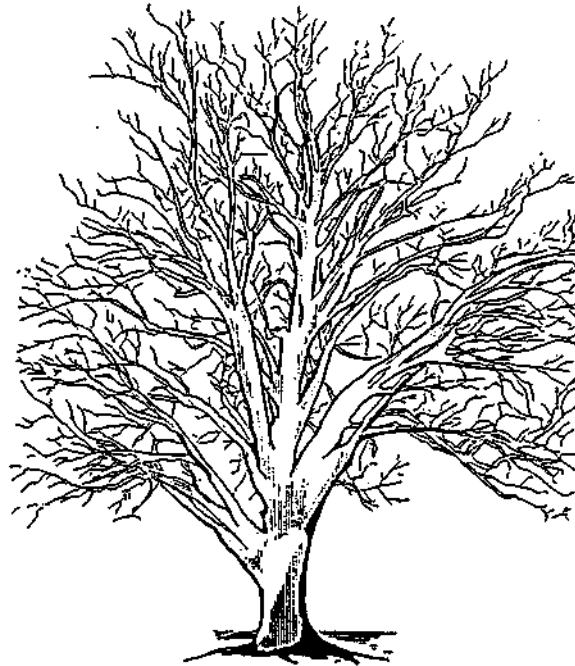


Monroe Township Schools



Curriculum Management System

French IV Honors

Grade 11-12

August 2008

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy # 2220.**

Board Approved: August 2008

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Monroe Township Schools

Mission and Goals

Mission

The mission of the Monroe Township School District, a unique multi-generational community, is to collaboratively develop and facilitate programs that pursue educational excellence and foster character, responsibility, and life-long learning in a safe, stimulating, and challenging environment to empower all individuals to become productive citizens of a dynamic, global society.

Goals

To have an environment that is conducive to learning for all individuals.

To have learning opportunities that are challenging and comprehensive in order to stimulate the intellectual, physical, social and emotional development of the learner.

To procure and manage a variety of resources to meet the needs of all learners.

To have inviting up-to-date, multifunctional facilities that both accommodate the community and are utilized to maximum potential.

To have a system of communication that will effectively connect all facets of the community with the Monroe Township School District.

To have a staff that is highly qualified, motivated, and stable and that is held accountable to deliver a safe, outstanding, and superior education to all individuals.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Philosophy

The Monroe K-12 School District recognizes the global environment of our world and the subsequent need for world language skills. French IV H will be offered as a world languages option to all high school students in the Monroe K-12 School District who have completed French 1, II, and III whether or not they have been on a honors track. As a planned program of instruction, the course will provide students with an intermediate to advanced level French Language opportunity. Emphasis will be placed on studying some advanced grammar as well as a continuation of a major exploration of culture including key authors, poets, artists, films, and music represented by various Francophone cultures. Students will compare and contrast literature, study it with relation to its impact or representation of history during its time period, as well as study the social commentary of the culture the work represents. Other facets of the course will include understanding and communicating work situations, jobs and professions. Students will become familiar with general practices in the work world of Francophones and make comparisons with other cultures. Students will discuss architecture, environmental issues, government/rights/responsibilities and how these issues differ among French-speaking countries. A great emphasis will be placed on reading comprehension, communication (oral and written) of basic comparisons and contrasts, culture, geography, and some key historic events represented in art. Participation in this course will encourage students to become more versatile citizens of a global world.

The primary beliefs of this philosophy are:

- A person who studies a world language gains empathy and increased tolerance towards others as a result of a broadened worldwide view which comes from learning about other cultures and people.
- A person who studies a world language gains a better understanding of and appreciation for one's own native language as well as the increased capacity to learn related world languages.
- A person who studies a world language benefits from improved critical thinking skills and creativity.
- A person who studies a world language increases performance in all aspects of learning, especially language acquisition, reading and social studies.
- A person who studies a world language produces higher ACT and SAT scores.
- A person who studies a world language is more competitive in the global marketplace.
- A person who studies a world language and culture examines one's own personal values as well as civic responsibilities.

Educational Goals

1. To explore the every day uses for the French language as well as the literary uses.
2. To read and appreciate literary works, including short stories, autobiographies, legends, songs and poetry, orally and in writing, and discuss how these works relate to life situations as well as enhance the understanding of the cultures they represent. The text invites students to share their personal histories with others. Through crafted pre- and post-reading activities and vocabulary work, students are provided with the motivation and means to express their own thoughts, experiences, and reflections.
3. To demonstrate competency in the use of spoken French and expand skills to communication about contemporary topics such as careers, history, government, the arts and the environment.
4. To compare French-speaking societies to each other as well as to the US culture.
5. To initiate life-long interest in the French language and culture.
6. To engage students in real-life situations in which they can utilize the French Language.
7. To connect grammar with communication and provide practice that includes concrete practice, paired activities, realia-based activities, and open-speaking and writing tasks.
8. To engage students in meaningful activities and higher level thinking skills using the French language.
9. Connect French with science, math, history and geography.
10. To discover the numerous locales in which French is spoken and that French is a prevalent language.

New Jersey State Department of Education Core Curriculum Content Standards

A note about World Language Standards and Cumulative Progress Indicators.

