

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.IL.IPRET.1-5
 - Interpersonal Mode
 - 7.1.IL.IPERS.1-5
 - Presentational Mode
 - 7.1.IL.PRSNT.1-4
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.CivicsPI.14.d, 6.2.12.EconGE.6.a
- *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 healthcare in francophone cultures differ from the system in my community? How is it similar to my community? • What are some common activities related to hygiene? • How do I communicate with a doctor? 	<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. • *Different countries have different perspectives about healthcare.
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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 • Writing emails/notes • Online activities associated with text • Quizzes on verb tenses and vocabulary • Individual student check-ins with teacher 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> • Unit Test • Medical Note and Skit Presentation (Benchmark) 	<p>Resources Needed:</p> <ul style="list-style-type: none"> • Textbook • Workbook • Ancillary Materials
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Unit IV: La Technologie

Unit Summary

In “La Technologie”, students will be introduced to vocabulary related to electronics, the internet, cars, and car repair. They will also be introduced to the conditional tense to speak about hypothetical situations. They will learn about driving in France and famous car manufacturers. In addition, they will learn about the role of Belgium in the technology industry. In this unit, students will be exposed to key terms that are useful for talking about technology and specifically the telephone. Students will focus on the theme of the car and discover certain elements of its history as it relates to France. Students will discover the prepositions that are often used to separate adjacent verbs. They will work on the conditional. They will explore Belgium.

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.IL.IPRET.1-5
 - Interpersonal Mode
 - 7.1.IL.IPERS.1-5
 - Presentational Mode
 - 7.1.IL.PRSNT.1-4
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.HistoryCA.14.c, 6.1.12.EconNE.16.b, 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

- How does technology influence daily life?
- How do I express hypothetical situations?
- *What are some important contributions of francophone nations to the field of science and technology?

Unit Enduring Understandings

- 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.
- Technology impacts daily life in almost all cultures.
- *Changes in technology affect cultural perspectives.

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 activities associated with text
- Quizzes on verb tenses and vocabulary
- Individual student check-ins with teacher

Benchmark & Summative Assessments:

- Unit Test
- French Technology Presentation
- World Language Lab Assessment

Resources Needed:

- Textbook
- Workbook
- Ancillary Materials

Unit V: En ville

Unit Summary

In “En ville”, students will be introduced to vocabulary related to banking, business, and asking for directions. They will also be introduced to affirmative and negative expressions and the future simple tense. They will explore the province of Quebec and its cultural and historical ties to France. Activities in the unit will encourage students to use background information to understand written and spoken French. In this unit, students will examine the issues surrounding business and commerce and become familiar with the concept of the “town square” common to many towns and villages in France and Quebec. They will learn how to speak and write about past and future events, particularly in the context of French/Quebec relations. All activities will promote interpersonal, interpretive, and presentational communication skills.

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.IL.IPRET.1-5
 - Interpersonal Mode
 - 7.1.IL.IPERS.1-5
 - Presentational Mode
 - 7.1.IL.PRSNT.1-4
- 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

- What are some common businesses in French towns?
- How does my town compare to a town in Quebec?
- How do I speak about future events?
- How do I ask for directions?

Unit Enduring Understandings

- When listening, watching the speaker closely or examining other visual clues helps me to understand.
- How I organize and present my ideas helps my audience to better understand what I am trying to say.
- Businesses are at the center of village life.
- I can use information that I already know to help me understand written and spoken French.

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
- Individual student check-ins with teacher

Benchmark & Summative Assessments:

- Descriptive paragraphs (Benchmark)
- Unit Test
- Montreal Research Project

Resources Needed:

- Textbook
- Workbook
- Ancillary Materials

Unit VI: L'avenir et les métiers

Unit Summary

In “L'avenir et les métiers”, students will be introduced to vocabulary related to the workplace, including professions, how to make phone calls and what to say in a job interview. They will expand their knowledge of the future simple tense

and be introduced to interrogative pronouns. They will begin to use *si* clauses to suggest and indicate hypothetical situations. They will explore the concepts of unions and strikes. They will use the interpretive reading skills they have developed to research themes related to the unit, their interpersonal skills to simulate job interviews, and their presentational speaking skills to share what they have learned. In this unit, students will learn about vocabulary and cultural concepts necessary to apply for and obtain a job in France. They will be exposed to the unique civil service system in France and the role of “*la grève*” in French society. The readings, activities, and videos in this unit will lead students to a greater understanding of the cultural perspectives of the French regarding the workplace. All activities will promote interpretive, interpersonal, and presentational skills.

