Summit Public Schools
Summit, New Jersey
Grade Level: 9-12 / Content Area: French 5H

Overview:

Language is at the heart of all human interaction and the focus of this course is to continue to develop students' French language skills through a cultural lens. This curriculum is culture based, as culture and language are inseparable; they influence and reflect each other. Comparing and contrasting one's own native language and culture with the French language and culture enables students to gain new insight about French speaking countries and the world. Students will use and learn vocabulary in cultural contexts. Each unit presents a different cultural theme focusing on the influence and impact of history, literature and the arts on French culture. Speaking, listening, reading, and writing skills are developed by using the interpersonal, interpretative, and presentational modes of communication.

World Languages Standard

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 into college.

<table>
<tr><th colspan="2">Unit 1:</th></tr>
<tr><td colspan="2">Big Ideas: Course Objectives/Content Statement(s)

<u>Unit 1: Le logement (Housing and Shelter)</u>
● Reviewing vocabulary of housing, structure, architecture, and cultural differences between France and the United States.
● Examining the role played by new trends: “tiny houses” their popularity amongst young adults and their benefits on the environment.
● Discussing “colocation”, sharing habitation with other people in order to minimize cost of housing.</td></tr>
<tr><td>Essential Questions
What provocative questions will foster inquiry, understanding, and transfer of learning?</td><td>Enduring Understandings
What will students understand about the big ideas?</td></tr>
<tr><td>● What does a French house look like?
● What are some architectural differences between a French house and an American house (size, disposition of rooms, furnishings…)
● Why are the styles of French houses different in different regions?
● Are regional differences linked to the weather? Building materials? Both?
● What is the new trend in lodging? What is the tiny house movement? Is it more environmentally friendly?
● What is “la colocation”? Why is this living style more and more adopted amongst students? Is it also a welcomed alternative for the elderly?</td><td>Students will understand that:
● Building materials and architecture of French houses are different from one region to the next and from houses in the United States.
● Furniture is often passed from generation to generation.
● The tiny house movement was started in the United States but increasingly popular in France both for financial and environmental reasons.
● More and more young people decide to be co-tenants. Sharing a house or an apartment is also becoming popular amongst an older generation.</td></tr>
<tr><td>Areas of Focus: Proficiencies
(New Jersey Student Learning Standards)</td><td>Lessons</td></tr>
<tr><td>Students will:

• 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

•7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.</td><td>Instructional Focus:
<u>Practical language: vocabulary.</u> Students will use vocabulary in cultural context.
Unit 1 introduces Lodging options in France with a particular focus on the history of architecture in different regions and the new trends triggered by more environmental awareness and financial issues. Authentic material (articles) and testimonies (audio/video) will be used.

<u>Linguistic structures</u> will be emphasized.
Students will review basic verb tenses and further their knowledge of essential verb forms. They will use reflexive construction, subjunctive and conditional expressions.</td></tr>
</table>

•7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses. •7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. •7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities. •7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics. •7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. • 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change. • 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. • 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. • 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. • 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. • 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.	<u>Sample Assessments</u>: ● Answer MCQ and open-ended questions on texts and videos featuring people who chose to live in tiny houses or to be co-tenants. ● Write a full essay on the experience of co-tenants in France. Students will use all elements required for essay writing at the AP level. (Presentational writing: persuasive essay). ● Class discussions on information from readings and films as well as historical facts. The objective is to clearly present a personal view. (Interpersonal speaking: conversation). ● Use technology (Go Formative) to record interpersonal and presentational speaking: cultural comparison. Evaluation is based on use of information presented in class, cultural understanding (comparison with the United States), use of vocabulary, and pronunciation. ● Listening comprehension of short authentic radio podcasts/TV audio recordings and movie excerpts is tested with open ended or multiple-choice questions. ● Short quizzes on vocabulary or grammar and unit tests assess students' mastery of content. **Instructional Strategies:** *Interpretive:* Readers use knowledge about houses in France in order to decode and recognize words. They will gain understanding of printed and audio material using vocabulary reviewed from French 2 and 3, and adding on new words and expressions from this unit. *Interpersonal:* Discussing ideas with partners. Retelling a story helps collaborative workers remember the story's main idea. Communicate information using technology for example: write a short email or a response to an email asking for information about a "tiny house". *Presentational:* Essay writing should present the aspects of the topic (renting a lodgment with others) using a variety of resources, and presenting the final opinion. A persuasive composition should present the student's positions through evidence and use of cultural perspectives.

• 7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change. • 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences. • 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences. • 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. • 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences. • 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims. • 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences. • 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.	