The New Jersey Core Curriculum Content Standards for World Languages were revised in 2004. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for World Languages may also be found at:

http://www.nj.gov/njded/cccs/s7_WL.htm

French IV Honors Scope and Sequence

Quarter I	
Big Idea: Daily Life I. Personal style and daily routine a. Describing people's physical appearance b. Personal care and hygiene c. Aspects of daily routine d. Expressing how one feels and inquiring about other people e. Express feelings and changes of mood using reflexive verbs and idiomatic expressions. f. Culture: How artists have expressed their concept of beauty g. Literature: Eugène Ionesco's comical fiction Contes pour les enfants de moins de trois ans	Big Idea: Responsibility II. Being helpful around the home a. Express opinions about household chores and responsibilities b. Describe various chores and activities around the home c. Asking for assistance and offering excuses if you cannot be of assistance to someone d. Describe objects by their shape, dimensions, weight, and construction e. Explain what has to be done using the construction Il faut que + subjunctive f. Tell people what you would like them to do using the construction vouloir que + subjunctive g. Express opinions about situations and events h. Reading: Discover how do French teenagers earn pocket money and examine what the French call "bricolage" and "jardinage"
Quarter II	
Big Idea: Environment III. Protecting the environment while enjoying outdoor activities a. Describing various types of vacations b. Suggestions about taking precautions and how to avoid dangers while on vacation c. Weather conditions and natural phenomenon d. Narrating a sequence of past events using the passé composé e. Describing the setting of past events using the imparfait f. Read literary accounts of past events using the passé simple g. incorporating "tourisme écologique" into vacation plans h. The importance of Jacques Cousteau's work	Big Idea: Community IV. Exploring the services offered in your neighborhood a. Shop for various items in neighborhood stores b. Have items fixed and/or cleaned using the faire causitive c. Ask for a variety of services at various shops such as the shoe shoe and photo shop. d. Ask questions and refer to people, things, and places using pronouns e. Talk about quantities using the pronoun "en" f. Reading: How certain aspects of daily life are different in France

Quarter III	
Big Idea: Discovery and Exploration I. Planning the perfect itinerary a. Going to the travel agency; making air and train travel arrangements b. Making hotel reservations in France; compare and contrast hotel reservations in France and the United States. c. The future tense in si and quand clauses d. The conditional tense to talk hypothetically e. Negative expressions f. The expression “ Ne...que”	Big Idea: Discovery and Exploration II. Personal relationships, friendship, and family life a. Making hotel reservations in France b. Compare and contrast hotel services in France and the United States. c. What is the Michelin guide and how does one read it? d. Make comparative and superlative statements e. Replace nouns with pronouns (interrogative, demonstrative, and possessive)
Quarter IV	
Big Idea: Health and Balance III. Health and medical care a. A visit to the doctor’s office b. A trip to the hospital for emergency medical care c. The concept of the Subjunctive mood with emotions, feelings, and after expressions of doubt d. Going to the dentist e. Medical and dental care in France; What are the advantages to the French medical system? How does it differ to that of the United States?	Big Idea: Personal Relationships IV. University studies and careers a. Describing the people we encounter in our everyday lives b. Congratulating people on their successes and comforting them when they are feeling down. c. Describing the various phases of the life cycle d. Relative pronouns qui and que; adding a preposition to a relative pronouns e. Relative pronoun DONT.

Suggested days of Instruction	Curriculum Management System	Big Idea: Daily Life	
	<u>Grade Level/Subject:</u> 11 or 12	Topic: Personal style and daily routine	
	French IV Honors	<u>Goal 1:</u> The student will be able to describe one's physical appearance	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
Sept	<p>1.1 Identify parts of the body.</p> <p>1.2 describe a person's physical features such as hair & eye color, height & weight.</p> <p>1.3 Compare and contrast people's physical appearance now and ten years ago using the imperfect tense.</p> <p>1.4 Demonstrate an understanding of articles used with body parts in French.</p> <p>1.5 Explore other uses of the definite articles.</p> <p>CPI's</p> <p>7.1</p> <p>P-A 1,2,4,7 Strand A, P-A 1,2,6 Strand B, P-A 1,2 Strand C</p>	<ul style="list-style-type: none"> Does our generation place too much emphasis on outwardly appearances? (Beauty sells) What assumptions do we make about people based on their physical characteristics? (We assume that someone is a certain ethnicity based on a physical trait) What are the different contexts in which the definite articles are used in French? (Definite articles are used to introduce nouns, the date and with body parts) 	<p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p><u>Interpretive</u> (Knowledge, comprehension, application)</p> <ul style="list-style-type: none"> Using the round table technique, students will come up with as many body parts as they can on their own. Then students will be allowed to use resources to create a complete list of body parts that might be used in giving a physical description. Play dice game to review imperfect formation. Red die = verbs, blue die = subject pronouns. Role the die, and conjugate the verb in the imperfect <p><u>Interpersonal</u> (Comprehension, Application)</p> <ul style="list-style-type: none"> Write a brief summary of the picture on text pg 36. Describe how each person looks today and compare and contrast to how they looked ten years ago. Share your summary with a classmate. Using transparencies and audio CDs,

