

NORTH
SMITHFIELD
AND
BURRILLVILLE
SCHOOL
DEPARTMENTS

WORLD LANGUAGE CURRICULUM

FRENCH IV

Curriculum Writer: Linda Milner

FRENCH IV CURRICULUM Grades 10-12

Curriculum Writers:

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Curriculum Writers:

T North Smithfield and Burrillville World Language Curriculum for Spanish and French was completed in January 2015 by a team of teachers. The team, identified as the World Language Curriculum Writers referenced extensive resources to design the document that included but are not limited to:

- *Best Practice, New Standards for Teaching and Learning in America's Schools*
- *Classroom Instruction That Works*
- *NEW National Standards for Learning Languages*
- *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects*
- *Differentiated Instructional Strategies*
- Educational websites
- *Formative Assessment and Standards-Based Grading, Classroom Strategies That Work, Marzano*
- Webb's Depth of Knowledge

Mission Statement

Our mission is to provide the opportunity for all students to engage in a comprehensive and rigorous World Language curriculum which prepares students linguistically and culturally to communicate in a global society.

The World Language Curriculum identifies what all students should know and be able to do in Spanish and French. Each grade or course includes *NEW National Standards for Learning Languages* and the *Common Core State Standards for English Language Arts*, research-based instructional strategies, resources, map (or suggested timeline), unit chart, rubrics, and checklists.

The curriculum provides learners with a sequential comprehensive education through the study of World Languages from *NEW National Standards for Learning Languages* that includes:

- Communication
- Cultures
- Connections
- Comparisons
- Communities

STANDARDS FOR WORLD LANGUAGES

- Define what students should know and be able to do in Spanish and French.

RESEARCH-BASED INSTRUCTIONAL

The curriculum provides a list of research-based **best practice instructional strategies** that the teacher may model and/or facilitate, e.g.

- Employ strategies of “**best practice**” (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging).
- Use ***Classroom Instruction That Works Strategies***:
 - Setting objectives and providing feedback
 - Reinforcing effort and providing recognition
 - Cooperative learning
 - Cues, questions, and advance organizers
 - Nonlinguistic representations
 - Summarizing and note taking
 - Assigning homework and providing practice
 - Identifying similarities and differences
 - Generating and testing hypotheses
- Provide opportunities for independent, partner and collaborative group work
- **Differentiate instruction** by varying the content, process, and product and implementing
- Analyze **formative assessment** to direct instruction.
- Provide **sample indicators and rubrics**.
- Address **multiple intelligences** and brain dominance (spatial, bodily kinesthetic, musical, linguistic, intrapersonal, interpersonal, mathematical/logical, and naturalist).
- Provide opportunities for **higher level thinking**:
 - **Bloom's Taxonomy**, e.g. analyzing, synthesizing, predicting, evaluating, creating, etc.
 - **Webb's Depth of Knowledge, 2,3,4**, skill/conceptual understanding, strategic reasoning, extended reasoning
- Model the use of **graphic organizers**:
 - Categorize/classify organizers (categories, tree)
 - Compare/contrast organizers (Venn diagrams, comparison charts)

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- Concept development (mind map)
- Evaluation organizers (charts, scales)
- Organizers (word web, concept map) (NS)
- Relational organizers (fish bone, pie chart) (NS)
- Sequence organizers (chains, cycle) (NS)
- Employ **World Language best practices** e.g.,
 - facilitating paired dialogues
 - modeling accurate language
 - providing authentic models
 - critiquing & correcting
 - creating opportunities for peer and self-assessment
 - facilitating an environment conducive to risk taking
 - engendering curiosity
 - providing opportunities for simple dictation
 - providing opportunities for choral repetition
 - modeling the alphabet and accurate sound system
 - providing appropriate materials
 - modeling appropriate translation techniques

COMMON and SUGGESTED ASSESSMENTS

The World Languages Curriculum includes common assessments. Required (red ink) indicates the assessment is required of all students e.g. common asks/performance- based tasks, standardized mid-term exam, standardized final exam.

- **REQUIRED COMMON ASSESSMENTS**
 - Mid-term exam (HS)
 - Final exam (HS)
 - Common Task (HS)
- **Common Instructional Assessments (I)** - used by teachers and students during instruction
- **Common Formative Assessments (F)** - used to measure how well students are mastering the content standards before taking assessments
 - teacher and student use to make decisions about what actions to take to promote further learning
 - on-going, dynamic process that involves far more frequent testing
 - serves as a practice for students
- **Common Summative Assessment (S)** - used to measure the level of student, school, or program success
 - make some sort of judgment, e.g. what grade
 - program effectiveness
 - e.g. state assessments (AYP), mid-year and final exams
- Additional assessments may include:

<ul style="list-style-type: none"> • Anecdotal records • Conferencing • Constructed responses • Exhibits • Interviews • Graphic organizers • Journals 	<ul style="list-style-type: none"> • Modeling • Multiple Intelligences assessments, e.g. • Role playing - bodily kinesthetic • Graphic organizing - visual • Collaboration - interpersonal • Research 	<ul style="list-style-type: none"> • Oral presentations • Problem/Performance based/common tasks • RAISE • Rubrics/checklists • Tests and quizzes 	<ul style="list-style-type: none"> • Technology • Think-alouds • Writing genres <ul style="list-style-type: none"> ○ Argument ○ Informative ○ Narrative
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Curriculum Writers:

