

## FRENCH IV CURRICULUM UNIT #3

### North Smithfield and Burrillville School District

**TITLE OF UNIT#3:** **Une sombre période mais de grands hommes** **COURSE:** French IV  
**DATE PRESENTED:** \_\_\_\_\_ **DATE DUE:** \_\_\_\_\_ **LENGTH OF TIME:** several weeks, quarter, semester

#### OVERVIEW OF UNIT:

This unit will also integrate the National Standards of Foreign Language Learning of communication, cultures, connections, comparisons, and community with the ELA Common Core Standards. Unit 3 focuses on a dark period of France's history that begins with the death of Clovis in 511. Students will study the history of France under the influence of the Palace Mayor, Charles Martel and the Emperor Charlemagne. Students will also learn about the impact that the Viking Invasions had on France. Historically, the unit ends with the conquest of England in 1006 which students will learn will eventually be one of the causes of The Hundred Years' War (1337-1453). Students will make historical connections through excerpts of the epic poem, La Chanson de Roland and France's version of Tristan et Yseut. One of the writing assignments students will complete during this unit will be to write a new ending to La Chanson de Roland. Students will research heroes of the Middle Ages and La tapisserie de Bayeux. Students will do a lot of work grammatically in this unit. The passé composé with être and avoir will be reviewed. The passé composé and the imperfect will be practiced and used together. Students will be taught how to recognize the passé simple which is important for the reading of literature. Grammatical practice will also take place with le plus-que-parfait de l'indicatif, the placement of adverbs, and direct and indirect object pronouns used separately and together.

**ESSENTIAL QUESTIONS**

*Quelle est la différence entre l'histoire et la légende?*

*Qu'est-ce que la fatalité?*

*Quel rapport y a-t-il entre amour et fatalité?*

*Pourquoi la tapisserie de Bayeux est-elle importante?*

#### STANDARDS:

COMMUNICATION	CULTURES	CONNECTIONS	COMPARISONS	COMMUNITIES	READING	WRITING
Communicate in more than one language in order to function in a variety of situations and for multiple purposes <ul style="list-style-type: none"> <li>Interpersonal Communication</li> <li>Interpretive Communication</li> <li>Presentational Communication</li> </ul>	Function with cultural competence and understanding <ul style="list-style-type: none"> <li>Relating Cultural Practices to Perspectives</li> <li>Relating Cultural Products to Perspectives</li> </ul>	Connect with other disciplines and acquire information in order to use the language to function in academic and career-related situations <ul style="list-style-type: none"> <li>Making Connections:</li> <li>Acquiring Information:</li> </ul>	Develop insight into the nature of language and culture in order to communicate and function with cultural competence <ul style="list-style-type: none"> <li>Language Comparisons</li> <li>Cultural Comparisons:</li> </ul>	Communicate and function with cultural competence in order to participate in multilingual communities at home and around the world <ul style="list-style-type: none"> <li>School and Community</li> <li>Lifelong Learning:</li> </ul>	<ul style="list-style-type: none"> <li>Key Ideas and Details</li> <li>Craft and Structure</li> <li>Integration of knowledge</li> <li>Range of Reading</li> </ul>	<ul style="list-style-type: none"> <li>Text Types and Purposes</li> <li>Production and Distribution</li> <li>Research to Build and Present Knowledge</li> <li>Range of Writing</li> </ul>