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Differentiation	Assessments
Interdisciplinary Connections are made with the following areas: ● Creative arts: Architecture is one of the classical forms of fine art and has always had a strong association with the art world. Creating a beautiful structure, from the design phase, developing and building structures or other buildings combine into what we know as architecture. This unit welcomes conversations and personal opinions about French houses and their architectural aspects. ● Social studies (history of 2008 financial crash and its consequences on Americans and French families). **Technology Integration** ● Technology is used to practice vocabulary (Quizlet, Kahoot, Conjuguemos: https://conjuguemos.com/vocabulary/flashcard/17566) and to record presentations.	**Formative Assessments:** ● Answer MCQ and open-ended questions on texts and videos featuring people who chose to live in tiny houses or to be co-tenants. ● Listening comprehension of short authentic radio podcasts/TV audio recordings and movie excerpts is tested with open ended or multiple-choice questions. ● Short quizzes on vocabulary or grammar and unit tests assess students' mastery of content. **Summative Assessments, Projects, and Celebrations:** ● Use technology (Go Formative) to record interpersonal and presentational speaking: cultural comparison. Evaluation is based on use of information presented in class, cultural understanding (comparison with the United States), use of vocabulary, and pronunciation.

Media Literacy Integration

- Students will be encouraged to ask questions about all the information presented to them in the form of video clips, movie excerpts, audio selections, news articles, and literary pieces. All information presented is taken from authentic sources. This will help students critically analyze the messages and identify the authors, their purpose and point of view.

Global Perspectives

- Students will understand the extent of diversity in products and practices that exist within French culture and compare the French historical housing and architectural choices with those in other parts of the world.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

- Write a full essay on the experience of co-tenants in France. Students will use all elements required for essay writing at the AP level. (Presentational writing: persuasive essay).

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- Video: Adomania TV5 Monde "Chez moi"
https://enseigner.tv5monde.com/fiches-pedagogiques-fle/chez-moi-716
- Podcast Français Facile: "Location appartement - situation à l'agence immobilière"
https://www.podcastfrancaisfacile.com/dialogue/dialogue-location.html
- Podcast Français Facile: "Décrire un appartement"
https://www.podcastfrancaisfacile.com/vocabulaire/description-appartement.html
- Podcast Français Facile: "Décrire une maison"
https://www.podcastfrancaisfacile.com/dialogue/visite-dune-maison.html
- Song/video: Bénabar "4 murs et un toit"
Bénabar - Quatre murs et un toit - live @ FranceBleu - Jeudi 5 Avril 2018
- Video: Télématin: "Tiny houses: la petite maison à portée de tous"
Tiny House : la petite maison à portée de tous
- Article: Le Point: "Tiny Houses: mini-maisons, mini-prix, maxi-succès"
https://www.lepoint.fr/societe/mini-maisons-mini-prix-maxi-succes-21-08-2018-2244726_23.php
- Article: L'Obs: "Les tiny houses, des mini-maisons pour une maxi liberté"
https://www.nouvelobs.com/logement/20160617.OBS2806/les-tiny-houses-des-mini-maisons-ecolo-pour-une-maxi-liberte.html

- Podcast: RFI (8 milliards de voisins): "La colocation sous toutes ses formes"
https://podcloud.fr/podcast/rfi-7-milliards-de-voisins/episode/la-colocation-sous-toutes-ses-formes-la-solidarite-sous-le-meme-toit
- Podcast/video: France Bienvenue: "La vie en colocation"
https://francebienvenue1.fr/2011/01/06/la-vie-en-colocation/

<table>
<tr><th colspan="2">Unit 2:</th></tr>
<tr><td colspan="2">Big Ideas: Course Objectives/Content Statement
<u>Unit 2: The Holocaust in France</u>
Connecting Jewish survivors' stories to our life helps us understand their hardship.
Discussing historical events during WWII in France helps us explain the fate of French Jewish children.
Examining the role played by the "French Resistance" helps students understand why many Jewish children were saved from deportation.</td></tr>
<tr><td>Essential Questions
What provocative questions will foster inquiry, understanding, and transfer of learning?</td><td>Enduring Understandings
What will students understand about the big ideas?</td></tr>
<tr><td>How do we understand the suffering of the French Jews during WWII?

How can we explain that some French citizens saved many Jewish children while others sent them away?

Why is De Gaulle's radio address still important today?

What were the actions of some Résistance groups that helped save many Jewish children?