RESOURCES

Textbook

- *Trésors du temps*

Supplementary Books, Teacher (T) Student (S)

- Ancillary workbook materials for *Trésors du temps*
- Video component for *Trésors du temps*
- *Moments littéraire*, Bette G. Hirs and Chantal P. Thompson
- *Mélange littéraire*, Josette Smetana and Marie-Rose Myron
- *Écritures*, Micheline Besnard and Jean-Pierre Coursodon
- *French in Review*, Daudon
- *L'Histoire de la France*, Lucien Bély
- *Douze Contes de Maupassant*, Eli Blume
- *Trésors du temps*
- *French in Review*
- *L'Histoire de la France*
- *De bello gallico*, Jules César (traduit et adapté du latin)
- *Le Vase de Soissons*, Grégoire de Tours (538-584)
- *Astérix: Le Bouclier averse* ("The Shield of Vercingétorix")
- *La Chanson de Roland*
- *Tristan et Yseut* (1170)
- *La Farce de Maître Pathelin*
- *La Ballade des pendus*, François Villon
- *Pantagruel*, François Rabelais or *Le Tiers Livre*, François Rabelais
- *Ode à Cassandre*, Pierre de Ronsard
- *L'École des femmes*, Molière
- *Lettre à sa fille sur la mort de Vatel*
- *Douze Contes de Maupassant*
- *Écritures*
- *Mélange littéraire*

Technology

- Computer
- Smart Board
- Headphones with microphones
- Language lab

Websites

- www.pandora.com target language station (and other Internet)
- www.actfl.org
- www.corestandards.org
- www.ride.ri.gov
- <http://coshoc-tonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf> (instructional strategies)
- www.wordreference.com (on-line dictionary)
- www.conjuguemos.com
- www.studyfrench.com
- www.quia.com
- www.onlinenewspapers.com/france.htm
- www.france24.com
- www.french.about.com
- www.topics.nytim.com
- www.lemonde.fr

Audio/video

- Ancillary components with *Bon Voyage*
- Pandora music Internet site
- CDs of French musical artists
- You Tube for music
- Videos in target language
- Films in target language

Materials

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Curriculum Writers:

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Curriculum Writers:

GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
1. COMMUNICATION Communicate in more than one language in order to function in a variety of situations and for multiple purposes 1.1 Interpersonal Communication		<p>Learners</p> <p>1.1 Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>Essential Knowledge</p> <p>1.1.1 Uses accurate pronunciation.</p> <p>1.1.2 Uses adjective agreement to describe people, places, situations, and objects, e.g. family, hometown, yourself, home, etc.</p> <p>1.1.3 Constructs questions and answers involving the core vocabulary and related ideas:</p> <ul style="list-style-type: none"> • France's prehistoric years • Les Ibères • Les Liguriens • Les Gaulois • French tribes • Organization of family during prehistoric years • Economy • Religion • France's provinces, departments, and economic regions • Prehistoric art (i.e. La Caverne Chauvet) • La période gallo-romaine • Barbarian invasions and the fall of the Roman Empire • The beginning of the Christian church • Emperor Constantin • King Clovis • La fleur de lis – history and symbolism • The Middle Ages (476-1066) • Charles Martel • Charlemagne • The Invasions of the Vikings • The Tapestry of Bayeux • The consequences of the crusades • Cathedrals of the XI and XII century • The Hundred Years War • The Middle Ages (1095-1453) • Jeanne D'Arc • The idea of patriotism • Art of the Middle Ages • Discoveries of the XV century • The Renaissance <p>Academic vocabulary</p> <ul style="list-style-type: none"> • France's prehistoric years • Les Ibères • Les Liguriens • Les Gaulois • France's provinces, departments, and economic regions • French tribes • La période gallo-romaine • Barbarian invasions • Clovis • La fleur de lis The Middle Ages • Tapestry crusades • patriotism • Renaissance • Châteaux • Reformation • Le Grand Siècle • Richelieu) • L'Académie française • Versailles • salons • jigsaw activities • analysis • essential questions • benchmarks • collaborative discussions • narratives • multiple plot lines • menhir 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> • facilitating paired dialogues • modeling accurate language • providing authentic models • critiquing & correcting • creating opportunities for peer and self-assessment • facilitating an environment conducive to risk taking • engendering curiosity • providing opportunities for simple dictation • providing opportunities for choral repetition • modeling the alphabet and accurate sound system • providing appropriate materials • modeling appropriate translation techniques 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam • Final exam • Common Task

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Curriculum Writers:

GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> The Châteaux of the Loire Valley The Reformation and its consequences for France Martin Luther, John Calvin, and the Protestant Reformation King Henry IV Art of the Renaissance XVII Century France and Le Grand Siècle Armand Jean du Plessis (Cardinal-Duke Richelieu) L'Académie française King Louis XIV Versailles The salons of the 17th century Art of the 17th century Various selections of French literature through the centuries <p>1.1.4 Demonstrates command of sentence structure while speaking, writing, or presenting</p> <p>1.1.5 Gives and follows directions, commands and instructions in French related to daily classroom activities.</p> <p>1.1.6 Exchanges information in the target language.</p> <p>1.1.7 Engages in French role-playing situations, invents new endings to literary pieces, and is able to summarize assigned reading assignment and share information with peers in jigsaw activities.</p> <p>1.1.8 Shares opinions, preferences, and feelings in French with classmates.</p> <p>1.1.9 Presents information on a variety of topics.</p> <p>1.1.10 Engages effectively in a range of collaborative discussions using correct subject/verb agreement and sentence structure.</p> <p>1.1.11 Prepares and presents information for which an analysis has been made. (e.g. responses to essential questions)</p> <p>1.1.12 Prepares and records original materials in French, such as puppet shows, fashion shows, Mardi Gras parades, and video or audio newscasts.</p> <p>1.1.13 Applies all the benchmarks from French I and II in greater depth, content, and complexity.</p> <p><u>Common Core State Standards – ELA</u></p> <ul style="list-style-type: none"> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, 			

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		<p>texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (SL.9-10.1)</p> <ul style="list-style-type: none"> • Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL.9-10.5) • Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (L.9-10.5) • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W.9-10.5) • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.9-10.2) • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. (L.9-10.3) • Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (W.9-10.3) <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 			

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		<p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. the narrated experiences or events.</p> <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> Students will use French appropriately in order to manage conversations, taking into account the speakers and their relationships and other aspects of the situation; that is they can interrupt, apologize, and express agreement and disagreement, according to the appropriate rules of politeness. Students will show that they understand the meaning of a word or expression in French by acting it out for their peers. Students will alternate roles after they state the word being acted out. Students will use French to exchange and support their opinion and individual perspectives with their peers. For example, students will debate whether a menhir should be built in front of NSHS. The class will be divided into two groups. One group will imagine reasons for bringing this to fruition, while the second group presents its objections. After learning that the French date their history from the arbitrary date of the conquest of the Celts by the Romans, students will reflect on an event that in their opinion marks the beginning of their personal history. Students will present their story to the class in French (<i>L'événement qui marque le commencement de mon histoire personnelle</i>). Students will examine the names of French origin in North Smithfield (streets, stores, restaurants, etc.) and trace their origin. Students will share their findings with their peers in the target language. In organized learning groups, students will act out a scene from <i>Le Vase de Soissons</i> and present their scene to the class. I will choose a student to play the part of Guillaume le Conquérant who will address his "troops" about why they must cross the English Channel and attack England. Each student (soldier) must ask a question or express an objection for making the attack on England. . <p>Websites</p> <ul style="list-style-type: none"> www.pandora.com target language station (and other Internet www.actfl.org www.corestandards.org www.ride.ri.gov http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf (instructional strategies www.wordreference.com (on-line dictionary) www.conjuguemos.com www.studyfrench.com www.quia.com 			

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1. COMMUNICATION Communicate in more than one language in order to function in a variety of situations and for multiple purposes 1.2 Interpretive Communication		Learners 1.2 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. <u>Essential Knowledge</u> 1.2.1 Distinguish number and gender of nouns, adjectives, and articles. 1.2.2 Follow verbal instructions to perform specific tasks and to answer questions. 1.2.3 Use all of the following constructions with proficiency: <ul style="list-style-type: none"> The verbs <i>être, avoir, aller</i>, and <i>faire</i> and their usages including idiomatic expression The usage of <i>depuis, il y a</i>, and <i>voilà</i> with the present Pendant and pour with expressions of time Review of “er” conjugations in the present indicative tense including spelling and accent changes Review of regular and irregular (<i>courir, dormir, mentir, partir, sentir, servir, sortir, tenir, venir, mourir, offrir, and souffrir</i>) “ir” verbs in the present indicative tense Review of regular and irregular conjugations of “re” verbs in the present indicative tense. Verbs ending in –oir (<i>avoir, pouvoir, vouloir, voir, savoir</i>) Commands The construction of two verbs without prepositions or with the preposition <i>à</i> or <i>de</i> Review of the usage of <i>on</i> Review of the passé composé with <i>être</i> and <i>avoir</i> Formation and usage of the imperfect tense Passé composé and imperfect used together The formation, recognition and usage of <i>le passé simple</i> The past perfect indicative (<i>le plus-que-parfait de l’indicatif</i>) Placement of adverbs Direct and indirect object pronouns, used separately and together The indirect pronoun <i>en</i> and <i>y</i> and rules of placement Stress pronouns Verbs of communication – (<i>dire, demander, répéter, répondre, conseiller</i>, etc.) Commands with one or two object pronouns Review of future formation – regular and irregular The future perfect tense (<i>le futur antérieur</i>) Review of the conditional tense The conditional perfect Prepositions with “si” 	TEACHER NOTES See complete instructional strategies list in the introduction Provide world languages best practices opportunities such as: <ul style="list-style-type: none"> facilitating paired dialogues modeling accurate language providing authentic models critiquing & correcting creating opportunities for peer and self-assessment facilitating an environment conducive to risk taking engendering curiosity providing opportunities for simple dictation providing opportunities for choral repetition modeling the alphabet and accurate sound system providing appropriate materials modeling appropriate translation techniques 	RESOURCE NOTES See complete resource list in the introduction WEBSITES	ASSESSMENT NOTES See complete assessment list in the introduction <u>REQUIRED COMMON ASSESSMENTS</u> <ul style="list-style-type: none"> Mid-term exam Final exam Common Task