#### FOCUS Standards:

<p><b>Communication:</b></p> <p>1.1. Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.1.1 accurate pronunciation</p> <p>1.1.2 adjective agreement</p> <p>1.1.3 questions and answers involving the core vocabulary</p> <p>1.1.4 command of sentence structure</p> <p>1.1.5 directions, commands and instructions in French</p> <p>1.1.6 information in the target language</p> <p>1.1.7 French role-playing situations</p> <p>1.1.8 opinions, preferences, and feelings</p> <p>1.1.9 information on a variety of topics</p> <p>1.1.10 collaborative discussions using correct subject/verb agreement and sentence structure.</p> <p>1.1.11 brief reports in French</p> <p>1.1.12 records original materials in French</p> <p>1.1.13 benchmarks from French I and II</p> <p>SL.9-10.1 range of collaborative discussions</p> <p>SL.8.5 multimedia and visual displays into presentations</p> <p>L.7.2 command of the conventions of the target language</p> <p>L.8.3 verbs in active voice</p> <p>W.6.3 Narrative writing</p> <p>W.6.5 writing as needed by planning, revising, editing, rewriting</p> <p>1.2. Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics</p> <p>1.2.1 what is heard, read, or viewed on a variety of topics.</p> <p>1.2.2 number and gender of nouns, adjectives, and articles</p> <p>1.2.3 use subject/verb agreement</p> <p>1.2.4 meaning via situational, context clues, and cognates.</p> <p>1.2.5 follow oral and written directions in French</p> <p>1.2.6 spoken and written messages in French on topics of personal interest</p> <p>1.2.7 comprehension of information from accessible French-language materials</p> <p>1.2.8 components of visual texts, e.g. schedules, menus, advertisements</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>2.2.1 products and perspectives that define the French-speaking cultures</p> <p>2.2.2 music and watches French-language film or television</p> <p>2.2.3 artistic contributions from French-speaking cultures</p> <p>RI.6.7.Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video</p> <p><b>Connections:</b></p> <p>3.1 Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p>3.1.1 mathematical notations and measurements</p> <p>3.1.2 parts of speech</p> <p>3.1.3 oral presentational skills</p> <p>3.1.4 technology skills</p> <p>SL.11-12.5 strategic use of digital media</p> <p>3.2 Access and evaluate information and diverse perspectives that are available.</p> <p>3.2.1 research strategies</p> <p>3.2.2 appropriate reading strategies</p> <p>3.2.3 his/her culture and lifestyle to others'</p> <p>3.2.4 listens attentively and analyzes various perspectives</p> <p>W.9-10.7 short as well as more sustained research projects</p> <p><b>Comparisons:</b></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>4.1.1 grammatical structure between Spanish and English</p> <p>4.1.2 cognates/false cognates and derivatives.</p> <p>4.1.3 idioms</p> <p>4.1.4 predicts the meaning of words</p> <p>4.1.5 construction of negatives</p> <p>4.1.6 differences in language characteristics, e.g. gender agreement and syntax.</p> <p>4.1.7 pronunciation systems</p> <p>L.9-10.5) figurative language, word relationships, and nuances</p> <p>4.2 Use the language to investigate, explain, and reflect on the concept of culture</p>
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<p>1.2.9 reading strategies such as cognate recognition, context, and syntax</p> <p>1.2.10 Read for a variety of purposes</p> <p>1.2.11 read variety of narrative and informational texts</p> <p>1.2.12 follow written instruction in French</p> <p>1.2.13 verbs in the active voice and in the conditional and subjunctive mood RI.6.7 information presented in different media formats</p> <p>RI.8.2 theme or central idea of a text</p> <p>RI.5.7 information from multiple print or digital sources</p> <p>RI.5.9 information from several texts</p> <p>RL.7.7 Compares and contrasts a written story, drama, or poem to its audio, SL.8.5 multimedia and visual displays</p> <p>L.7.3 target language and its conventions when writing, speaking, reading, or listening</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>1.3.1 knowledge of language and its conventions when writing, speaking, reading, or listening</p> <p>1.3.2 follow instructions in French</p> <p>W.8.1 argument pieces on topics or texts</p> <p>W.8.2 informative/explanatory texts</p> <p>W.8.3 narratives to develop real or imagined experiences or events</p> <p>W.6.5 strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach</p> <p>SL.8.5 multimedia components</p> <p>L.7.2 command of the conventions of the target language</p> <p>L.8.3 verbs in the active voice</p> <p><b>Cultures:</b></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>2.1.1 social customs and traditions of the francophone culture</p> <p>2.1.2 explore and recognize</p> <p>2.1.3 French verbal and nonverbal greetings</p> <p>2.1.4 generalizations that Americans may make about the people and customs of francophone</p> <p>RI.5.9 information from several texts on the same topic</p> <p>RI.6.2 central idea of a text</p> <p>RI.6.7 information presented in different media or formats</p>	<p>through comparisons of the cultures studied and their own.</p> <p>4.2.1 differences and similarities between the U.S. and Spanish-speaking cultures</p> <p>4.2.2 different forms of social etiquette</p> <p>4.2.3 cultural products and practices</p> <p>4.2.4 social structures</p> <p>W.9.7 short research project</p> <p>SL.8.5 multimedia and visual displays</p> <p><b>Communities:</b></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>5.1.1 examples of the target language in daily life.</p> <p>5.1.2 knowledge of the target language and culture</p> <p>5.1.3 international media and the arts</p> <p>5.1.4 target language in the school community</p> <p>W.9.2 informative/explanatory texts to examine a topic</p> <p>W.9.5 strengthen writing as needed by planning, revising, editing, rewriting</p> <p>W.9.7 research projects</p> <p>5.2 Set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement</p> <p>5.2.1 attend movies, plays, concerts, and art exhibits.</p> <p>5.2.2 interpersonal skills in the target language, e.g. listening politely, working in groups, and communicating effectively.</p> <p>5.2.3 logical decision-making in real life situations, such as ordering from a menu, Shopping in a store, etc.</p> <p>5.2.4 listens to and sings along to music in the target language.</p> <p>SL.8.1 discussions</p> <p>L.5.3 knowledge of language and its conventions when writing, speaking, reading, or listening</p>
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#### Expectations for Student Learning (High School only):

#### ENDURING UNDERSTANDING:

- The Middle Ages (476 – 1066)
- Charles Martel
- Charlemagne
- The Invasions of the Vikings
- The Tapestry of Bayeux
- Review of the passé composé with être and avoir
- Formation and usage of the imperfect
- Passé composé and imperfect used together
- The formation, recognition, and usage of le passé simple
- The past perfect indicative (le plus-que-parfait de l'indicatif)
- Placement of adverbs
- Direct and indirect object pronouns, used separately and together