What testimonies of some Holocaust survivors will help us understand their journey and return to safety?</td><td>After reading authentic historical documents and watching video testimonies, students will understand the events that took place in France during WWII.
They will understand that the Vichy French government of that time followed the Nazi rules and contributed to the tragedy of the Holocaust.
They will focus their discussion on French Jewish children and their hardship, and use their stories to support personal opinions.</td></tr>
<tr><td>Areas of Focus: Proficiencies
(New Jersey Student Learning Standards)</td><td>Examples, Outcomes, Assessments</td></tr>
<tr><td>Students will:</td><td>Instructional Focus:
<u>Practical language: vocabulary.</u> Students will use vocabulary in cultural context.</td></tr>
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• 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. •7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes. •7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses. •7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. •7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities. •7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics. •7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. • 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change. • 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. • 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. • 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.	Unit 1 introduces *The Holocaust in France* with a particular focus on the history of France during WWII and the hardship of French Jewish children. Authentic war footage and testimonies will be used. <u>Linguistic structures</u> will be emphasized. Students will review basic verb tenses and further their knowledge of essential verb forms. They will use reflexive construction, subjunctive and conditional expressions. They will start integrating new grammatical elements such as "voix passive" and "gérondif". <u>Sample Assessments</u>: ● Answer MCQ and open-ended questions on texts and videos from Jewish children's testimonies. ● Write a full essay on the experience of Jewish children during WWII in France. Students will use all elements required for essay writing at the AP level. (Presentational writing: persuasive essay). ● Class discussions on topics, characters, plots from readings and films as well as historical facts. The objective is to clearly present a personal view. (Interpersonal speaking: conversation). ● Use technology to record Presentational speaking: cultural comparison. Evaluation is based on treatment of topic, cultural understanding, use of vocabulary, and pronunciation. ● Listening comprehension of short authentic radio/TV audio recordings and movie excerpts is tested with open ended or multiple-choice questions. ● Short quizzes on vocabulary or grammar and unit tests assess students' mastery of content. ● PBL: "Multi-media museum". "La Shoah en France, qu'est-ce que c'est?" Students will work collaboratively to explore some aspects of the Jewish genocide in France, the notion of human choice, and government responsibility. They will create a "multi-media museum" dedicated to the memory and lessons of the Holocaust. **Instructional Strategies:** *Interpretive:* <u>Interpretive:</u> Readers use knowledge about the Holocaust in France in order to decode and recognize

• 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. • 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences. • 7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change. • 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences. • 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences. • 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. • 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences. • 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims. • 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences. • 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee.	words. They will gain understanding of printed and audio material. *Interpersonal:* Interpersonal: Discussing ideas with partners. Retelling a story helps collaborative workers remember the story's main idea. Communicate information using technology for example: write a short blog entry or a response to a teacher generated email on the topic. *Presentational:* Presentational: Research report shows the aspects of the topic through investigation, using a variety of resources, and presenting the final product. Persuasive compositions support positions through evidence and use of cultural perspectives.

CRP2: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	
Differentiation	**Assessments**
Interdisciplinary Connections are made with the following areas: ● Language arts (compare/contrast structure of language, patterns of speech, and etymology of words) ● Social studies (history of France and WWII, history of the French Jewish population and its demise). **Technology Integration** ● Students will use technology (Sutori or Hyper Docs) to present the information for the "multi-media museum" on the Holocaust. They will use technology to record their answers on the speaking test and upload the file on Go Formative. Students will create their own media messages during oral interpersonal presentations and emails/blogs posted on Google Classroom. **Media Literacy Integration** ● Students will be encouraged to ask questions about all the information presented to them in the	**Formative Assessments:** ● Answer MCQ and open-ended questions on texts and videos from Jewish children's testimonies. ● Class discussions on topics, characters, plots from readings and films as well as historical facts. The objective is to clearly present a personal view. (Interpersonal speaking: conversation). ● Short quizzes on vocabulary or grammar and unit tests assess students' mastery of content. **Summative Assessments, Projects, and Celebrations:** ● Write a full essay on the experience of Jewish children during WWII in France. Students will use all elements required for essay writing at the AP level. (Presentational writing: persuasive essay). ● Use technology to record Presentational speaking: cultural comparison. Evaluation is based on treatment of topic, cultural understanding, use of vocabulary, and pronunciation. ● PBL: Multi-media museum. "La Shoah en France, qu'est-ce que c'est?" Students will work collaboratively to explore some aspects of the

form of video clips, movie excerpts, audio selections, news articles, and literary pieces. All information presented is taken from authentic sources. This will help students critically analyze the messages and identify the authors, their purpose and point of view.

Global Perspectives

- Students will understand the extent of diversity in products and practices that exist within French culture and compare the French historical elements during WWII with those in other parts of the world.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**

Jewish genocide in France, the notion of human choice, and government responsibility. They will create a multi-media museum (on Sutori or Hyper Docs) dedicated to the memory of one Jewish child in France during the Holocaust.

Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- Video: USC Shoah Foundation: “Sarah Litmanovitch Chaumette”:
https://sfi.usc.edu/content/sarah-chaumette-cnrd

- Article: Dix-huit info: “Juillet 1942, la rafle des Juifs dans le 18e, témoignages”:
http://www.dixhuitinfo.com/societe/histoire/article/juillet-1942-la-rafle-des-juifs

- Video: BFM tv: “Après la rafle, Joseph Weismann raconte”: Joseph Weismann raconte Après la rafle
- Film: La rafle: La Rafle

- Article: “La rafle du Vel’ d’Hiv’, le vrai capitaine Pierret”:
https://www.amicale-des-deportes-auschwitz-et-birkenau-rhone.asso.fr/la-rafle-du-vel-dhiv-1229.html

