

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

CLASSICAL & WORLD LANGUAGES DEPARTMENT

HONORS FRENCH 4

Grade Level: 11-12

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 2007

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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Students enrolled in this course will demonstrate mastery of the following proficiency requirements as outlined in the curriculum guide and receive a passing grade in accordance with Board of Education policies on grading and attendance:

Listening Comprehension

1. Students will demonstrate a comprehension of detailed material spoken at native speed by answering questions with minimal explanation from the teacher.
2. Students will recognize regional differences especially of vocabulary and pronunciation.
3. Students will comprehend with greater confidence some familiar elements—phrases and idiomatic expressions, in material produced for native speakers.

Speaking

4. Students will handle, with ease, most social situations.
5. Students will demonstrate confidence in the use of basic grammatical functions. They will be able to manipulate plurals, articles, partitives, prepositions, irregular negatives, verb tenses and subjunctive with ease.
6. Students will use an accent that approximates native speech.
7. Students will use synonyms, antonyms, substitutions, and/or paraphrase to compensate for their lack of control of specific vocabulary structures.

Reading

8. Students will draw logical conclusions from presented materials.
9. Students will read and comprehend authentic material, i.e., newspapers and magazines.
10. Students will read current and classical literature.
11. Students will deduce meanings of unfamiliar words by context and prior knowledge and demonstrate an ability to use reading strategies such as skimming and scanning for information.
12. Students will use bilingual and French language dictionaries appropriately.

Writing

13. Students will write from dictation material based on an unfamiliar subject.
14. Students will take detailed notes on familiar and unfamiliar topics.
15. Students will write letters, summaries, short narrations and personal observations.
16. Students will research and write reports on independent projects.
17. Students will convert a passage from English to French, conveying important ideas without glaring Anglicanisms and in a style comprehensible to a native speaker.
18. Students will organize their ideas in order to discuss a problem, express an opinion, and come to a conclusion.

Culture

19. Students will recognize cultural differences and function in a culturally acceptable manner.
20. Students will demonstrate a deepened knowledge of cultural, historical, governmental, economic and social elements of French-speaking countries and regions.
21. Students will demonstrate an awareness of social and political attitudes and problems in developing countries and examine traditional and current solutions.
22. Students will demonstrate an awareness of career opportunities in French and may know some vocabulary pertaining to the field and job interviews.

Proficiencies (Continued)

To measure mastery in accordance with the grading policy, attendance policy, and other policies of the Board of Education, the teacher will select appropriate evaluative methods as listed below:

Student effort _____

Unit tests _____

Final exams _____

Quizzes _____

Performance relative to ability _____

Department exam _____

Class work _____

Term papers _____

Book reports and outside reading _____

Standardized tests _____

Lab reports _____

French IV Philosophy and Course Description

French 4 honors emphasize the usage of previously learned language skills to enhance their cultural knowledge of both themselves and the French speaking people of the world. Language skills are reinforced through authentic language, such as classical literature text and modern media. Major currents in French history and thought will be explored inviting cross curricular synthesis with ideas first discovered in language arts, history and art classes.

French 4 students will be able to demonstrate their ability to apply to produce and recognize target language material. This course will work to give the students a reasonable survey of critical ideas of modern western philosophy, a history of France and other francophone nations, as well as an understanding how these notions have changed life here in America. Through this advanced study of French, students will learn to clarify and produce a more prodigious level of language with both their native language and the target language itself.

French 4

La modernite par moyen du romanticisme

Duration: marking period 1

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|---|--|
| <u>Established Goals: CPI</u> 7.1,7.2 | |
| <u>Enduring Understandings:</u> Students will understand that: <ol style="list-style-type: none">1. What is generally considered modern really started back in 19th century2. Romanticism was the first movement to look towards an understanding of human cognition3. Romantic thought differentiates the classical age and the modern age | <u>Essential Questions:</u> <ol style="list-style-type: none">1. Why would a text written 200 years ago be considered modern?2. What distinguishes the ideas of romanticism from classicism? |
| <u>Knowledge: Students will know:</u> Usage of past tense Major historical events in France after revolution Understand the fickle nature of French government between revolutions The style that is the romantic movement | <u>Skills: Students will be able to</u> Read French literature and poetry of the romantic period Discuss relevant current events in target language Recount a story in the past tense |
| <u>Performance Task:</u> Poetic recitation Goal: To be able to replicate native speaker inflexion and performance in poetry Role: Students are performers in poetic showcase Audience: fellow classmates and other interested French students Situation: students recreate interpretations of original French verse. Product: presentation of poem Standards: speaking presentation rubric Description: Students perform poems by heart in front of audience accentuating key verse | |
| <u>Other Evidence:</u> Teacher generated assesment | |