Suggested days of Instruction	Curriculum Management System	Big Idea: Daily Life	
	<u>Grade Level/Subject:</u> 11 or 12	Topic: Personal style and daily routine	
	French IV Honors	<u>Goal 1:</u> The student will be able to describe one's physical appearance	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>present the vocabulary of the Unit. Then, have volunteers do this each day as the Do Now to elicit class response and review the vocabulary each day.</p> <p><u>Presentational</u> (Synthesis, Analysis, Application)</p> <ul style="list-style-type: none"> Students will create a poster of the man or woman of their dreams. Students will take the body parts of their favorite celebrities to create their ideal mate. In their oral presentations, students will identify from whom they choose the body part and why. (I chose Brad Pitt's face because I like an oval face) Assessment: Any of the above scenarios will be graded on a rubric using a format from ACTFL or from the College Board. <p>Resources for all activities listed: Discovering French Rouge Textbook Discovering French Rouge Workbook Discovering French Rouge transparencies Discovering French Rouge audio CDs Discovering French Rouge video www.classzone.com Internet</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Daily Life	
	Grade Level/Subject: 11 or 12 French IV Honors	Topic: Personal style and daily routine	
		Goal 2: The student will be able to talk about caring for one's appearance	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
Sept	<p>2.1 express what different people are going to do while reviewing the construction Aller + Infinitive</p> <p>2.2 apply the construction Stress pronoun + meme(s) to express you one can do for oneself.</p> <p>2.3 demonstrate an understanding of the functions of reflexive verbs in French.</p> <p>2.4 Identify various toiletries used in caring for one's appearance.</p> <p>CPI's: 7.1 P-A 1,2,4,7 Strand A, P-A 1,2,6 Strand B, P-A 1,2 Strand C 7.2 P-A 1,3 Strand B</p>	<ul style="list-style-type: none"> When should one use Aller + Infinitive over the future tense? (Aller + infinitive is used only with events in the immediate future.) Why are reflexive verbs challenging for English speakers? (Reflexive verbs don't exist in English. English speakers must remember to match the subject pronoun with the appropriate reflexive pronoun.) What are some factors to consider when choosing toiletries? (Price, ingredients, and popularity of the product.) 	<p>Interpretive (Knowledge, Comprehension)</p> <ul style="list-style-type: none"> Label the picture of the toiletries kit with a minimum of 15 vocabulary words Listen to the statements read by the teacher, then match the statement you hear to the appropriate function. (You hear: Philippe uses a razor. You would choose the function: to shave his face) <p>Interpersonal(Application, Analysis)</p> <ul style="list-style-type: none"> Scenario: Imagine you are babysitting for your neighbor's young child. Tell him/her to do actions related to personal hygiene. The child (your partner) will tell you that he/she cannot and will give you an excuse. Use the actions and list of possible excuses in exercise 6 on page 45 of student text. Dice game to review the verb Aller as well as verbs with the same conjugation pattern as Aller. Partner activity: Listen to the statements your partner reads about various people. Then, mention 2 or 3 things the person is going to do (You hear: It's 11PM and Jérôme is going to bed. First he goes to the bathroom. Possible responses: He is going to brush his teeth, he is going to wash his face e.t.c) Using transparencies and audio CDs, present the vocabulary of the unit. Then, have volunteers do this each day as the Do

Suggested days of Instruction	Curriculum Management System	Big Idea: Daily Life	
	<u>Grade Level/Subject:</u> 11 or 12	Topic: Personal style and daily routine	
	French IV Honors	<u>Goal 2:</u> The student will be able to talk about caring for one's appearance	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>Now to elicit class response and review the vocabulary each day.</p> <p><u>Presentational</u>(Comprehension, Analysis, Synthesis)</p> <ul style="list-style-type: none"> Students will work in groups of 3 or 4 to summarize the use of reflexive verbs in French. Each group will create a chart summarizing the rules as they interpret them. Groups will also write more of example of the rules presented on page 44 of the student text. Scenario: You've just moved to the French city of Toulouse. You're in the pharmacy purchasing personal hygiene items. Since you are unfamiliar with the products, you ask an employee for his/her opinion. Act out the dialogue between the client and the employee mentioning at minimum of four items your need and for what purpose <p>Resources for all activities listed: Discovering French Rouge Textbook Discovering French Rouge Workbook Discovering French Rouge transparencies Discovering French Rouge audio CDs Discovering French Rouge video www.classzone.com Internet</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Daily Life	
	Grade Level/Subject:	Topic: Personal style and daily routine	
	11 or 12		
	French IV Honors	3 The student will be able discuss the activities they do on a daily basis using reflexive verbs.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>The student will be able to:</p> <p>3.1 Describe activities that are part of one's daily routine</p> <p>3.2 Use reflexive verbs in various tenses</p> <p>3.3 Compare and contrast one's daily routine during the school/work week and the weekend.</p> <p>3.4 Understand what constitutes daily routine for different people.</p> <p>CPI's:</p> <p>7.1 P-A 1,2,3,7 Strand A, P-A 1-4 Strand B, P-A 1,2,4 Strand C</p> <p>7.2 P-A 1,3 Strand A, P-A 3,4 Strand B, P-A 3, Strand C</p>	<ul style="list-style-type: none"> What are some advantages to having a good daily routine? (A good routine helps promote balance.) What are some changes in reflexive verb conjugations in different tenses like the passé composé, infinitive constructions and commands? (The placement of the reflexive pronoun changes from tense to tense.) In today's society, is the weekend as restful a time as it once was? Why or why not? (No. Retail stores are open 7 days a week. Religion doesn't seem to be as important to today's generation.) What are some of the differences in the daily routine of a typical French person and an American? (A typical business day starts later in France and French business close for lunch so that all employees get a midday break.) <p>See CPI's and assessment models for sample conceptual understandings.</p>	<p>Interpretive(Knowledge,Comprehension)</p> <ul style="list-style-type: none"> Complete exercise 1, pg 49 of student text to describe certain aspects of your daily life. Throw a sponge ball to a student. That student will take one of the vocabulary words and define it in French. Then he/she throws the ball to another student. Listen to the statements read by the teacher. Rewrite these statements using the verb you hear in the passé composé and the infinitive construction. <p>Interpersonal(Comprehension, Analysis)</p> <ul style="list-style-type: none"> Share your answers to exercise with two classmates. Keep track of the similarities and differences in your answers. Using transparencies and audio CDs, present the vocabulary of the Unit. Then, have volunteers do this each day as the Do Now to elicit class response and review the vocabulary each day. Read "A la Résidence BON REPOS" on pg 46 of the student text Students will share the person with whom they relate the most and the least and explain why. <p>Presentational (Comprehension, Application, Evaluation)</p> <ul style="list-style-type: none"> Scenario: You are a student at McGill University in Montreal. You've just met your new roommate. Your daily routine is