- Article: Un jour, une actu: “La seconde guerre mondiale filmée à hauteur d’enfants” (l’histoire de Fanny Ben-Ami):
https://www.1jour1actu.com/culture/la-seconde-guerre-mondiale-filmee-a-hauteur-denfants-65342
Film: “Le voyage de Fanny”
https://www.tv5monde.com/programmes/fr/programme-tv-le-voyage-de-fanny/43573/
- Video: “Interview de Fanny Ben-Ami”:
Interview de Fanny Ben-Ami et Léonie Souchaud - "Le Voyage de Fanny"

- Video : “Interview de Francine Christophe”: Francine's interview - FRANCE - #HUMAN

- Video: “Esther Tankel, résistante, raconte le convoyage d’enfants juifs…”:
Esther Tankel, résistante, raconte le convoyage d'enfants juifs vers des abris clandestins

- Video: “L’appel du Général de Gaulle à la résistance”: To All Free Frenchmen (1940)
“Il y a 80 ans: l’appel du 18 juin”: Il y a 80 ans : l'Appel du 18 juin

- Video: “La résistance en France pendant la seconde guerre mondiale”:
La résistance en France pendant la Seconde Guerre mondiale

- Documentary: INA: “Daniel Cordier parle de son engagement auprès de Jean Moulin”:
https://www.ina.fr/ina-eclaire-actu/1989-daniel-cordier-rappelle-son-engagement-aupres-de-jean-moulin

Unit 3:	
Big Ideas: *Course Objectives/Content Statement(s)* **<u>Unit 3: The French Antilles and the African Legacy</u>** • **We can group the cultural identity of French speaking Caribbean islands.** • **French speaking poets and authors of African roots help us appreciate diversity in French literature and give us a different perspective on slavery and African heritage in French culture.**	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How was slavery abolished in the French Antilles (compared with the United States)? • How can we help fight poverty in the French Caribbean islands of Martinique and Guadeloupe? • How was creole created? Who spoke creole in the 18th century and why? • What is the relevance of creole today? Is it still spoken? Why? What does creole represent for French islanders? • Who are some famous 20th century French poets/authors? What is their contribution to France’s culture? What are 2 important literary movements?	• After reading authentic newspaper and magazine articles and watching video clips students will understand the evolution of slavery in the French Caribbean islands/territories (former French colonies). • Students will discuss the importance of Haïti’s independence vs. Guadeloupe and Martinique. Both Guadeloupe and Martinique are French overseas regions today. • They will understand the importance of Napoleon’s decision regarding the outcome of the war with Haiti won by former slaves. • They will discuss the importance of sugarcane in the economy and discover cultural references linked to slavery in poetry.

• Who are the immigrants to Guadeloupe and Martinique today? What factors enable their assimilation?	• They will analyze the reasons for today's poverty in this region of the world and deduct the reasons for the present situation in Guadeloupe and Martinique regarding immigration from Haïti.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: • 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. •7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes. •7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses. •7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. •7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities. •7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics. •7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. • 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change. • 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.	**Instructional Focus:** <u>Practical language: vocabulary.</u> The study of *The French Antilles and the African legacy* in Unit 3 will combine vocabulary from historical content (slavery, sugarcane plantations, revolt) and present 21st century content with cultural and literary focus. <u>Linguistic structures</u> will be emphasized. Students will review "articles définis, indéfinis et partitifs". When writing/speaking about different countries/areas of the world they will use "prépositions et noms géographiques". Interrogative adjectives, adverbs, and pronouns will be part of this unit. **Instructional Strategies:** *Interpretive:* Readers use knowledge about the history of Haiti, Guadeloupe, and Martinique in order to decode and recognize words. They will gain understanding of printed and audio material. *Interpersonal:* Discussing ideas with partners. Retelling a story helps collaborative workers remember the story's main idea. Communicate information using technology for example: write a short blog entry or a response to a teacher generated email on the topic. *Presentational:* Written and spoken (recorded) answers show the aspects of the topic through connections, using a variety of resources, and presenting the final product. Persuasive compositions support positions through evidence and use of cultural perspectives.

• 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. • 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. • 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. • 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences. • 7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change. • 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences. • 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences. • 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. • 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences. • 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims. • 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.	

• 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	
Differentiation	**Assessments**
Interdisciplinary Connections are made with the following areas: ● Language arts (compare/contrast structure of language, patterns of speech, and etymology of words). For example: compare creole and French. ● Social studies (history of Napoleon's war with Haiti, history of the French Caribbean islands, history of slavery and its abolition in the colonies in 1848. Importance of Victor Schoelcher). **Technology Integration** ● Students will use technology to record the presentations about slavery in Haïti and the situation of Black workers in the sugar fields of Martinique in the movie «Rue Cases-Nègres».	**Formative Assessments:** ● Read poems and practice vocabulary and/or verb tenses with rhyming lines. Using list of literary devices, determine which ones are uses in text "Le marché de Kenscoff"and poems "Mon cher frère blanc", "Prière d'un petit enfant nègre". Songs from Delgrès and Moonlight Benjamin are presented to demonstrate current use of creole. Students try to understand and fill in missing words. ● Class discussions on topics, characters, plots from readings and films as well as historical facts. The objective is to clearly present a personal view. (Interpersonal speaking: conversation).