Suggested Learning Plan for Unit:

Codes: **W**=where are they going
H = Hook,
E = Equip (direct instruction), Explore (activity), Experience (homework and other reinforcement)
R = Rethink, Revise, Reflect
SE = Self Evaluation
T = Technology

| Essential Question | Objective/Facet of Learning | Activity | Assessment | Code |
|--|--|--|------------|-------|
| 1. Why would a text written 200 years ago be considered modern? 2. What distinguishes the content of romanticism and classicism | Application /Self Knowledge SWBAT: apply what is modern | Students read Baudelaire's "mauvais vitrier" Students write a narrative that embodies a similar personal experience when their actions were inexplicable. | H, R,SE | H,E,R |
| | Empathy/Perspective SWBAT:apply new conception of modernity | Music video: students watch a music video and apply what concepts and ideas are modern and which are classic | .E, R,H | H,E,T |
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French 4

Unit: Lyrical language

Duration: Marking period 2

Established Goals:

Njcccs: 7.1, 7.2

Enduring Understandings: Students will understand that:

- 1: Lyrical language directly reflects the society's culture of any particular era
- 2: Poetic expression belies sentimentality
- 3: Lyrical language bridges the gap between spoken language and prose

Essential Questions:

1. What distinguishes modern poetry from classic poetry?
2. How can music lyrics express sentimentality differently from romantic prose?
3. How does each poetic movement represent it's particular era?

Knowledge: Students will know:

1. The Alexandrin is the classic form of poetic verse in French
2. That French phonetics change in verse and lyrical writing
3. Modern symbolism in art was birthed from French artists Baudelaire, Rimbaud and Delacroix
4. The effect of song lyrics on a societies norms and standards

Skills: Students will be able to

1. Analyze French poetry using poetic vocabulary
2. Apply rhyme scheme and syllable count and recognize different forms of lyrical verse in French
3. Interpret lyrics of French songs through context and historical scenarios
4. Present an original interpretation of French poem, accentuating the critical text for meaning

Performance Task: Video project

Goal: For students to be able to create an original interpretation of French language lyrics

Role: Students star in their own music video

Audience: The rest of class will follow along and try to figure out the interpretation of the song through the music video

Situation: Students take lyrics from target language song and give an original interpretation of the message of the song.

Product: Video that has been edited by students that reflects the original French words

Standards: Students apply linguistic and cultural knowledge toward their interpretation of the song

Description: Students create and edit a music video using French lyrics for their interpretation. After showing their video in class the group will read a narrative explaining the particular connection between the video and the original lyrics.

Other Evidence: teacher generated assessments

Suggested Learning Plan for Unit:

Codes: **H** = Hook,
E = Equip (direct instruction), Explore (activity), Experience (homework and other reinforcement)
R = Rethink, Revise, Reflect
SE = Self Evaluation
T = Technology

| Essential Question | Objective/Facet of Learning | Activity | Assessment | Code |
|--|---|--|--|------------|
| 1. 1. What distinguishes modern poetry from classic poetry? 2. How does each poetic movement represent it's particular era? | Reflection/ Swbat: realize the difference between classic and modern poetry | “Demain des l’aube” According to French rules of poetic analysis students apply and test whether this 19 th century poem would be modern or classical | <i>Rubric for writing</i> | E,R,SE |
| | Technology/Swbat: Study how rap music represents it's era | “Marine” by Diam’s students read lyrics for comprehension, than listen to rap song Marine, then they research the context and must then return the next day with a theory on the real life context where the song is written | Students will write an essay explaining the context for the song | H, E, W, T |
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French 4