Suggested days of Instruction	Curriculum Management System	Big Idea: Daily Life	
	<u>Grade Level/Subject:</u>	Topic: Personal style and daily routine	
	11 or 12		
	French IV Honors	3 The student will be able discuss the activities they do on a daily basis using reflexive verbs.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		<p>important to you. Share it with your new roommate. Then, ask questions about his/her daily routine. Make sure you emphasize the differences in your daily routine during the school week and on the weekends. Also mention how your routine has changed from when you were a high school student. Act out the dialogue for the class.</p> <ul style="list-style-type: none"> • Scenario: There have been a string of burglaries in the neighborhood where you live. The police are very frustrated and have taken to going to door to door conduct interviews. They are asking people all about what they were doing at the time of the burglaries. Act out the dialogue between a detective and a civilian. Ask/give a minimum of 7 questions/responses in the dialogue. • Assessment: Any of the above scenarios will be graded on a rubric using a format from ACTFL or from the College Board. <p>Resources for all activities listed: Discovering French Rouge Textbook Discovering French Rouge Workbook Discovering French Rouge transparencies Discovering French Rouge audio CDs Discovering French Rouge video www.classzone.com Internet</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Daily Life	
	Grade Level/Subject:	Topic: Personal style and daily routine	
	11 or 12		
	French IV Honors	4 The student will be able to express how one feels (physically and emotionally) and inquire about other people.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>4.1 Describe one's emotions in different situations</p> <p>4.2 Express how one feels physically in different situations.</p> <p>4.3 Use the verb Sentir, as well as other verbs with the same conjugation pattern, in different tenses.</p> <p>CPI's: 7.1 P-A 1,2,4 Strand A, P-A 1-4, Strand B, P-A 1-2, Strand C</p>	<ul style="list-style-type: none"> Why is it important to express our feelings? (Allowing feelings to build up inside leads to unpleasant outbursts.) Does society hold men and women to the same standard with regards to expressing emotions? (Society seems to frown upon men who are in touch with their "softer" side.) Why are people dishonest when describing how they feel physically? (Athletes, elderly people, etc) (Athletes always want to be involved in a game. Elderly people don't want to lose their independence.) How does knowing verb conjugation patterns help in the study of French? What is something to keep in mind about verb conjugation patterns to avoid making mistakes? (You can conjugate a verb with which you are unfamiliar. Some verbs are irregular.) <p>See CPI's and assessment models for sample conceptual understandings.</p>	<p>Interpretive (Comprehension, Evaluation, Analysis)</p> <ul style="list-style-type: none"> You are a member of your high school's track team. Your coach has asked you to write a weekly log about how you feel physically and emotionally after each practice. Describe the pictures you see using an expression to describe physical conditions and feelings. Also, give a reason for the feeling. (You see a picture of a woman crying. You might say: She feels sad because she had a car accident) Complete a crossword puzzle to practice conjugations of Sentir as well as verbs with the same conjugation pattern. <p>Interpersonal(Comprehension, Evaluation)</p> <ul style="list-style-type: none"> Using transparencies and audio CDs, present the vocabulary of the unit. Then, have volunteers do this each day as the Do Now to elicit class response and review the vocabulary each day. Partner activity/game: Your partner will choose a situation at random. Describe your condition or feelings in each case. Take turns describing conditions or feelings. <p>Presentational(Comprehension, Analysis, Synthesis)</p> <ul style="list-style-type: none"> Scenario: Your best friend's mom is

Suggested days of Instruction	Curriculum Management System	Big Idea: Daily Life	
	<u>Grade Level/Subject:</u> 11 or 12	Topic: Personal style and daily routine	
	French IV Honors	4 The student will be able to express how one feels (physically and emotionally) and inquire about other people.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>worried about her son/daughter. She calls you to find out why he/she seems to be unhappy. Act out the phone call between you and your friend's mom. Ask / give a minimum of 4 questions/responses. Together, try to formulate a conclusion about his /her behavior.</p> <ul style="list-style-type: none"> Select a song from a French artist that represents various human emotions. Teach the song to the class. In addition, share your interpretation of the lyrics with the class. <p>Resources for all activities listed: Discovering French Rouge Textbook Discovering French Rouge Workbook Discovering French Rouge transparencies Discovering French Rouge audio CDs Discovering French Rouge video www.classzone.com Internet</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Daily Life	
	<u>Grade Level/Subject:</u> 11 or 12	Topic: Personal style and daily routine	
	French IV Honors	5 The student will be able to express various emotions with the use of reflexive verbs	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>5.1 Express likes and interests with reflexive verbs</p> <p>5.2 Discuss issues and concerns that affect one's daily life using reflexive verbs</p> <p>5.3 Demonstrate an understanding of how verbs can change meaning when used in a reflexive and non-reflexive sense</p> <p>CPI's: 7.1 P-A 1,2,3,7 Strand A, P-A 1-4 Strand B, P-A 1,2,4 Strand C 7.2 P-A 1,3 Strand A, P-A 3,4 Strand B, P-A 3, Strand C</p>	<ul style="list-style-type: none"> Why is it important to be self-aware? (Knowing your boundaries helps prevent unpleasant situations.) What strategies can help me retain as much as possible in long-term memory? (With strategies such as the accordion vocabulary drill.) How can body language help or hinder someone's ability to communicate or understand? (When people actions don't match their words, they are difficult to understand.) What is the meaning of a reflexive verb when used to express a reciprocal action? (An action in which two or more people interact with one another.) 	<p><u>Interpretive</u>(Knowledge, Comprehension)</p> <ul style="list-style-type: none"> Complete exercises on www.classzone.com to become familiar with vocabulary. Write about different feelings you experience under various conditions. (I feel angry when...) Be as descriptive as possible. Make a list of verbs that change meaning when used in a reflexive and non-reflexive sense. <p><u>Interpersonal</u>(Comprehension, Application)</p> <ul style="list-style-type: none"> Accordion vocabulary drill: Each student folds a piece of paper in three columns. In the 1st column, write 10 verb which they anticipate having difficulty memorizing and exchange the list with someone else in the class. Now with someone else's list, students will write the English equivalent of the given vocabulary in the 2nd column and fold down the first column so that only the English and a blank column is showing. Finally, students will hand back the list to the original student, who now must write the French for the words given in the 3rd column. This activity allows students to practice the vocabulary with which they anticipated having difficulty. Game: "Silent Partner" The "spokesperson" sits in a chair with the "Silent Partner" standing behind. The class