They will use technology to record their answers on the speaking test and upload the file on Go Formative. Students will create their own media messages during oral interpersonal presentations and emails/blogs posted on Go Formative.

Media Literacy Integration

- Students will be encouraged to ask questions about all the information presented to them in the form of video clips, movie excerpts, audio selections, news articles, and literary pieces. All information presented is taken from authentic sources. This will help students critically analyze the messages and identify the authors, their purpose and point of view.

Global Perspectives

- Students will understand the extent of diversity in products and practices that exist within French culture and compare the French historical elements of Haiti, Guadeloupe, and Martinique with those in other parts of the world.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language

- Listening comprehension of short authentic radio/TV audio recordings and movie excerpts is tested with open ended or multiple-choice questions.
- Short quizzes on vocabulary or grammar and unit tests assess students' mastery of content.

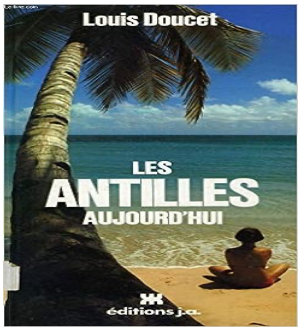
Summative Assessments, Projects, and Celebrations:

- Use technology to record Presentational speaking: cultural comparison. Evaluation is based on treatment of topic, cultural understanding, use of vocabulary, and pronunciation.
- Write a full essay on the reasons for poverty in Haïti. Use all elements required for essay writing at the AP level. (Presentational writing: persuasive essay).
- Listening assessment to verify students' understanding of collaboration between Léopold Sédar Senghor et Aimé Césaire on the concept of "Négritude". Senghor et la Négritude Video can be edited and started at 2:00 minutes for shorter and level appropriate content.
- Listening assessment to link Aimé Césaire's perspective on Haïti with the beginning of the unit on Haïti's history. Stop listening at 3:30 minutes. Assessment includes comparative and superlative statements used by Césaire.
- PBL: Comparatively speaking. Students will use handouts to answer questions and analyze the plot and characters of the movie "Rue Cases-Nègres": a biography of Martinique author: Joseph Zobel. Work will also include pictures, scenery, as well as an in depth study of the various messages about colonialism in the 1930's.

Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

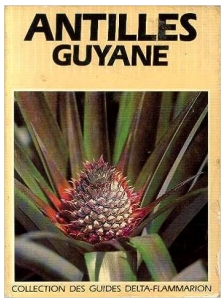


- Excerpts from book: Louis Doucet «Les Antilles aujourd'hui», "Un marché haïtien" (Éditions Jeune Afrique).
- Discovering French Rouge (Valette/Valette) p. 338 "Haïti, un champion de la liberté: Toussaint Louverture"
- Discovering French Rouge (Valette/Valette) p. 326 "Deux Martiniquais célèbres: Joséphine et Aimé Césaire" + la négritude.

- Video: “Napoléon Bonaparte et le rétablissement de l’esclavage”:
Napoléon Bonaparte et le rétablissement de l’esclavage (20 mai 1802) – Série Nap / 3 min, ép…

- Article: Pierre Thivolet, Le Monde “Haïti, la face noire de Napoléon”
https://www.lemonde.fr/archives/article/2002/10/08/haiti-la-face-noire-de-napoleon-par-pierre-thivolet_293377_1819218.html

- Video: Radio Canada: “L’histoire d’Haïti, la perle des Antilles”:
https://www.dailymotion.com/video/xc0gnr

- Excerpts book: 

“Antilles Guyane” Editions Arthaud, “Le créole”.

- Video: Moonlight Benjamin “Papa Legba”
Moonlight Benjamin - Papa Legba - Live - Official Video 2020
- Video: Delgrès: “Mo Jodi”: Delgres - "Mo Jodi" (Live)
- Video: “La chenille qui fait des trous” (in creole):
Chini La Ki Té Byen Fen (La Chenille Qui Fait Des Trous) de Eric Carle en Créole Guadel…

- Poem: Léopold Sédar Senghor: “Cher frère blanc”.
http://www.unjourunpoeme.fr/poeme/poeme-a-mon-frere-blanc
- Poem: Guy Tirolien: “Prière d’un petit enfant nègre”.
http://www.florilege.free.fr/florilege/tirolien/prieredu.htm