#### PRIOR KNOWLEDGE:

- *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
- Review of “er” conjugations in the present indicative tense including spelling and accent changes
- Review of regular and irregular (*courir, dormir, mentir, partir, sentir, servir, sortir, tenir, venir, mourir, offrir, and souffrir*) “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 (*avoir, pouvoir, vouloir, voir, savoir*)
- Commands
- The construction of two verbs without prepositions or with the preposition *à* or *de*

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- Review of the usage of *on*
- 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)
- The verbs *être*, *avoir*, *aller* and *faire* and their usages including idiomatic expression
- The usage of *depuis*, *il y a*, and *voilà* with the present
- *Pendant* and *pour* with expressions of time

#### NEW KNOWLEDGE:

- 1.1 Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

<u>Essential Knowledge</u>	<u>Academic vocabulary</u>
1.1.1 Uses accurate pronunciation.	<ul style="list-style-type: none"> <li>• France’s prehistoric years</li> <li>• Les Ibères</li> <li>• Les Liguriens</li> <li>• Les Gaulois</li> <li>• France’s provinces, departments, and economic regions</li> <li>• French tribes</li> <li>• La période gallo-romaine</li> <li>• Barbarian invasions</li> <li>• Clovis</li> <li>• La fleur de lis The Middle Ages</li> <li>• Tapestry crusades</li> <li>• patriotism</li> <li>• Renaissance</li> <li>• Châteaux</li> <li>• Reformation</li> <li>• Le Grand Siècle</li> <li>• Richelieu)</li> <li>• L’Académie française</li> <li>• Versailles</li> <li>• salons</li> <li>• jigsaw activities</li> <li>• analysis</li> <li>• essential questions</li> <li>• benchmarks</li> <li>• collaborative discussions</li> <li>• narratives</li> <li>• multiple plot lines</li> <li>• menhir</li> </ul>
1.1.2 Uses adjective agreement to describe people, places, situations, and objects, e.g. family, hometown, yourself, home, etc.	
1.1.3 Constructs questions and answers involving the core vocabulary and related ideas: <ul style="list-style-type: none"> <li>• France’s prehistoric years</li> <li>• Les Ibères</li> <li>• Les Liguriens</li> <li>• Les Gaulois</li> <li>• French tribes</li> <li>• Organization of family during prehistoric years</li> <li>• Economy</li> <li>• Religion</li> <li>• France’s provinces, departments, and economic regions</li> <li>• Prehistoric art (i.e. La Caverne Chauvet)</li> <li>• La période gallo-romaine</li> <li>• Barbarian invasions and the fall of the Roman Empire</li> <li>• The beginning of the Christian church</li> <li>• Emperor Constantin</li> <li>• King Clovis</li> <li>• La fleur de lis – history and symbolism</li> <li>• The Middle Ages (476-1066)</li> <li>• Charles Martel</li> <li>• Charlemagne</li> <li>• The Invasions of the Vikings</li> <li>• The Tapestry of Bayeux</li> <li>• The consequences of the crusades</li> <li>• Cathedrals of the XI and XII century</li> <li>• The Hundred Years War</li> <li>• The Middle Ages (1095-1453)</li> <li>• Jeanne D’Arc</li> <li>• The idea of patriotism</li> <li>• Art of the Middle Ages</li> <li>• Discoveries of the XV century</li> <li>• The Renaissance</li> <li>• The Châteaux of the Loire Valley</li> <li>• The Reformation and its consequences for France</li> <li>• Martin Luther, John Calvin, and the Protestant Reformation</li> <li>• King Henry IV</li> <li>• Art of the Renaissance</li> <li>• XVII Century France and Le Grand Siècle</li> <li>• Armand Jean du Plessis (Cardinal-Duke Richelieu)</li> <li>• L’Académie française</li> <li>• King Louis XIV</li> </ul>	

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<ul style="list-style-type: none"> <li>• Versailles</li> <li>• The salons of the 17th century</li> <li>• Art of the 17th century</li> <li>• Various selections of French literature through the centuries</li> </ul> <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><b>Common Core State Standards – ELA</b></p> <ul style="list-style-type: none"> <li>• Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (SL.9-10.1)</li> <li>• 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)</li> <li>• 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)</li> <li>• 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)</li> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.9-10.2)</li> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.             <ol style="list-style-type: none"> <li>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>b. Use a colon to introduce a list or quotation.</li> <li>c. Spell correctly. (L.9-10.3)</li> </ol> </li> <li>• Write <b>narratives</b> to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (W.9-10.3)             <ol style="list-style-type: none"> <li>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.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>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.</li> </ol> </li> </ul>	
<p><b>Sample Progress Indicators</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.pandora.com">www.pandora.com</a> target language station (and other Internet)</li> <li>• <a href="http://www.actfl.org">www.actfl.org</a></li> <li>• <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• <a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li>• <a href="http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf">http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf</a> (instructional strategies)</li> </ul>