Suggested days of Instruction	Curriculum Management System	Big Idea: Daily Life	
	<u>Grade Level/Subject:</u> 11 or 12	Topic: Personal style and daily routine	
	French IV Honors	5 The student will be able to express various emotions with the use of reflexive verbs	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>asks the questions. If the “Spokesperson” gives incorrect information, the “Silent Partner” taps on the left shoulder; if correct, taps the right shoulder. Pairs of students take turns.</p> <p><u>Presentation</u>(Comprehension, Analysis, Synthesis)</p> <ul style="list-style-type: none"> Project: Work in a group of three. Imagine that your French class has decided to provide a match-making service for students interested in making new friends or finding a date for the prom. Your job is to prepare a questionnaire for use in evaluating compatibility. As a group, draft a list of 20 questions that you think would help determine people’s compatibility based on their habits. Other questions may be formulated in terms of hypothetical situations. Prepare a scoring mechanism for varying degrees of compatibility. Share your questionnaire with the class, who will vote on the best questionnaire. <p>Resources for all activities listed: Discovering French Rouge Textbook Discovering French Rouge Workbook Discovering French Rouge transparencies Discovering French Rouge audio CDs Discovering French Rouge video www.classzone.com Internet</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Daily life	
	<u>Grade Level/Subject:</u> 11 or 12	Topic: Personal style and daily routine	
	French IV Honors	6 The student will be able to analyze art by various artists and explain the theme and relevance to the time period and the events which influenced the artist.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>6.1 Read about and analyze paintings from the impressionist, post-impressionist, and surrealism eras.</p> <p>6.2 Identify specific characteristics of paintings from the impressionist, post-impressionist, and surrealism eras.</p> <p>6.3 Demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the francophone world</p>	<ul style="list-style-type: none"> What are some strategies to distinguish between impressionist, post-impressionist and surrealism paintings? (Recognize in which era an artist painted, and know common themes in each era.) What did the artists of the impressionist, post-impressionist, and surrealism eras teach us about art? (These artists taught us that art did not have to reproduce reality.) 	<p><u>Interpretive</u> (Knowledge, Comprehension)</p> <ul style="list-style-type: none"> Scan student text pages 60 to 66 looking at the illustrations. Note familiar and unfamiliar items and make a list of names you recognize. Visit www.classzone.com to read more information and useful links about French Impressionism. Watch the <i>Vignette culturelle</i> video segment of Unit 1 to develop a deeper understanding of the Impressionist movement and to identify some of the French artists associated with it. <p><u>Interpersonal</u> (Application, Analysis, Evaluation)</p> <ul style="list-style-type: none"> Group activity: Jeopardy game. Group students in three teams. Students will demonstrate their knowledge of French Impressionism by providing questions to the Jeopardy answers. Group activity using “spinner” technique: Make a spinner from cardboard, marked into four quadrants: summarize, explain, predict, evaluate. Following the readings and video segment, students will use to spinner to frame questions based on the information presented. <p><u>Presentational</u> (Evaluation, Synthesis)</p> <ul style="list-style-type: none"> Group activity: Divide the class into project teams. Each team will a different artist and