- Videos: Léopold Sedar Senghor and Aimé Césaire:” La négritude”:
Aimé Césaire / Léopold Sédar Senghor / Négritude
Interview Aimé Césaire “La négritude”: 1994 : Aimé Césaire "La Négritude" | Archive INA
- Video: Léopold Sédar Senghor avec Aimé Césaire: Senghor et la Négritude
- Video: Aimé Césaire parle d’Haïti: Aimé Césaire - Haïti, un symbole
- Video: Raphaël Confiant: “La créolité”: https://www.youtube.com/watch?v=6rRPXJEpUOc

- Film: Joseph Zobel: “Rue Cases Nègres”
https://www.youtube.com/playlist?list=PLt936i4PAjnrbvsqcF2QQDvJgvRxf_KZS
- Film study: download “Dossier du maître”
https://www.cnc.fr/cinema/education-a-l-image/college-au-cinema/dossiers-pedagogiques/dossiers-maitre/rue-casesnegres-deuzhan-palcy_209857

Unit 4:	
Big Ideas: *Course Objectives/Content Statement(s)* **<u>Unit 4: Quebec and French Louisiana</u>** • **Knowledge of historical events in Quebec is needed to identify the influence of French culture in our American society.** • **Discovering aspects of Acadian/Cajun culture helps us make comparisons with the French language and culture.**	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How did the French discovery of Canada and the founding of Quebec affect our American society? • Why is the French language still widely used in Quebec and in Louisiana? • What is the "Grand dérangement"? Why was this event recognized by Queen Elizabeth II as a genocide? • How would Louisiana be different without the settlement of the French "Acadien" from Quebec? • Why is French music so important in Quebec and Louisiana?	• Students will understand the historical evolution of the French language and culture in Quebec and Louisiana. • They will organize information about specific aspects of history and culture in Quebec and communicate opinions in French. • They will have access to content rich authentic material to gain understanding of the importance of the Quebec/Louisiana culture on the music scene in North America. • They will examine the history of the Acadian/Cajun settlements in Louisiana and their effects on culture and language.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will: • 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. •7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.	**Instructional Focus:** <u>Practical language: vocabulary.</u> Unit 4 will describe *Quebec and French Louisiana.* Students will read authentic newspaper and magazine articles as well as watch videos and listen to songs. They will use the vocabulary related to the theme. <u>Linguistic Structures:</u> will be emphasized. Students will use in context all elements of grammar reviewed or presented thus far including the subjunctive verb tense.

•7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses. •7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. •7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities. •7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics. •7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. • 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change. • 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. • 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. • 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. • 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. • 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.	Students will identify all the relative pronouns, explain their use, and apply their skills orally and in writing. **Instructional Strategies:** *Interpretive:* Readers use knowledge about the history of Haiti, Guadeloupe, and Martinique in order to decode and recognize words. They will gain understanding of printed and audio material. *Interpersonal:* Discussing ideas with partners. Retelling a story helps collaborative workers remember the story's main idea. Communicate information using technology for example: write a short blog entry or a response to a teacher generated email on the history of Quebec and the French settlement. *Presentational:* Written and recorded presentations will require that students use a variety of resources, and present their opinion on culture and music in Louisiana. They will write a persuasive composition to support their positions through evidence and use of cultural perspectives (argumentative essay).

• 7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change. • 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences. • 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences. • 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. • 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences. • 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims. • 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences. • 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation.	

CRP7: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	
Differentiation	**Assessments**
Interdisciplinary Connections are made with the following areas: ● Language arts (compare/contrast structure of language, patterns of speech, and etymology of words). ● Social studies (history of settlement of French Acadia (Quebec) and Louisiana). **Technology Integration** ● Students will use technology to record their answers on the speaking test and upload the file on Go Formative. Students will create their own media messages during oral interpersonal presentations and emails/blogs posted on Google Classroom. **Media Literacy Integration** ● Students will be encouraged to ask questions about all the information presented to them in the form of video clips, movie excerpts, audio selections, news articles, and literary pieces. All information presented is taken from authentic sources. This will help students critically analyze the messages and identify the authors, their purpose and point of view. **Global Perspectives** ● Students will understand the extent of diversity in products and practices that exist within French culture and compare the French historical elements of Quebec and Louisiana with those in other parts of the world. Songs from artists	**Formative Assessments:** ● Class discussions on topics, characters, plots from readings and films as well as historical facts. The objective is to clearly present a personal view using cultural information presented in class, (Interpersonal speaking: conversation). ● Listening comprehension of short authentic radio/TV audio recordings and movie excerpts is tested with open ended or multiple-choice questions. ● Short quizzes on vocabulary or grammar and unit tests assess students' mastery of content. ● Work with partners to identify literary devices and messages in poems and songs. ● Use a presentation on Hyper Docs to study the influence of music on the Francophone World (Quebec and Louisiana) with a special attention to meaning of songs and their historical content. **Summative Assessments, Projects, and Celebrations:** ● Write a full essay to present one's opinion on the importance of the French language for the people of Quebec and Louisiana. Use all elements required for essay writing at the AP level, (Presentational writing: persuasive essay). ● Use technology to record Presentational speaking: cultural comparison. Evaluation is based on treatment of topic, cultural understanding, use of vocabulary, and pronunciation. ● Use Go Formative to answer questions and comment on a variety of media about the history of Quebec and the genocide carried out by the

Robert Charlebois (Québec) and Zachary Richard (Louisiane) are essential to discuss environmental issues. Students will compare/contrast these issues with others in the francophone world.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via	Increase opportunities to	Individualized assessment tools

British soldiers when the French were sent out of Quebec.