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<p>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.</p> <ul style="list-style-type: none"> <li>• 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>).</li> <li>• 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.</li> <li>• In organized learning groups, students will act out a scene from <i>Le Vase de Soissons</i> and present their scene to the class.</li> <li>• 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. .</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a> (on-line dictionary)</li> <li>• <a href="http://www.conjuguemos.com">www.conjuguemos.com</a></li> <li>• <a href="http://www.studyfrench.com">www.studyfrench.com</a></li> <li>• <a href="http://www.quia.com">www.quia.com</a></li> </ul>
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1.2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

<p><b>Essential Knowledge</b></p> <p>1.2.1 Distinguish number and gender of nouns, adjectives, and articles.</p> <p>1.2.2 Follow verbal instructions to perform specific tasks and to answer questions.</p> <p>1.2.3 Use all of the following constructions with proficiency:</p> <ul style="list-style-type: none"> <li>• The verbs <i>être, avoir, aller,</i> and <i>faire</i> and their usages including idiomatic expression</li> <li>• The usage of <i>depuis, il y a,</i> and <i>voilà</i> with the present</li> <li>• Pendant and pour with expressions of time</li> <li>• Review of "er" conjugations in the present indicative tense including spelling and accent changes</li> <li>• 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</li> <li>• Review of regular and irregular conjugations of "re" verbs in the present indicative tense.</li> <li>• Verbs ending in <i>-oir (avoir, pouvoir, vouloir, voir, savoir)</i></li> <li>• Commands</li> <li>• The construction of two verbs without prepositions or with the preposition <i>à</i> or <i>de</i></li> <li>• Review of the usage of <i>on</i></li> <li>• Review of the <i>passé composé</i> with <i>être</i> and <i>avoir</i></li> <li>• Formation and usage of the imperfect tense</li> <li>• <i>Passé composé</i> and imperfect used together</li> <li>• The formation, recognition and usage of <i>le passé simple</i></li> <li>• The past perfect indicative (<i>le plus-que-parfait de l'indicatif</i>)</li> <li>• Placement of adverbs</li> <li>• Direct and indirect object pronouns, used separately and together</li> <li>• The indirect pronoun <i>en</i> and <i>y</i> and rules of placement</li> <li>• Stress pronouns</li> <li>• Verbs of communication – (<i>dire, demander, répéter, répondre, conseiller,</i> etc.)</li> <li>• Commands with one or two object pronouns</li> <li>• Review of future formation – regular and irregular</li> <li>• The future perfect tense (<i>le future antérieur</i>)</li> <li>• Review of the conditional tense</li> <li>• The conditional perfect</li> <li>• Prepositions with "si"</li> <li>• Uses and meanings of the verb <i>devoir</i></li> <li>• Subjunctive mood – regular and irregular constructions</li> <li>• Past perfect subjunctive</li> <li>• The causative <i>faire</i></li> </ul> <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</i></p>	<p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• The past perfect indicative</li> <li>• Adverbs</li> <li>• Direct and indirect object pronouns</li> <li>• Verbs of communication</li> <li>• The future perfect tense</li> <li>• conditional tense</li> <li>• conditional perfect</li> <li>• Subjunctive mood</li> <li>• Past perfect subjunctive</li> <li>• The causative <i>faire</i></li> <li>• Syntax</li> <li>• active voice</li> <li>• subjunctive mood</li> <li>• objective summary</li> <li>• integrate</li> <li>• quantitatively</li> <li>• analyze</li> </ul>
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<p><i>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"> <li>• increase and reinforce vocabulary</li> <li>• expand knowledge and cultural awareness</li> <li>• reinforce the conventions of the language</li> </ul> <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><b>Common Core State Standards – ELA</b></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> <li>• 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)</li> <li>• Analyze the representation of a subject or a key scene in two different artistic mediums, including what is 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)</li> <li>• 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)</li> <li>• 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"> <li>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)</li> </ul> </li> </ul>	
<p><b>Sample Progress Indicators</b></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• 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).</li> <li>• Understand information from French Internet sources on a variety of topics, for example, weather, current events, and sports.</li> <li>• 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>.</li> </ul>	<p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.pandora.com">www.pandora.com</a> target language station (and other Internet</li> <li>• <a href="http://www.actfl.org">www.actfl.org</a></li> <li>• <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• <a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li>• <a href="http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf">http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf</a> (instructional strategies</li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a> (on-line dictionary)</li> <li>• <a href="http://www.conjuguemos.com">www.conjuguemos.com</a></li> <li>• <a href="http://www.studyfrench.com">www.studyfrench.com</a></li> <li>• <a href="http://www.quia.com">www.quia.com</a></li> </ul>