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.II.IPRET.1-5
 - Interpersonal Mode
 - 7.1.II.IPERS.1-5
 - Presentational Mode
 - 7.1.II.PRSENT.1-4
- 2020 New Jersey Student Learning Standards: Social Studies
 - 6.1.12.HistoryCC.5.a, 6.1.12.HistoryCA.6.a, 6.1.12.EconET.14.b
- 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

- What are some common professions?
- What role do unions play in French society?
- How do I ask and respond to questions in a job interview?
- How do I ask for more specific information?

Unit Enduring Understandings

- When listening, watching the speaker closely or examining other visual clues helps me to understand.
- How I organize and present my ideas helps my audience to better understand what I am trying to say.
- I can use background information to help me to understand written and spoken French.
- There are many similarities and differences related to the concept of work in France and the U.S.

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
- Emails
- Online resources associated with text
- Quizzes on verb tenses and vocabulary
- Individual student check-ins with teacher

Benchmark & Summative Assessments:

- Descriptive Writing Assessment-Resume Creation and Q&A
- Unit Test
- World Language Lab Assessment

Resources Needed:

- Textbook
- Workbook
- Ancillary Materials

Unit VII: L'espace vert

Unit Summary

In “L’espace vert”, students will be introduced to vocabulary related to nature and the environment. They will use the subjunctive tense to express wishes, wants, and emotions and use the comparative and superlative constructions to make comparisons between two items. They will be introduced to the diverse geography in the francophone world and compare and contrast elements of the natural world. All activities will foster interpersonal, interpretive, and presentational communication skills. In this unit, students will explore the contributions of the francophone world to the field of ecology and conservation. They will be introduced to some of the issues facing the environment. This unit serves to lay the foundation for more in-depth examination of environmental challenges in “Les richesses naturelles” in *French IV Honors* and “Les défis mondiaux” in *AP French Language and Culture*.

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.II.IPRET.1-5
 - Interpersonal Mode
 - 7.1.II.IPERS.1-5
 - Presentational Mode
 - 7.1.II.PRNT.1-4
- 2020 New Jersey Student Learning Standards: Social Studies
 - 6.3.2.GeoGI.1-2
- 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

- What are some of the contributions of francophone countries to the fields of ecology and conservation?
- *What are some threats to the environment?
- *What do I wish for the future of the planet?

Unit Enduring Understandings

- 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.
- *The environment faces many challenges.
- *My actions impact the environment.

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
- Journal/blog entries
- Online resources associated with text
- Quizzes on verb tenses and vocabulary
- Individual student check-ins with teacher

Benchmark & Summative Assessments:

- Unit Test
- Environmental Awareness/Activism Project

Resources Needed:

- Textbook
- Workbook
- Ancillary Materials

Unit Summary

In “Les Arts”, students will be introduced to vocabulary related to theater, film, visual and performing arts. They will expand their use of the subjunctive tense to express uncertainty. They will be introduced to performing and visual arts in the francophone world, such as the “style naïf” in Haiti and the Cirque du Soleil in Canada. All activities will foster interpersonal, interpretive, and presentational communication. In this unit, students will explore the rich contributions of the francophone world to the arts. They will be introduced to the concept that art reflects cultural perspectives and be asked to compare and contrast the artworks of diverse countries with those of their own country. They will employ advanced grammatical structures to express themselves about complex themes. This unit serves as a foundation for the unit on “Beauty and Aesthetics” 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.IL.IPRET.1-5
 - Interpersonal Mode
 - 7.1.IL.IPERS.1-5
 - Presentational Mode
 - 7.1.IL.PRSNT.1-4
- *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

- What are some of the contributions of the francophone world to the field of art?
- *How does art reflect cultural perspectives?
- How do I express emotion, doubt, or uncertainty?

Unit Enduring Understandings

- When listening, watching the speaker closely or examining other visual clues helps me to understand.
- I can use what I already know to help me to understand written and spoken French.
- How I organize and present my ideas helps my audience to better understand what I am trying to say.
- The artwork of a society reflects its cultural perspectives and the exchange of such fosters diversity within a society, country, region or the world at large.

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
- Journal/blog entries
- Online resources associated with text
- Quizzes on verb tenses and vocabulary
- Individual student check-ins with teacher

Benchmark & Summative Assessments:

- Unit Test
- French Pastiche Project
- World Language Lab Final Assessment

Resources Needed:

- Textbook
- Workbook
- Ancillary Materials

Section X: Unit Reflection

The *French III Honors* instructional team must confer upon the completion of each instructional unit in the *French III 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 III Honors* curriculum.

Unit Reflection Form: <i>French III 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)