- Watch documentary: France 24: "Etats-Unis : en Louisiane, avec les Cajuns qui veulent préserver leur identité": https://docs.google.com/document/d/1hU0alVJFQ3Sx8eES3yHQbzWUN_ns_LBwT3OsQuMAB-c/edit
  Write a reaction paper on the importance of preserving one's culture. Recall work done on the French creole from Guadeloupe and Martinique and add information about the French cajuns. Is their objective similar? Why? Why not?

computer or electronic device	engage in active academic responding	based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- **"Petite histoire du Québec" Discovering French Rouge (Valette, Valette) p. 410, 411**
- **Video: "Qui sont les Acadiens":** **Qui sont les Acadiens?**
- **Video: "100% Acadiens, ces Français d'Amérique du Nord (2016)":**
https://www.youtube.com/watch?v=bvscKFVN_M8

- **Video: "Le Petit Champlain - Québec, Québec, Canada":**
Le Petit Champlain - Québec, Québec, Canada
- **Video: Arte: "La fin de la Nouvelle France":** **1 La fin de la Nouvelle-France**
- Video: "C'est le retour du temps des sucre à la cabane à sucre…"
C'est le retour du temps des sucres à la Cabane à sucre Chez Ti-Père - NousTV Drummondville
- Song: Robert Charlebois "Saint-Laurent": Robert Charlebois Saint Laurent

- Video: "Acadie à la Louisiane, le grand dérangement":
Bruce Daigrepont: Acadie À La Louisiane (Acadia To Louisiana)
- Video: "La fin de la Nouvelle France": La fin de la Nouvelle France - La bataille de Québec il y a 2…
- Song: Natacha St Pierre "Evangéline":
Natasha St-Pier chante "Evangéline" dans La Bande passante

- Video: Francophonie des Amériques: "C'est quoi les Cadiens?":
Francophonie des Amériques : Quoi c'est les cadiens ?
- Video: France 24: "Cap sur la Louisiane où les Cajuns défendent le français":
Cap sur la Louisiane, où les Cajuns défendent le français
- Song: Zachary Richard: "Le fou": Zachary Richard presents Le Fou (English)
Zachary Richard: Le Fou
- Song: Zachary Richard: "Laisse le vent souffler":
Zachary Richard - Laisse le vent souffler (Official video)
- Songs: La musique cajun en Louisiane: Le Zydeco:
Zachary Richard: "Zydeco jump": Zachary Richard - Zydeco Jump (Official Video)

- Video: Zachary Richard: “Je suis un résistant francophone”: Zachary Richard
- Video: Zachary Richard: “L’invité de radio Canada”: https://ici.radio-canada.ca/info/videos/1-7701767/5-minutes-avec-zachary-richard
- Song: Zachary Richard et Robert Charlebois: “Catherine”: Catherine, Catherine

<table>
<tr><th colspan="2">Unit 5:</th></tr>
<tr><td colspan="2">Big Ideas: Course Objectives/Content Statement(s)

<u>Unit 5: 17th century, fables and tales</u>
• 17th century authors used historical facts in their masterpieces to help us understand the authoritarian elements of the reign of Louis XIV.
• Using context and cultural clues helps us decode underlying messages and understand 17th century literature and theater.</td></tr>
<tr><td>Essential Questions
What provocative questions will foster inquiry, understanding, and transfer of learning?</td><td>Enduring Understandings
What will students understand about the big ideas?</td></tr>
<tr><td>• How would French culture be different without Louis XIV?

• Why was art so important to the 17th century French society?

• How did famous French authors of the 17th century transform literature?

• Why are their masterpieces still important today?</td><td>Students will understand that:

• They will understand that Louis XIV was the longest ruling king in France.

• They will understand the legacy of Louis XIV for the betterment and diversity of the art: architecture (Versailles), theater (Molière), and poetry (La Fontaine).