1.3.1 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><b>Essential Knowledge</b></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><b>Common Core State Standards – ELA</b></p> <ul style="list-style-type: none"> <li>• Write <b>arguments</b> 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"> <li>a. 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,</li> </ul> </li> </ul>	<p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• persuade</li> <li>• narrate</li> <li>• agreements</li> <li>• counterclaims</li> <li>• informative/explanatory</li> <li>• transitions</li> <li>• narrative techniques</li> </ul>
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<p>reasons, and evidence.</p> <ol style="list-style-type: none"> <li>b. 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.</li> <li>c. 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.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented. <b>W.9-10.1</b></li> </ol> <ul style="list-style-type: none"> <li>• Write <b>informative/explanatory</b> texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.       <ol style="list-style-type: none"> <li>a. 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.</li> <li>b. 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.</li> <li>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>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.</li> <li>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). <b>W.9-10.2</b></li> </ol> </li> <li>• Write <b>narratives</b> to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.       <ol style="list-style-type: none"> <li>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.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <b>W.9-10.3</b></li> </ol> </li> <li>• 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. <b>(SL.9-10.5)</b></li> <li>• 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. <b>(W.9-10.5)</b></li> <li>• 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"> <li>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.). <b>(L.9-10.3)</b></li> </ol> </li> </ul>	
<p><b>Sample Progress Indicators</b></p> <ul style="list-style-type: none"> <li>• After reading the short story “<i>La Nuit</i>” 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></li> <li>• After reading “<i>La Peur</i>” by Guy de Maupassant, students will work in groups of four reflecting on the</li> </ul>	<p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.pandora.com">www.pandora.com</a> target language station (and other Internet</li> <li>• <a href="http://www.actfl.org">www.actfl.org</a></li> <li>• <a href="http://www.corestandards.org">www.corestandards.org</a></li> </ul>



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<p>following question: <i>Si vous deviez illustrer ce conte, quelles images dessineriez-vous?</i> One person from each group will share with the rest of the class the ideas that were engendered in their group.</p> <ul style="list-style-type: none"> <li>• Before reading “<i>Contre le colonialism</i>” 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</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li>• <a href="http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20jv.pdf">http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20jv.pdf</a> (instructional strategies)</li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a> (on-line dictionary)</li> <li>• <a href="http://www.conjuguemos.com">www.conjuguemos.com</a></li> <li>• <a href="http://www.studyfrench.com">www.studyfrench.com</a></li> <li>• <a href="http://www.quia.com">www.quia.com</a></li> </ul>
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2.1 Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

<p><b>Essential Knowledge and skills</b></p> <p>2.1.1 Investigate the unique social costumes and 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"> <li>• How different conceptions of reality form a people, a society, a country</li> <li>• Further exploration of the châteaux of the Loire Valley</li> <li>• 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.</li> <li>• Les bandes dessinées – Astérix: Le Bouclier arverne</li> <li>• Romanesque and Gothic Architecture</li> <li>• The consequences of war</li> <li>• More detail of the court of Louis XIV</li> <li>• The Reformation and its effect on France</li> <li>• The Renaissance, France, and the rest of the world</li> </ul> <p><b>Common Core State Standards – ELA</b></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> <li>• 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)</li> </ul>	<p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• Caverne</li> <li>• bandes dessinées</li> <li>• Reformation</li> <li>• Renaissance</li> </ul>
<p><b>Sample Progress Indicators</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Interact in a culturally appropriate manner with French-speaking people of various backgrounds in a variety of contexts (guest speaker, exchange student, field trips).</li> </ul>	<p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.pandora.com">www.pandora.com</a> target language station (and other Internet)</li> <li>• <a href="http://www.actfl.org">www.actfl.org</a></li> <li>• <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• <a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li>• <a href="http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20jv.pdf">http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20jv.pdf</a> (instructional strategies)</li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a> (on-line dictionary)</li> <li>• <a href="http://www.conjuguemos.com">www.conjuguemos.com</a></li> <li>• <a href="http://www.studyfrench.com">www.studyfrench.com</a></li> <li>• <a href="http://www.quia.com">www.quia.com</a></li> </ul>

2.2 Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

<p><b>Essential Knowledge and Skills</b></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><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• Perspectives</li> </ul>
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<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><b>Common Core State Standards – ELA</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>Analyze</li> </ul>
<p><b>Sample Progress Indicators</b></p> <ul style="list-style-type: none"> <li>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)</li> <li>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></li> <li>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></li> <li>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></li> <li>Students will complete argument writing comparing the differences between Romanesque and Gothic Architecture</li> </ul>	<p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://www.pandora.com">www.pandora.com</a> target language station (and other Internet</li> <li><a href="http://www.actfl.org">www.actfl.org</a></li> <li><a href="http://www.corestandards.org">www.corestandards.org</a></li> <li><a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li><a href="http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf">http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf</a> (instructional strategies</li> <li><a href="http://www.wordreference.com">www.wordreference.com</a> (on-line dictionary)</li> <li><a href="http://www.conjugemos.com">www.conjugemos.com</a></li> <li><a href="http://www.studyfrench.com">www.studyfrench.com</a></li> <li><a href="http://www.quia.com">www.quia.com</a></li> </ul>