Suggested days of Instruction	Curriculum Management System	Big Idea: Daily life	
	<u>Grade Level/Subject:</u>	Topic: Personal style and daily routine	
	11 or 12	6 The student will be able to analyze art by various artists and explain the theme and relevance to the time period and the events which influenced the artist.	
	French IV Honors	6 The student will be able to analyze art by various artists and explain the theme and relevance to the time period and the events which influenced the artist.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		<p>research the artist's style and works. Students will produce a timeline of the artist's life and works.</p> <p>Resources for all activities listed: Discovering French Rouge Textbook Discovering French Rouge Workbook Discovering French Rouge transparencies Discovering French Rouge audio CDs Discovering French Rouge video www.classzone.com Internet</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Daily Life	
	<u>Grade Level/Subject:</u> 11 or 12	Topic: Personal style and daily routine	
	French IV Honors	7 The student will be able to read, comprehend, and summarize a short story by French author Eugène Ionesco	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
Oct.	<p>7.1 Read,comprehend, and summarize a short story by Eugène Ionesco</p> <p>7.2 Identify various genres of literature</p> <p>7.3 Explain the function and importance of the Académie française</p> <p>7.4 Write a short story using the genre of comical fiction</p>	<ul style="list-style-type: none"> What does the small number of members say about the Académie française? (Membership in this group is one of the most prestigious honors on earth.) What are some affectionate terms used by French and American children for their grandparents? What factors determine how children refer to their grandparents? (Mamy, Mémée, Grammy and Nana. Family traditions as well as the region where someone lives are some factors that determine how children refer to their grandparents.) Can you think of reasons why authors use comedy in their literary pieces? (To combat the banality of every day life) 	<p><u>Interpretive</u> (Knowledge, Comprehension, Application)</p> <ul style="list-style-type: none"> Listen to Conte pour enfants de moins de trois ans. As you listen, check of words and expressions you hear in French that correspond to those in English on a worksheet prepared by the teacher. Read Conte pour enfants de moins de trois ans in student text pages 56-59. Create a vocabulary list of new terms while reading Conte pour enfants de moins de trois ans. <p><u>Interpersonal</u> (Application, Comprehension)</p> <ul style="list-style-type: none"> Scenario: Partner activity: With your partner, write a dialogue between Josette's father and a colleague where Josette's father describes the events of the weekend. Scenario: Partner activity: With your partner write letter playing the role of Josette's mother who writes to her cousin to tell her what happened during her weekend away. <p><u>Presentational</u> (Analysis, Evaluation, Synthesis)</p> <ul style="list-style-type: none"> Skit: With a partner, create a scene resembling the story you just read on the following theme: Stephanie (18 years old) is babysitting for Dominique. (3 years old) Stephanie wants to call her friend to chat but Dominique will not leave her alone. To fix this situation, Stephanie uses strategies

Suggested days of Instruction	Curriculum Management System	Big Idea: Daily Life	
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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>similar to those in Conte pour enfants de moins de trois ans. Write out the dialogue and present it to the class.</p> <ul style="list-style-type: none"> Assessment: Any of the above scenarios will be graded on a rubric using a format from ACTFL or from the College Board. <p>Resources for all activities listed: Discovering French Rouge Textbook Discovering French Rouge Workbook Discovering French Rouge transparencies Discovering French Rouge audio CDs Discovering French Rouge video www.classzone.com Internet</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Responsibility	
	<u>Grade Level/Subject:</u> 11 or 12	Topic: Being helpful around the house	
	French IV Honors	8 The student will be able to express their opinions about responsibilities around the home. Students will describe various household chores.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
Oct	<p>8.1 Express one's opinion about household chores and responsibilities around the home.</p> <p>8.2 Identify terms for household chores and responsibilities.</p> <p>8.3 Compare and contrast chores in French and American households.</p> <p>8.4 Discuss differences between French and American homes.</p>	<ul style="list-style-type: none"> How does the responsibility of household chores prepare adolescents for adulthood? (Chores teach adolescents to balance fun with responsibility.) Why are chores different in French and American homes? (Homes in France are much smaller; many are not equipped with modern appliance, nor do they have a garden.) Are chores distributed fairly among males and females? (Each culture is different when assigning chores to males and females.) 	<p><u>Interpretive</u> (Knowledge, Evaluation, Analysis)</p> <ul style="list-style-type: none"> Complete a self-reflection to summarize your individual feelings about chores and other household responsibilities Complete a crossword puzzle to familiarize yourself with new vocabulary words and expressions Categorize chores by where in the house they are completed. (Jigsaw technique could be used here) <p><u>Interpersonal</u> (Analysis, Synthesis)</p> <ul style="list-style-type: none"> Survey your classmates about chores and household responsibilities. Analyze the survey results in a written paragraph. Scenario: Partner activity: You and your partner are talking about job possibilities for the summer. Use exercise 3 on page 76 in the student text to choose various job possibilities and the responsibilities associated with each one. Scenario: You and your friend are spending the summer in the Laurentides region of Quebec. There is a lot of cleaning to be done in the house you rented. You are eager to get the house into tip top shape, however your friend is not being cooperative. Everytime you ask him/her to something, he/she says no and gives a reason why. Use exercise 5 on page 77 in the student text for ideas about chores and excuses.