• Students will understand that the playwrights, fabulists, and authors of tales had to “hide” a message to avoid censorship.</td></tr>
<tr><td>Areas of Focus: Proficiencies
(New Jersey Student Learning Standards)</td><td>Lessons</td></tr>
<tr><td>Students will:

• 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

•7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters,</td><td>Instructional Focus:
<u>Practical language: vocabulary.</u>

The last unit: 17th century plays and fables will allow students to review vocabulary of historical content while reading and watching authentic material on the life of Louis XIV. Students will extend their use of vocabulary while discussing messages found in 17th century literature. Students will transfer from</td></tr>
</table>

settings) in culturally authentic materials related to targeted themes. •7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses. •7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. •7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities. •7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics. •7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. • 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change. • 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. • 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. • 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. • 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. • 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.	social studies class information about the 17th century in France and gain a deeper understanding of life in Versailles. They will discuss the importance of 17th century artists' work in France and in our society. <u>Linguistic structures</u> will be emphasized. Students will review adjectives (forms and positions), conditional statements, indefinite pronouns and adjectives, and negative pronouns and adjectives. <u>Instructional Strategies:</u> Interpretive: Readers use knowledge about the 17th century in France in order to decode and recognize words. They will gain understanding of printed and audio material. Interpersonal: Discussing ideas with partners. Retelling a story helps collaborative workers remember the story's main idea. Communicate information using technology for example: write a short blog entry or a response to a teacher generated email on artistic creations in the 17th century. Presentational: A student created fable will demonstrate all the aspects of the topic through investigation, using a variety of resources, and presenting the final product. In a persuasive composition (essay), students will support their position through evidence and use of cultural knowledge and perspectives.

• 7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change. • 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences. • 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences. • 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. • 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences. • 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims. • 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences. • 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture. Career-Ready Practices CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP9: Model integrity, ethical leadership and effective	

management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	
Differentiation	Assessments
Interdisciplinary Connections ● Language arts (compare/contrast structure of language, patterns of speech, and etymology of words) ● Social studies (history of France in the 17th century, Louis XIV, his long reign, positive and negative contributions to French society). Technology Integration ● Students will use technology to research the information they will need to write the fable. They will use technology to record their answers on the speaking test and upload the file on Go Formative. Students will create their own media messages during oral interpersonal presentations and emails/blogs posted on Google Classroom. Media Literacy Integration ● Students will be encouraged to ask questions about all the information presented to them in the form of video clips, movie excerpts, audio selections, news articles, and literary pieces. All information presented is taken from authentic sources. This will help students critically analyze the messages and identify the authors, their purpose and point of view. Global Perspectives ● Students will understand the extent of diversity in products and practices that exist within French culture and analyze the French historical elements of the 17th century. Supports for English Language Learners	Formative Assessments: ● Practice vocabulary and verb tenses, write 4 rhyming lines with partners. ● Class discussions on topics, characters, plots from readings and films as well as historical facts. The objective is to clearly present a personal view. (Interpersonal speaking: conversation). ● Listening comprehension of short authentic radio/TV audio recordings and movie excerpts is tested with open ended or multiple-choice questions. ● Short quizzes on vocabulary or grammar and unit tests assess students' mastery of content. Summative Assessments, and project: ● Use technology (Go Formative) to record presentational speaking with a cultural comparison: Why is the reign of Louis 14th important for France's culture? What is the sun king's enduring legacy for the arts today? Evaluation is based on treatment of topic, cultural understanding, use of vocabulary, and pronunciation. ● Write a full essay on the hidden historical components of French literature in the 17th century. Students will use all elements required for essay writing at the AP level. (Presentational writing: persuasive essay).

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials

- PBL: What would La Fontaine write today? Or, re-expressing a famous French fabulist. Create your own fable as if you were La Fontaine with today's view of our world.

Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- Video: “Versailles, de Louis XIII à la révolution”:
  Versailles, de Louis XIII à la Révolution
- Text: “Louis XIV: le roi soleil”:
  https://laclassebleue.fr/wp-content/uploads/2020/03/7.-Louis-XIV-le-Roi-Soleil.pdf
  https://edu1d.ac-toulouse.fr/blogs31/elem-alphonse-daudet-plaisance-du-touch/files/Louis-XIV.pdf
- Video: “Le roi danse”: Le Roi Danse J.B Lully Ballet de la Nuit 1653 (Ouverture) Le…
- Video: La fête à Versailles: excerpt from movie «Vatel»:
  "C e n'est pas à votre gout Majesté ?" extrait de Vatel de Roland Joffé
- Video: “400 ans de Molière: pourquoi le dramaturge est-il connu?”:
  400 ans de Molière: Pourquoi le dramaturge est-il connu ?
- Movie excerpts: “Molière”: Molière - Bande Annonce
- Theater: Molière: “Le Bourgeois Gentilhomme” (Acte 2 scène 4):
  Molière - Le bourgeois gentilhomme - Extrait Acte II
- Movie excerpts: “Jean de la Fontaine, Le défi”:
  Bande annonce Jean de la Fontaine - Le défi
- Video: Les fables de La Fontaine: “La cigale et la fourmi”:
  La Cigale et la Fourmi - les Fables de La Fontaine en dessin animé - Hellokids.com
  - “Le Corbeau et le renard”:
    Le Corbeau et le Renard - les Fables de La Fontaine en dessin animé - Hel…
- Online game/quiz: “Louis XIV et les arts”: https://www.lumni.fr/quiz/louis-xiv-et-les-arts