3.1 Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

<p><b>Essential Knowledge and Skills</b></p> <p>3.1.1 Recognize and use appropriate mathematical notations and measurements, such as:</p> <ul style="list-style-type: none"> <li>24-hour clock</li> <li>currency</li> <li>decimal usage</li> <li>metric system</li> <li>temperature</li> </ul> <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"> <li>nouns</li> <li>verbs</li> <li>adverbs</li> <li>gerunds</li> <li>subjects</li> <li>adjectives</li> <li>pronouns</li> <li>interrogatives</li> <li>prepositions</li> </ul> <p>3.1.3 Strengthen oral presentational skills in target language and English through</p> <ul style="list-style-type: none"> <li>presentations</li> <li>dialogues</li> <li>role playing</li> <li>communication activities, etc.</li> </ul> <p>3.1.4 Use technology skills such as Internet research and presentation programs to demonstrate understanding of the target language.</p> <p><b>Common Core State Standards – ELA</b></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><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>francophone</li> <li>Middle Ages,</li> <li>The Reformation</li> <li>Think-Pair-Share</li> <li>choral reading</li> <li>nuances</li> <li>synthesize</li> </ul>
<p><b>Sample Progress Indicators</b></p> <ul style="list-style-type: none"> <li>Discuss in French class topics that are being discussed in other classes. For example, The Middle</li> </ul>	<p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://www.pandora.com">www.pandora.com</a> target language station (and other Internet</li> </ul>

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<p>Ages, The Hundred Year War, The Reformation, fine arts, the writing of Maupassant in English class and French class.</p> <ul style="list-style-type: none"> <li>• Discussion of worldwide news (present)</li> <li>• Present short reports in the target language to share with peers about things that are being studied in other classes.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.actfl.org">www.actfl.org</a></li> <li>• <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• <a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li>• <a href="http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf">http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf</a> (instructional strategies)</li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a> (on-line dictionary)</li> <li>• <a href="http://www.conjuguemos.com">www.conjuguemos.com</a></li> <li>• <a href="http://www.studyfrench.com">www.studyfrench.com</a></li> <li>• <a href="http://www.quia.com">www.quia.com</a></li> </ul>
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3.2 Access and evaluate information and diverse perspectives that are available.

<p><b>Essential Knowledge and Skills</b></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><b>Common Core State Standards</b></p> <ul style="list-style-type: none"> <li>• 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)</li> </ul>	<p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• choral reading</li> <li>• diverse perspectives</li> <li>• distinctive viewpoints</li> <li>• evaluate</li> <li>• graphic organizers</li> <li>• jigsaw</li> <li>• nuance</li> <li>• think-pair-share</li> </ul>
<p><b>Sample Progress Indicators</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Discussion of worldwide news (present)</li> <li>• Present short reports in the target language to share with peers about things that are being studied in other classes.</li> </ul>	<p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.pandora.com">www.pandora.com</a> target language station (and other Internet)</li> <li>• <a href="http://www.actfl.org">www.actfl.org</a></li> <li>• <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• <a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li>• <a href="http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf">http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf</a> (instructional strategies)</li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a> (on-line dictionary)</li> <li>• <a href="http://www.conjuguemos.com">www.conjuguemos.com</a></li> <li>• <a href="http://www.studyfrench.com">www.studyfrench.com</a></li> <li>• <a href="http://www.quia.com">www.quia.com</a></li> </ul>

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><b>Essential Knowledge and Skills</b></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><b>Common Core State Standards</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>○ Interprets figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> </ul> </li> </ul>	<p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• figurative language</li> <li>• euphemism</li> <li>• oxymoron</li> <li>• idiomatic phrases</li> <li>• idioms</li> </ul>
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<p>○ Analyze nuances in the meaning of words with similar denotations (L.9-10.5)</p>	
<p><b>Sample Progress Indicators</b></p> <ul style="list-style-type: none"> <li>• Can recognize cognates and false cognates in French, such as lecture = reading, and not “lecture,” rester = to remain and not “to rest.”</li> <li>• 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).</li> <li>• Recognize and compare nuances of meaning of words and idioms, in French and in English, such as <i>avoir froid, être froid, faire froid</i>.</li> <li>• Compare French and English linguistic elements, such as time, tense, and mood, and analyze how each language 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>.</li> <li>• 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 vs. la journée</i>.</li> <li>• 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.</li> <li>• Can recognize cognates and false cognates in French</li> <li>• 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.</li> </ul>	<p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.pandora.com">www.pandora.com</a> target language station (and other Internet</li> <li>• <a href="http://www.actfl.org">www.actfl.org</a></li> <li>• <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• <a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li>• <a href="http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20jv.pdf">http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20jv.pdf</a> (instructional strategies</li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a> (on-line dictionary)</li> <li>• <a href="http://www.conjuguemos.com">www.conjuguemos.com</a></li> <li>• <a href="http://www.studyfrench.com">www.studyfrench.com</a></li> <li>• <a href="http://www.guia.com">www.guia.com</a></li> </ul>

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><b>Essential Knowledge and Skills</b></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><b>Common Core State Standards</b></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (SL.9-10.5)</li> </ul>	<p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• Francophone</li> <li>• social etiquette</li> <li>• synthesize</li> </ul>
<p><b>Sample Progress Indicators</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Research education in France and make a presentation explaining the differences between education in the United States and France.</li> <li>• Research education in Francophone countries and make a comparison of them to each other, France, and/or the United States.</li> </ul>	<p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.pandora.com">www.pandora.com</a> target language station (and other Internet</li> <li>• <a href="http://www.actfl.org">www.actfl.org</a></li> <li>• <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• <a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li>• <a href="http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20jv.pdf">http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20jv.pdf</a> (instructional strategies</li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a> (on-line dictionary)</li> <li>• <a href="http://www.conjuguemos.com">www.conjuguemos.com</a></li> <li>• <a href="http://www.studyfrench.com">www.studyfrench.com</a></li> <li>• <a href="http://www.guia.com">www.guia.com</a></li> </ul>