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		<ul style="list-style-type: none"> • Uses and meanings of the verb <i>devoir</i> • Subjunctive mood – regular and irregular constructions • Past perfect subjunctive • The causative <i>faire</i> <p>1.2.4 Infer meaning via situational, context clues, and cognates.</p> <p>1.2.5 Understand and follow oral and written directions in French related to daily classroom activities.</p> <p>1.2.6 Understand spoken and written messages in French on topics of personal interest, such as family life, leisure and school activities, everyday occurrences, and current and past events.</p> <p>1.2.7 Demonstrate comprehension of information from accessible French language materials, such as television programs, youth magazines, the internet, and videos, for example <i>Trésors du temps</i> DVD</p> <p>1.2.8 Identify components of visual texts, e.g. schedules, menus, advertisements, etc.</p> <p>1.2.9 Employ reading strategies such as cognate recognition, context, and syntax to facilitate understanding of the text.</p> <p>1.2.10 Read for a variety of purposes to:</p> <ul style="list-style-type: none"> • increase and reinforce vocabulary • expand knowledge and cultural awareness • reinforce the conventions of the language <p>1.2.11 Read a variety of narrative and informational texts.</p> <p>1.2.12 Follow written instructions in French.</p> <p>1.2.13. Use verbs in the active voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p> <p><u>Common Core State Standards – ELA</u></p> <ul style="list-style-type: none"> • Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RL.9-10.2) • Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.. (RI.9-10.7) • Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). (RI.9-10.9) • Analyze the representation of a subject or a key scene in two different artistic mediums, including what is 			

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Curriculum Writers:

GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). (RL.9-10.7)</p> <ul style="list-style-type: none"> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL.9-10.5) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ul style="list-style-type: none"> Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. (L.9-10.3) <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> Understand the main ideas and significant details of materials in French, which are accessible to teenage readers, such as magazine articles, short stories, poetry and short novels for example, the French version of the medieval courtly romance novel, <i>Tristan et Yseut</i> (1170). Understand the main ideas and significant details of level-appropriate spoken and recorded materials in French. For example, information from <i>Trésors du temps</i> DVD for the language lab, the music of Céline Dion, Edith Piaf, Carla Bruni, Mireille Mathieu, Emilie Simon, and Josephine Baker (for example). Understand information from French Internet sources on a variety of topics, for example, weather, current events, and sports. Analyze the plots, characters, and themes in francophone literary works, such as <i>La Chanson de Roland</i> and <i>La Farce de Maître Pathelin</i>. <p>Websites</p> <ul style="list-style-type: none"> www.pandora.com target language station (and other Internet) www.actfl.org www.corestandards.org www.ride.ri.gov http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf (instructional strategies) www.wordreference.com (on-line dictionary) www.conjuguemos.com www.studyfrench.com www.guia.com 			
1. COMMUNICATION Communicate in more than one language in order to function in a variety of situations and for multiple purposes 1.3 Presentational Communication		<p>Learners</p> <p>1.3 Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>Essential Knowledge</p> <p>1.3.1 Uses knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>1.3.2 Follows written instructions in French.</p> <p>Academic vocabulary</p> <ul style="list-style-type: none"> persuade narrate agreements counterclaims 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> facilitating paired dialogues modeling accurate language providing authentic models critiquing & correcting 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Mid-term exam Final exam Common Task

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GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p><u>Common Core State Standards – ELA</u></p> <ul style="list-style-type: none">Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.<ul style="list-style-type: none">Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.Provide a concluding statement or section that follows from and supports the argument presented. W 9-10.1Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.<ul style="list-style-type: none">Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.Use appropriate and varied transitions to link the major sections of the text, create cohesion, and	<ul style="list-style-type: none">informative/explanatorytransitionsnarrative techniques	<ul style="list-style-type: none">creating opportunities for peer and self-assessmentfacilitating an environment conducive to risk takingengendering curiosityproviding opportunities for simple dictationproviding opportunities for choral repetitionmodeling the alphabet and accurate sound systemproviding appropriate materialsmodeling appropriate translation techniques	

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Curriculum Writers:

GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). W.9-10.2</p> <ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. W.9-10.3 • Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL.9-10.5) • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W.9-10.5) • Apply knowledge of language to understand how language functions in different contexts, to make effective choices for 			

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Curriculum Writers:

GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.). (L.9-10.3)</p> <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> After reading the short story "La Nuit" by Guy de Maupassant, students will work in pairs on the following prompt and present to the class: <i>Composez un dialogue entre deux personnes dont l'une préfère la nuit tandis que l'autre se sent animée et plus alerte pendant la journée.</i> After reading "La Peur" by Guy de Maupassant, students will work in groups of four reflecting on the following question: <i>Si vous deviez illustrer ce conte, quelles images dessinerez-vous?</i> One person from each group will share with the rest of the class the ideas that were engendered in their group. Before reading "Contre le colonialism" by Michel Eyquem de Montaigne, students will imagine their reaction and share their thoughts in the target language with each other to the following prompt: <i>Imaginez vos réactions et celles de votre famille si des gens venaient chez vous et vous disaient: 1) que le roi de leur pays est propriétaire de votre maison 2) qu'ils veulent de l'argent et des provisions 3) que vous devez changer de religion.</i> After discussing, students will read the text and compare their reaction to those of the Indians When studying Jeanne d'Arc students will do the following group activity. In groups of 3-4, students will work on a group activity deciding on a woman they admire and explain why they admire her. Students must speak in the target language in their groups and share their results with the rest of the class. Students will be encouraged to ask each other questions, comment on reasons, and/or add information of their own. <p>Websites</p> <ul style="list-style-type: none"> www.pandora.com target language station (and other Internet) www.actfl.org www.corestandards.org www.ride.ri.gov http://coshocnfp.wiki.spaces.com/file/view/70Formative%20Assess%20Strategies%20jv.pdf (instructional strategies) www.wordreference.com (on-line dictionary) www.conjuguemos.com www.studyfrench.com www.quia.com 			
<p>2. CULTURES Interact with cultural competence and understanding</p> <p>2.1 Relating Cultural Practices to</p>		<p>Learners</p> <p>2.1 Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>Essential Knowledge and skills</p> <p>2.1.1 Investigate the unique social costumes and</p> <p>Academic vocabulary</p> <ul style="list-style-type: none"> Caverne bandes dessinées 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide world languages best practices opportunities such as:</p>	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Mid-term exam

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Curriculum Writers:

GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
Perspectives		<p>historical traditions that have developed through the centuries in France.</p> <p>2.1.2 Use the language to investigate and explain:</p> <ul style="list-style-type: none"> • How different conceptions of reality form a people, a society, a country • Further exploration of the châteaux of the Loire Valley • Art through the ages (e.g.) la Caverne Chauvet, stain glass windows, La tapisserie de Bayeux, la tapisserie de «La Dame à la Licorne», etc. • Les bandes dessinées – Astérix: Le Bouclier arverne • Romanesque and Gothic Architecture • The consequences of war • More detail of the court of Louis XIV • The Reformation and its effect on France • The Renaissance, France, and the rest of the world <p>Common Core State Standards – ELA</p> <ul style="list-style-type: none"> • Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). (RI. 8.9) • Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.9-10.2) • Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. (RI.9-10.7) <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> • Each student will choose one section of <i>la tapisserie de Bayeux</i> and explain its significance in French for the rest of the class. • Students will research the <i>Caves of Lascaux</i> and create a <i>caverne</i> in the classroom as a group project. They will invent a tale together in the target language that will give perspective to their unique cave. • Interact in a culturally appropriate manner with French-speaking people of various backgrounds in a variety of contexts (guest speaker, exchange student, field trips). <p>Websites</p> <ul style="list-style-type: none"> • www.pandora.com target language station (and other Internet) • www.actfl.org • www.corestandards.org • www.ride.ri.gov • http://coshoctonfp.wiki-spaces.com/file/view/70Formative%20Assess%20Strategies%20jv.pdf (instructional strategies) • www.wordreference.com (on-line dictionary) • www.conjuguemos.com • www.studyfrench.com • www.quia.com 	<ul style="list-style-type: none"> • facilitating paired dialogues • modeling accurate language • providing authentic models • critiquing & correcting • creating opportunities for peer and self-assessment • facilitating an environment conducive to risk taking • engendering curiosity • providing opportunities for simple dictation • providing opportunities for choral repetition • modeling the alphabet and accurate sound system • providing appropriate materials • modeling appropriate translation techniques 		<ul style="list-style-type: none"> • Final exam • Common Task

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Curriculum Writers:

GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p>2. CULTURES Interact with cultural competence and understanding</p> <p>2.2 Relating Cultural Practices to Perspectives</p>		<p>Learners</p> <p>2.2 Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>Essential Knowledge and Skills</p> <p>2.2.1 Investigate the products, perspectives, and passions that define the Francophone cultures (including art, museums, monuments, foods, and cultural icons).</p> <p>2.2.2 Listen to music and watch French language films and <i>Trésors du temps</i> DVD.</p> <p>2.2.3 Recognize artistic contributions from francophone cultures in areas such as art, music, dance, drama, theater, film, fashion, and cuisine.</p> <p>Common Core State Standards – ELA</p> <ul style="list-style-type: none"> Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. (RI.9-10.7) <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> Students will watch <i>Au revoir les enfants</i>. They will respond to the following possible prompt in French: In the film, did Julien take responsibility for his actions in unintentionally giving his friend, Kipplestein (Bonnet) away? In real life, did Louis Malle take responsibility for what he did back in 1944? If you think he did, tell how he did it. What are some different ways that people can take responsibility for their actions? (Argument writing) Students will complete an analysis writing on art of the Middle Ages and the Renaissance. <i>Comparez l'art du Moyen-Âge avec celui de la Renaissance.</i> Students will discuss <i>La Joconde</i> by Léonard de Vinci. <i>Quelle est l'origine de La Joconde et pourquoi porte-t-elle un autre nom en Amérique?</i> Students will research La Dame à la Licorne and write a narrative on the following prompt: <i>Que savez-vous sur les tapisseries de La Dame à la Licorne?</i> Students will complete argument writing comparing the differences between Romanesque and Gothic Architecture <p>Academic vocabulary</p> <ul style="list-style-type: none"> Perspectives Analyze <p>Websites</p> <ul style="list-style-type: none"> www.pandora.com target language station (and other Internet) www.actfl.org www.corestandards.org www.ride.ri.gov http://coshoctonfip.wiki-spaces.com/file/view/700Strategies%20iv.pdf (instructional strategies) www.wordreference.com (on-line dictionary) www.conjuguemos.com www.studyfrench.com www.quia.com 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> facilitating paired dialogues modeling accurate language providing authentic models critiquing & correcting creating opportunities for peer and self-assessment facilitating an environment conducive to risk taking engendering curiosity providing opportunities for simple dictation providing opportunities for choral repetition modeling the alphabet and accurate sound system providing appropriate materials modeling appropriate translation techniques 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Mid-term exam Final exam Common Task
<p>3. CONNECTIONS Connect with other disciplines and acquire</p>		<p>Students</p> <p>3.1 Build, reinforce, and expand their knowledge of other disciplines while using the</p>	<p>TEACHER NOTES</p> <p>See complete instructional</p>	<p>RESOURCE NOTES</p> <p>See complete</p>	<p>ASSESSMENT NOTES</p> <p>See complete</p>

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Curriculum Writers:

GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p>information and diverse perspectives in order to use the language to function in academic and career related situations.</p> <p>3.1 Making Connections</p>		<p>language to develop critical thinking and to solve problems creatively.</p> <p>Essential Knowledge and Skills</p> <p>3.1.1 Recognize and use appropriate mathematical notations and measurements, such as:</p> <ul style="list-style-type: none"> 24-hour clock currency decimal usage metric system temperature <p>as used in the francophone world.</p> <p>3.1.2 Identify and use parts of speech that include</p> <ul style="list-style-type: none"> nouns verbs adverbs gerunds subjects adjectives pronouns interrogatives prepositions <p>3.1.3 Strengthen oral presentational skills in target language and English through</p> <ul style="list-style-type: none"> presentations dialogues role playing communication activities, etc. <p>3.1.4 Use technology skills such as Internet research and presentation programs to demonstrate understanding of the target language.</p> <p>Common Core State Standards – ELA</p> <p>3.1.5 Makes strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL.11-12.5)</p> <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> Discuss in French class topics that are being discussed in other classes. For example, The Middle Ages, The Hundred Year War, The Reformation, fine arts, the writing of Maupassant in English class and French class. Discussion of worldwide news (present) <p>Academic vocabulary</p> <ul style="list-style-type: none"> francophone Middle Ages, The Reformation Think-Pair-Share choral reading nuances synthesize <p>Websites</p> <ul style="list-style-type: none"> www.pandora.com target language station (and other Internet www.actfl.org www.corestandards.org www.ride.ri.gov 	<p>strategies list in the introduction</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> facilitating paired dialogues modeling accurate language providing authentic models critiquing & correcting creating opportunities for peer and self-assessment facilitating an environment conducive to risk taking engendering curiosity providing opportunities for simple dictation providing opportunities for choral repetition modeling the alphabet and accurate sound system providing appropriate materials modeling appropriate translation techniques 	<p>resource list in the introduction</p> <p>WEBSITES</p>	<p>assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Mid-term exam Final exam Common Task

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Curriculum Writers:

GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> Present short reports in the target language to share with peers about things that are being studied in other classes. http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf (instructional strategies) www.wordreference.com (on-line dictionary) www.conjuguemos.com www.studyfrench.com www.quia.com 			
3. CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations 3.2 Acquiring Information and Diverse Perspectives		<p>Learners</p> <p>3.2 Access and evaluate information and diverse perspectives that are available.</p> <p>Essential Knowledge and Skills</p> <p>3.2.1 Apply a variety of research strategies (e.g. summarizing, utilizing graphic organizers, note-taking).</p> <p>3.2.2 Employ appropriate reading strategies e.g. summarizing and jigsaw reading, Think-Pair-Share, choral reading, read-aloud, guessing meaning from context.</p> <p>3.2.3 Self-assess world views by comparing/contrasting his/her culture to others’.</p> <p>3.2.4 Listen attentively and analyzes various perspectives, e.g. nuances with language (tu vs vous).</p> <p>Common Core State Standards</p> <ul style="list-style-type: none"> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W.9-10.7) <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> Discuss in French class topics that are being discussed in other classes. For example, The Middle Ages, The Hundred Year War, The Reformation, fine arts, the writing of Maupassant in English class and French class. Discussion of worldwide news (present) Present short reports in the target language to share with peers about things that are being studied in other classes. <p>Academic vocabulary</p> <ul style="list-style-type: none"> choral reading diverse perspectives distinctive viewpoints evaluate graphic organizers jigsaw nuance think-pair-share <p>Websites</p> <ul style="list-style-type: none"> www.pandora.com target language station (and other Internet) www.actfl.org www.corestandards.org www.ride.ri.gov http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf (instructional strategies) 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> facilitating paired dialogues modeling accurate language providing authentic models critiquing & correcting creating opportunities for peer and self-assessment facilitating an environment conducive to risk taking engendering curiosity providing opportunities for simple dictation providing opportunities for choral repetition modeling the alphabet and accurate sound system providing appropriate materials modeling appropriate translation techniques 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Mid-term exam Final exam Common Task

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Curriculum Writers:

GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> www.wordreference.com (on-line dictionary) www.conjuguemos.com www.studyfrench.com www.guia.com 			
4. COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence 4.1 Language Comparisons:		<p>Learners</p> <p>4.1 Use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p>Essential Knowledge and Skills</p> <p>4.1.1 Compare grammar and structure between French and English.</p> <p>4.1.2 Recognize and use cognates/false cognates and derivatives.</p> <p>4.1.3 Compare and contrast the use of idioms.</p> <p>4.1.4 Predict the meaning of words based on prior knowledge.</p> <p>4.1.5 Compare the construction of negatives between French and English.</p> <p>4.1.6 Identify differences in language characteristics, e.g. gender agreement and syntax.</p> <p>4.1.7 Identifies differences in pronunciation systems.</p> <p>Common Core State Standards</p> <ul style="list-style-type: none"> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> Interprets figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations (L.9-10.5) <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> Can recognize cognates and false cognates in French, such as lecture = reading, and not "lecture," rester = to remain and not "to rest." Demonstrate an awareness of idiomatic phrases and linguistic expressions and realize that there is not a word-for-word correspondence between French and English, such as Il m'a manqué. = I missed him (He was lacking to me). Recognize and compare nuances of meaning of words and idioms, in French and in English, such as <i>avoir froid</i>, <i>être froid</i>, <i>faire froid</i>. Compare French and English linguistic elements, such as time, tense, and mood, and analyze how each language <p>Academic vocabulary</p> <ul style="list-style-type: none"> figurative language euphemism oxymoron idiomatic phrases idioms <p>Websites</p> <ul style="list-style-type: none"> www.pandora.com target language station (and other Internet) www.actfl.org www.corestandards.org www.ride.ri.gov http://coshocconfip.wiki-spaces.com/file/view/70Formative%20Assess%20Strategies%20jv.pdf (instructional strategies) www.wordreference.com (on-line dictionary) www.conjuguemos.com www.studyfrench.com 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> facilitating paired dialogues modeling accurate language providing authentic models critiquing & correcting creating opportunities for peer and self-assessment facilitating an environment conducive to risk taking engendering curiosity providing opportunities for simple dictation providing opportunities for choral repetition modeling the alphabet and accurate sound system providing appropriate materials modeling appropriate translation techniques 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Mid-term exam Final exam Common Task

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		<p>often uses different grammatical structures to express time and tense relationships, for example, “when” + present vs. quand + future, as in “When he arrives, he will come to see me.” = <i>Quand il arrivera, il viendra me voir.</i></p> <ul style="list-style-type: none"> Recognize that words in French and English may have different ranges of meaning, such as ball = <i>balle, ballon</i>; <i>ballon</i> = ball, balloon, or reflect distinctions that are not made in both languages, such as “the day” = <i>le jour</i> vs. <i>la journée</i>. Recognize the relationship between word order in French and meaning, for example, un pauvre homme = a poor, unfortunate man vs. un homme pauvre = a poor man, without money. Can recognize cognates and false cognates in French Demonstrate an awareness of idiomatic phrases and linguistic expressions and realize that there is not a word for word correspondence between French and English, such as il m’a manqué. 			
<p>4. COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence</p> <p>4.2 Cultural Comparisons</p>		<p>Learners</p> <p>4.2 Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>Essential Knowledge and Skills</p> <p>4.2.1 Discuss and analyze the differences and similarities between the U.S. and francophone cultures such as views on equality</p> <p>4.2.2 Identify different forms of social etiquette, e.g. forms of address, body language, and greetings.</p> <p>4.2.3 Compares cultural products and practices, e.g. sports, holidays, foods and leisure activities.</p> <p>4.2.4 Compares social structures, e.g. families and school.</p> <p>Common Core State Standards</p> <ul style="list-style-type: none"> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W.9.7) Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (SL.9-10.5) <p>Academic vocabulary</p> <ul style="list-style-type: none"> Francophone social etiquette synthesize 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> facilitating paired dialogues modeling accurate language providing authentic models critiquing & correcting creating opportunities for peer and self-assessment facilitating an environment conducive to risk taking engendering curiosity providing opportunities for simple dictation providing opportunities for choral repetition modeling the alphabet and accurate sound system providing appropriate materials modeling appropriate translation techniques 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Mid-term exam Final exam Common Task