Unit 3: Perspectives on reality

Duration: marking period 3

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| <u>Established Goals: NJCCS 7.1, 7.2</u> | |
| <u>Enduring Understandings:</u> Students will understand that: <ol style="list-style-type: none">1. Realism and Naturalism posit two divergent perspectives on reality1. The individual perspectives differ from those impacted by society | <u>Essential Questions:</u> <ol style="list-style-type: none">1. How can Realism focus on style of writing as an art form while Naturalism pits the novelist as a scientist?2. How does style of writing affect the reaction of the audience? |
| <u>Knowledge: Students will know:</u> <ol style="list-style-type: none">1. Difference between passé composé and imparfait2. Vocabulary from 19th century France daily life3. How to find important info within passage in target language4. Technical vocab from minors from Zola's "Germinal"5. How to differentiate the reality of realism and naturalism | <u>Skills: Students will be able to</u> <ol style="list-style-type: none">1. Use realia to be able to demonstrate understanding of realist and naturalist perspectives of reality2. Recreate a scene from Flaubert's "Madame Bovary"3. Write essay in target language based on the text from either Flaubert or Zola |
| <u>Performance Task:</u> Chanson Goal: To show through song the differing perspectives of realism and naturalism Role: Presenter Audience: The class Situation: .Students present to the class a song that embodies either a realistic or naturalistic perception of reality, examples from the lyrics used to exemplify the point of view Product: Song presented to class and target language presentation Standards: speaking rubric Description: Students take lyrics from French song and explain to class how the perspective of the song is wither realist or naturalist | |
| <u>Other Evidence:</u> <u>Teacher generated assesment</u> | |

Suggested Learning Plan for Unit:

Codes: **H** = Hook,
E = Equip (direct instruction), Explore (activity), Experience (homework and other reinforcement)
R = Rethink, Revise, Reflect
SE = Self Evaluation
T = Technology

| Essential Question | Objective/Facet of Learning | Activity | Assessment | Code |
|--|-------------------------------------|--|-----------------|------------|
| 1. How can Realism focus on style of writing as an art form while Naturalism pits the novelist as a scientist 2. How does style of writing affect the reaction of the audience? | Swbat: / interpretation explanation | Realism/naturalism song: Students present a song of choice applying either realist idea or naturalist idea and explain their choice involving text in the target language | Speaking rubric | H, E, SE,T |
| | | | | |
| | Swbat:/Rethink/revise | J'accuse! Students write and present one sided slanted opinion essay on controversial topic such as Zola's " J'accuse" about the Dreyfus affair | Writing rubric | H,R,SE |

French 4

Unit 4: Major currents in French thought

Duration: Marking period 4

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| Established Goals: CPI NJCCS: 7.1,7.2 | |
| Enduring Understandings: Students will understand that: <ol style="list-style-type: none">1. France has a major impact on western thought2. The modern idea of the individual's responsibility stems from French existentialism3. The impact of modern thoughts such as psychology, feminism, and fascism | Essential Questions: <ol style="list-style-type: none">1. How does Sartres' Orestes create a modern story from classic Greek tale?2. What is the impact of individual responsibility through existential thought?3. How can we trace American philosophies using French thought and philosophy as a control? |
| Knowledge: Students will know: Jean-Paul Sartre Albert Camus Existentialism Passive voice Historical impact (Nazi occupation of France) Literary past (passé simple) Subjunctive mode | Skills: Students will be able to <ol style="list-style-type: none">1. Read target language play "Les Mouches"2. Perform a scene from the play recreating action in the target language3. Discuss existentialism according to Sartre and Camus4. Read text using the literary past tense |
| Performance Task: Video act from play Goal: Students recreate a scene from Sartre's play "Les Mouches" Role: Students perform a role or personage within the scene Audience: The rest of the class uses rubric to assess the performance Situation: Students present a video version of their interpretation of the scene Product: Video from the scene of Sartre's "Les Mouches" Standards: video project rubric Description: Students through video reproduce a scene from "Les Mouches" | |
| Other Evidence: Teacher generated assessment | |

Suggested Learning Plan for Unit:

Codes: **H** = Hook,
E = Equip (direct instruction), Explore (activity), Experience (homework and other reinforcement)
R = Rethink, Revise, Reflect
SE = Self Evaluation
T = Technology

| Essential Question | Objective/Facet of Learning | Activity | Assessment | Code |
|---|---|---|-----------------|-------|
| 1. How does Sartres' Orestes create a modern story from classic Greek tale? | Application /Self Knowledge SWBAT: describe the existential hero | Tribunal d'orestes: Student's put the character of Oreste on trial making him responsible for his actions. (students given roles and according to arguments he will be judged like in the story) | Speaking rubric | H,E,R |
| | Empathy/Perspective SWBAT: Use existential ideas to discuss current topics | Le journal : students watch French News and apply existentialism ideas to current events | Writing rubric | H,E,T |
| 2. How can we trace American philosophies using French thought and philosophy as a control? | | | | |