5.1 Use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

<p><b>Essential Knowledge and Skills</b></p> <p>5.1.1 Identify and share examples of the target language in daily life.</p>	<p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• collaborate</li> </ul>
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<p>5.1.2 Shares knowledge of the target language and culture with others.          5.1.3 Accesses international media and the arts.          5.1.4 Use the target language in the school community.</p> <p><b>Common Core State Standards</b></p> <ul style="list-style-type: none"> <li>• 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.             <ol style="list-style-type: none"> <li>a. 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.</li> <li>b. 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.</li> <li>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>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.</li> <li>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)</li> </ol> </li> <li>• 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)</li> <li>• 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)</li> </ul>	<ul style="list-style-type: none"> <li>• fables</li> </ul>
<p><b>Sample Progress Indicators</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Students will share their love for the French language by tutoring Jr. High students.</li> <li>• Stage a French-language play or create a comedy routine in French as part of the NSHS Spring Talent Show.</li> <li>• Participate in an extended French immersion experience, such as an immersion weekend or a French-language camp. (N/A)</li> <li>• Travel with their family or other students to a francophone country and use French to communicate with others and to obtain services. (N/A)</li> <li>• Share any experiences with their classmates when they have had the opportunity to communicate in French with someone outside of the classroom.</li> </ul>	<p><u>Websites</u></p>

5.2 Set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement

<p><b>Essential Knowledge and Skills</b></p> <p>5.2.1 Apply acquired knowledge for personal enrichment, such as attending movies, plays, concerts, and art exhibits.          5.2.2 Demonstrate interpersonal skills in the target language, e.g. listening politely, working in groups, and communicating effectively.          5.2.3 Demonstrate logical decision-making in real life situations, such as ordering from a menu, shopping in a store, etc.          5.2.4 Listen to and sing along to music in the target language.</p> <p><b>Common Core State Standards</b></p> <ul style="list-style-type: none"> <li>• 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"> <li>a. 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</li> </ol> </li> </ul>	<p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> <li>• Paraphrasing</li> <li>• Francophone</li> </ul>
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<p>under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL9-10.1)</p> <ul style="list-style-type: none"> <li>• 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"> <li>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. (L9-10.3)</li> </ul> </li> </ul>	
<p><b>Sample Progress Indicators (NOT ASSESSED)</b></p> <ul style="list-style-type: none"> <li>• Enjoy sports or games typical of francophone countries, either as participants or as spectators.</li> <li>• listen to music, sing songs or play musical instruments from areas of the francophone world.</li> <li>• Read French-language magazines or watch French-language films and videos for entertainment and personal growth.</li> <li>• Visit exhibits at local museums that present aspects of the francophone world.</li> <li>• Explore French Internet sites for personal entertainment and enjoyment.</li> <li>• With their class or with their families go to restaurants featuring the cuisine of francophone areas of the world.</li> <li>• Spend vacation time in a francophone area of the world.</li> <li>• Participate in French Club activities.</li> </ul>	<p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.pandora.com">www.pandora.com</a> target language station (and other Internet</li> <li>• <a href="http://www.actfl.org">www.actfl.org</a></li> <li>• <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• <a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li>• <a href="http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf">http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf</a> (instructional strategies</li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a> (on-line dictionary)</li> <li>• <a href="http://www.conjuguemos.com">www.conjuguemos.com</a></li> <li>• <a href="http://www.studyfrench.com">www.studyfrench.com</a></li> <li>• <a href="http://www.quia.com">www.quia.com</a></li> </ul>

**SUGGESTED WORKS:**

**LITERARY TEXTS**

**STORIES**

**POETRY**

**DRAMA**

**OTHER**

**Literature:**

- *La Chanson de Roland*
- *Tristan et Yseut (1170)*

**INFORMATIONAL TEXT**

**NONFICTION**

**BIOGRAPHIES**

**MEMOIRS**

**SPEECHES, PUBLIC DOCUMENTS**

- *Trésors du temps*
- *French in Review*
- *L’Histoire de la France*

**ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS:**

- |                               |                                |                                     |                          |
|-------------------------------|--------------------------------|-------------------------------------|--------------------------|
| 1. Anecdotal records          | 8. Graphic organizers          | 15. Multi-media/technology          | 21. Research             |
| 2. Class discussion           | 9. Informational text response | 16. Narrative writing               | 22. Role playing         |
| 3. Conferencing               | 10. Interviews                 | 17. Non- linguistic representations | 23. Rubrics/checklists   |
| 4. Constructed responses      | 11. Informativ writing         | 18. Note taking and summarizing     | 24. Tests and quizzes    |
| 5. Dramatization/role playing | 12. Journal                    | 19. Oral presentation               | 25. Technology           |
| 6. Exhibits                   | 13. Literature response        | 20. RAISE                           | 26. Think-alouds         |
| 7. Grammar and usage          | 14. Media appreciation         |                                     | 27. Vocabulary word wall |
|                               |                                |                                     | 28. Writer’s notebook    |
|                               |                                |                                     | 29. Word Study           |