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Curriculum Writers:

GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>Sample Progress Indicators</p> <ul style="list-style-type: none"> Identify and analyze the cultural perspectives reflected in a literary selection, film or work of art from a francophone country and compare these to the perspectives found in a corresponding American work. Research education in France and make a presentation explaining the differences between education in the United States and France. Research education in Francophone countries and make a comparison of them to each other, France, and/or the United States. <p>Websites</p> <ul style="list-style-type: none"> www.pandora.com target language station (and other Internet www.actfl.org www.corestandards.org www.ride.ri.gov http://coshoctonfip.wiki.spaces.com/file/view/70Formative%20Assess%20Strategies%20jv.pdf (instructional strategies www.wordreference.com (on-line dictionary) www.conjuguemos.com www.studyfrench.com www.guia.com 			
<p>5. COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p> <p>5.1 School and Global Communities</p>		<p>Learners</p> <p>5.1 Use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p>Essential Knowledge and Skills</p> <p>5.1.1 Identify and share examples of the target language in daily life.</p> <p>5.1.2 Shares knowledge of the target language and culture with others.</p> <p>5.1.3 Accesses international media and the arts.</p> <p>5.1.4 Use the target language in the school community..</p> <p>Common Core State Standards</p> <ul style="list-style-type: none"> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ul style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use appropriate and varied transitions to link <p>Academic vocabulary</p> <ul style="list-style-type: none"> collaborate fables 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> facilitating paired dialogues modeling accurate language providing authentic models critiquing & correcting creating opportunities for peer and self-assessment facilitating an environment conducive to risk taking engendering curiosity providing opportunities for simple dictation providing opportunities for choral repetition modeling the alphabet and accurate sound system providing appropriate materials modeling appropriate translation techniques 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Mid-term exam Final exam Common Task

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GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (W9-10.2)</p> <ul style="list-style-type: none"> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W9.5) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W9.7) <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> Students will act out French fables by La Fontaine and present them to younger classes of students of French or at the Jr. High School. Students will share their love for the French language by tutoring Jr. High students. Stage a French-language play or create a comedy routine in French as part of the NSHS Spring Talent Show. Participate in an extended French immersion experience, such as an immersion weekend or a French-language camp. (N/A) Travel with their family or other students to a francophone country and use French to communicate with others and to obtain services. (N/A) Share any experiences with their classmates when they have had the opportunity to communicate in French with someone outside of the classroom. <p>Websites</p>			

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Curriculum Writers:

GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
5. COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world 5.2 Lifelong Learning:		<p>Learners</p> <p>5.2 Set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement</p> <p><u>Essential Knowledge and Skills</u></p> <p>5.2.1 Apply acquired knowledge for personal enrichment, such as attending movies, plays, concerts, and art exhibits.</p> <p>5.2.2 Demonstrate interpersonal skills in the target language, e.g. listening politely, working in groups, and communicating effectively.</p> <p>5.2.3 Demonstrate logical decision-making in real life situations, such as ordering from a menu, shopping in a store, etc.</p> <p>5.2.4 Listen to and sing along to music in the target language.</p> <p><u>Common Core State Standards</u></p> <ul style="list-style-type: none"> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL9-10.1) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. (L9-10.3) <p><u>Sample Progress Indicators (NOT ASSESSED)</u></p> <ul style="list-style-type: none"> Enjoy sports or games typical of francophone countries, either as participants or as spectators. 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> facilitating paired dialogues modeling accurate language providing authentic models critiquing & correcting creating opportunities for peer and self-assessment facilitating an environment conducive to risk taking engendering curiosity providing opportunities for simple dictation providing opportunities for choral repetition modeling the alphabet and accurate sound system providing appropriate materials modeling appropriate translation techniques 	<p>RESOURCE NOTES</p> <p>See complete resource list in the introduction</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p><u>REQUIRED COMMON ASSESSMENTS</u></p> <ul style="list-style-type: none"> Mid-term exam Final exam Common Task

FRENCH IV CURRICULUM Grades 10-12

Curriculum Writers:

GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> listen to music, sing songs or play musical instruments from areas of the francophone world. Read French-language magazines or watch French-language films and videos for entertainment and personal growth. Visit exhibits at local museums that present aspects of the francophone world. Explore French Internet sites for personal entertainment and enjoyment. With their class or with their families go to restaurants featuring the cuisine of francophone areas of the world. Spend vacation time in a francophone area of the world. Participate in French Club activities. 	<ul style="list-style-type: none"> (and other Internet www.actfl.org www.corestandards.org www.ride.ri.gov http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20jv.pdf (instructional strategies www.wordreference.com (on-line dictionary) www.conjuguemos.com www.studyfrench.com www.quia.com 		