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	French IV Honors	8 The student will be able to express their opinions about responsibilities around the home. Students will describe various household chores.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p><u>Presentational</u> (Analysis, Evaluation, Synthesis)</p> <ul style="list-style-type: none"> Create a Power Point presentation about household chores in your home. Talk about your responsibilities and those of the other members of your family <p>Resources for all activities listed: Discovering French Rouge Textbook Discovering French Rouge Workbook Discovering French Rouge transparencies Discovering French Rouge audio CDs Discovering French Rouge video www.classzone.com Internet</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Responsibility	
	<u>Grade Level/Subject:</u> 11 or 12	Topic: Being useful around the house	
	French IV Honors	9 The student will be able to ask for assistance with household chores and offer excuses if they are unable to fulfill someone's request for help.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
Oct	<p>9.1 Identify expressions used to ask for and accept assistance.</p> <p>9.2 Identify expressions used to accept, politely refuse, and thank someone for assistance.</p> <p>9.3 Share personal experiences where they asked for, accepted, refused and or thanked someone for help.</p> <p>9.4 Demonstrate on understanding of the importance of being polite when asking for, accepting, refusing, and/or thanking someone for help.</p> <p>CPI's: 7.1 P-A 1,2,3,7 Strand A, P-A 1-4 Strand B, P-A 1,2,4 Strand C 7.2 P-A 1,3 Strand A, P-A 3,4 Strand B, P-A 3, Strand C</p>	<ul style="list-style-type: none"> What are some benefits to being polite with requests for help? (Being polite translates into a higher possibility of getting someone to help you.) What role does stereotyping play in forming and sustaining prejudices about other cultures? (Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs.) Do past experiences influence present day situations with regards to helping people? (Think of the story of the boy who called wolf!) 	<p>Interpretive (Comprehension, Application, Analysis)</p> <ul style="list-style-type: none"> Watch the Vidéo-drame: <i>Nicolas a du travail</i>, concentrating on the expressions used in requesting help, accepting or rejecting an invitation, and showing gratitude. Take notes of the varied responses once can use to get the same idea across. Listen to the requests made by the teacher. Write down two possible answers to each request. Complete the exercises on www.classzone.com to develop a deeper comprehension of the vocabulary. <p>Interpersonal (Comprehension, Evaluation, Synthesis)</p> <ul style="list-style-type: none"> Group activity: Work in groups of three. On ten index cards, write requests for help for certain activities. When your group has finished, trade cards with another team. Each group must now come up with a valid and plausible excuse why you cannot help in each of the scenarios listed. Each excuse must be different. Develop a dialogue between a parent and child. The parent asks to have chores done. The student makes up an excuse, using vocabulary from pages 74, 75 and 84. Write out the dialogue and try to memorize it.

Suggested days of Instruction	Curriculum Management System	Big Idea: Responsibility	
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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p><u>Presentational</u> (Application, Comprehension, Synthesis)</p> <ul style="list-style-type: none"> • Present the dialogue between the parent and the child to the class. Use props or puppets in your presentation. • Scenario: Imagine you are moving into a new house/apartment this weekend. You know you will need help so you ask your friend for help. You are confident that your friend will help you with anything, but you quickly learn that he/she is not as willing to help as you thought. Act out the dialogue between you and your friend. Be as elaborate as possible using vocabulary from page 84 as well as previously learned material. <p>Resources for all activities listed: Discovering French Rouge Textbook Discovering French Rouge Workbook Discovering French Rouge transparencies Discovering French Rouge audio CDs Discovering French Rouge video www.classzone.com Internet</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Responsibility	
	<u>Grade Level/Subject:</u> 11 or 12	Topic: Being helpful around the house	
	French IV Honors	10 The student will be able to describe objects by their shape, dimensions, weight and construction.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
Oct	<p>10.1 Describe everyday household objects by their shape, dimensions, weight and construction.</p> <p>10.2 Write and speak more descriptively about famous monuments and structures around the world.</p> <p>10.3 Compare and contrast the structures of French and American high schools.</p> <p>CPI's: 7.1 P-A 1,2,3,7 Strand A, P-A 1-4 Strand B, P-A 1,2,4 Strand C 7.2 P-A 1,3 Strand A, P-A 3,4 Strand B, P-A 3, Strand C</p>	<ul style="list-style-type: none"> How does content help you respond to important questions that extend your learning beyond the classroom? (The content of the world language classroom encompasses the entire learning experience. How does knowing shape and size vocabulary make you a more fluent French speaker? (This vocabulary may seem technical, but it helps facilitate being able to define nouns in French in more detail.) <p><u>GRASPS Performance Assessment (synthesis)</u> You are a foreman at a construction company who is being considered to build a new high school in the town where you live. The Board of Education has asked you to prepare a slide show describing your ideas for the new building to present at the next town meeting.</p> <p>Goal: Your goal is to present your ideas for the new high school to the Board of Education. Role: You are the foreman at the construction company. Audience: Your audience is the board of education members and residents of the town. Keep this in mind when preparing your slide show. Situation: The challenge involves effectively communicating in French your plan for the new high school. It must include size and location of the building, materials, quantities, price and benefits to using your company over any competitors. Also, don't forget to mention any temporary inconveniences residents will have</p>	<p><u>Interpretive</u> (Comprehension, Analysis)</p> <ul style="list-style-type: none"> Walk to each labeled item in the room and write a word to describe it's appearance. Listen to the vocabulary word the teacher says and identify two objects that exhibit that feature. (You hear: chaud. Possible answers: le thé, le soleil) <p><u>Interpersonal</u> (Analysis, Evaluation)</p> <ul style="list-style-type: none"> Partner activity: Each pair will get a paper bag containing various household items. Take turns feeling various items in the bag and describing them using the vocabulary on pages 90-91 as well as other vocabulary you know. Your partner will try to guess the item based on the description he/she hears. <p><u>Presentational</u> (Synthesis, Evaluation, Comprehension)</p> <ul style="list-style-type: none"> Find a monument or structure in the town where you live that is interesting to you. Prepare a videotape of your outing to the monument/structure where you provide a detailed description of the shape, weight and construction. Share your videotape with the class. Assessment: Any of the above scenarios will be graded on a rubric using a format from ACTFL or from the College Board. <p>Resources for all activities listed: Discovering French Rouge Textbook</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Responsibility	
	<u>Grade Level/Subject:</u> 11 or 12	Topic: Being helpful around the house	
	French IV Honors	10 The student will be able to describe objects by their shape, dimensions, weight and construction.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
		<p>to suffer during construction (road closures etc.)</p> <p>Product, Performance and Purpose: You will create and present a slide show in order to provide the citizens with the information stated above using PowerPoint. Other visuals such as maps and posters may also be used.</p> <p>Standards and Criteria for Success: Your work will be judged by your community (your classmates) on a rubric which addressed the following questions:</p> <ol style="list-style-type: none"> Did the foreman effectively communicate <ul style="list-style-type: none"> the size and location of the new high school? the materials needed for construction? the benefits to using his/her company over any competitor? any temporary inconvenience residents may have to suffer during construction? Did the foreman <ul style="list-style-type: none"> use visuals? speak in complete sentences? use multiple tenses and varied vocabulary? speak clearly and loudly enough to be heard and understood? capture the interest of the audience with the presentation? 	<p>Discovering French Rouge Workbook</p> <p>Discovering French Rouge transparencies</p> <p>Discovering French Rouge audio CDs</p> <p>Discovering French Rouge video</p> <p>www.classzone.com</p> <p>Internet</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Responsibility	
	<u>Grade Level/Subject:</u> 11 or 12	Topic: Being useful around the house	
	French IV Honors	11 The student will be able to express what must be done around the home using the construction IL FAUT QUE + the Subjunctive tense.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
Nov	<p>11.1 Recall the formation of the regular present subjunctive tense.</p> <p>11.2 Express various people's responsibilities around the home using Il faut que + subjunctive.</p> <p>11.3 Demonstrate an understanding of irregular present tense subjunctive forms.</p> <p>11.4 Write and speak more descriptively using the subjunctive tense.</p> <p>CPI's: 7.1 P-A 1,2,3,7 Strand A, P-A 1-4 Strand B, P-A 1,2,4 Strand C</p>	<ul style="list-style-type: none"> How do adolescents know how to make responsible decisions around the home? (Knowing how to make responsible decision is a process learned throughout childhood.) How do the decisions and actions of individuals reveal their personalities? (People's decisions reveal their sense of what's right and wrong.) 	<p><u>Interpretive</u>(Knowledge, Comprehension, Application)</p> <ul style="list-style-type: none"> Brainstorm a short series of situations in which the subjunctive would be used. Complete a crossword puzzle to recall regular present subjunctive forms. <p><u>Interpersonal</u> (Application, Evaluation)</p> <ul style="list-style-type: none"> Partner activity: Get to know a classmate by asking him/her things they do and don't have to do at certain times. Be sure to use Il faut que + subjunctive. Scenario: You and your friend decide to hold a party to celebrate the end of the school year. The party is a great success but there is a lot of cleaning to do afterwards. Divide up the chores, telling each other what has to be done using Il faut que + subjunctive. <p><u>Presentational</u>(Application, Synthesis)</p> <ul style="list-style-type: none"> Imagine you are the boss of your dream company who needs to hire a staff. Design a color advertisement that will run in the local newspaper. In the advertisement, mention at least two positions you need to fill. Be clear about the requirements for each position using Il faut que + subjunctive. Share your advertisement with the class. <p>Resources for all activities listed: Discovering French Rouge Textbook</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Responsibility	
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	French IV Honors	11 The student will be able to express what must be done around the home using the construction IL FAUT QUE + the Subjunctive tense.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			Discovering French Rouge Workbook Discovering French Rouge transparencies Discovering French Rouge audio CDs Discovering French Rouge video www.classzone.com Internet