## FRENCH IV CURRICULUM UNIT #3

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#### REQUIRED COMMON ASSESSMENTS

- Mid-term exam (HS)
- Final exam (HS)
- Common Task (HS)

#### Develop and convey understanding

- Questions and answers
- Rough draft / revision and editing
- Responding after reading
- Peer writing and editing
- Jigsaw activities
- Practice of grammatical structure and syntax
- Responding after reading – individually and in cooperative learning groups
- Note taking for research purposes or teacher lecture
- Responding analytically to literature and informational text
- Note taking during research and teacher lecture
- Creation of scene from epic poem
- Creating new ending

#### Narrative, e.g.:

- Un autre fin à La Chanson de Roland

#### Informational, e.g.:

- La Mort d’Aude
- La tapisserie de Bayeux

#### Argument, e.g.

- Les Héros du Moyen-Âge
- La Ronce (Que symbolise la ronce qui pousse sur la tombe de Trisan et se penche sur la tombe d’Yseut? Pourquoi Marc donne-t-il l’ordre de ne pas la couper?)
- La Guerre et l’amour (La chanson de geste parle de guerre. Le roman courtois parle d’amour. Est-ce que ces deux types de littérature représentent une évolution de la société? Pourquoi?)

#### Additional texts and writing for research

- Les Héros du Moyen-Âge
- La tapisserie de Bayeux

#### **HIGHER ORDER THINKING SKILLS: Web’s Depth of Knowledge 2 – 4 or Bloom’s Taxonomy**

##### **Web’s Depth of Knowledge**

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

##### **Bloom’s Taxonomy**

- apply
- analyze
- synthesize/create
- evaluate

#### **ADDITIONAL RESOURCES:**

##### Websites

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

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#### 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

#### Technology

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

#### Materials

### VOCABULARY

- |                          |                                |                         |                       |
|--------------------------|--------------------------------|-------------------------|-----------------------|
| 1. active voice          | 21. essential questions        | 41. Les Ibères          | 61. Richelieu         |
| 2. adverbs               | 22. euphemism                  | 42. Les Liguriens       | 62. salons            |
| 3. agreements            | 23. evaluate                   | 43. menhir              | 63. social etiquette  |
| 4. analysis              | 24. fables                     | 44. Middle Ages,        | 64. subjunctive mood  |
| 5. analyze               | 25. figurative language        | 45. multiple plot lines | 65. syntax            |
| 6. bandes dessinées      | 26. France’s prehistoric years | 46. narrate             | 66. synthesize        |
| 7. Barbarian invasions   | 27. France’s provinces,        | 47. narrative           | 67. Tapestry crusades |
| 8. benchmarks            | departments, and economic      | 48. narratives          | 68. causative faire   |
| 9. Caverne               | regions                        | 49. nuance              | 69. future perfect    |
| 10. Châteaux             | 28. Francophone                | 50. nuances             | tense                 |
| 11. choral reading       | 29. French tribes              | 51. objective summary   | 70. past perfect      |
| 12. Clovis               | 30. graphic organizers         | 52. oxymoron            | indicative            |
| 13. collaborate          | 31. idiomatic phrases          | 53. paraphrasing        | 71. The Reformation   |
| 14. collaborative        | 32. idioms                     | 54. past perfect        | 72. think-pair-share  |
| discussions              | 33. informative/explanatory    | 55. subjunctive         | 73. transitions       |
| 15. conditional perfect  | 34. integrate                  | 56. patriotism          | 74. verbs of          |
| 16. conditional tense    | 35. jigsaw                     | 57. perspectives        | communication         |
| 17. counterclaims        | 36. L’Académie française       | 58. persuade            | 75. Versailles        |
| 18. direct and indirect  | 37. La fleur de lis The Middle | 59. quantitatively      |                       |
| object pronouns          | Ages                           | 60. Reformation         |                       |
| 19. distinctive          | 38. La période gallo-romaine   |                         |                       |
| viewpoints               | 39. Le Grand Siècle            |                         |                       |
| 20. diverse perspectives | 40. Les Gaulois                |                         |                       |



**FRENCH IV CURRICULUM UNIT #3**  
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**LESSON PLAN for UNIT (Complete this section during the school year)**

**LESSONS**

- Lesson # 1 Summary:**
  
- Lesson #2 Summary:**
  
- Lesson #3 Summary:**

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**OBJECTIVES for LESSON # \_\_\_\_\_**

- Materials/Resources:**
  
- Procedures:**
  - **Lead –in**
  
  - **Step by step**
  
  - **Closure**
  
- Instructional strategies:** see curriculum introduction
  
- Assessments:** see curriculum introduction
  - **Formative**
  
  
  - **Summative**