Suggested days of Instruction	Curriculum Management System	Big Idea: Responsibility	
	Grade Level/Subject: 11 or 12 French IV Honors	Topic: Being useful around the house	
		12 The student will be able to share what their wishes for other people using Vouloir que + subjunctive. Students will be able to share their opinions about events and situations using impersonal expressions +subjunctive.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
Nov	<p>12.1 Recall the present tense forms of the verb vouloir</p> <p>12.2 Demonstrate an understanding of the difference between vouloir + infinitive and vouloir que + subjunctive.</p> <p>12.3 Use impersonal expressions with the present and past subjunctive to express opinions.</p> <p>CPI's: 7.1 P-A 1,2,3,7 Strand A, P-A 1-4 Strand B, P-A 1,2,4 Strand C</p>	<ul style="list-style-type: none"> In a culture where we are bombarded with other people trying to define us, how do we make decisions for ourselves? (Take the advice of others into consideration, but make a decision based on your own beliefs) What turning points determine our individual pathways to adulthood? (Oftentimes, what other people want us to do completely goes against our instinct. Learning to trust our instinct makes walking the pathway to adulthood more enjoyable.) 	<p><u>Interpretive</u> (Knowledge, Comprehension)</p> <ul style="list-style-type: none"> Write five sentences using vouloir in the present tense. Complete listening comprehension exercises with audio CD to distinguish between the use of vouloir + infinitive in a general sense and vouloir que + subjunctive in a specific sense. <p><u>Interpersonal</u> (Analysis,Evaluation)</p> <ul style="list-style-type: none"> Form two teams. On a slip of paper, each person will write a sentence with an impersonal opinion clause and unit vocabulary. Cut your slip of paper in half to separate the impersonal opinion clause from the rest of the sentence, and hand in both halves to the teacher. The opinion clauses will be shuffled and placed in two separate envelopes, one for each team. The same will be done with the remainder of the questions. Each team will be given two envelopes. Distribute all the slips of paper within your team. Work as quickly as possible to put complete, correct sentences together. Each sentence wins the team a point. The team with the most points when time is up wins. Work in groups of three. Fold a sheet of paper in half along the length. In the left-hand column, write a statement that begins with: Mes parents veulent que... Pass

Suggested days of Instruction	Curriculum Management System	Big Idea: Responsibility	
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	French IV Honors	12 The student will be able to share what their wishes for other people using Vouloir que + subjunctive . Students will be able to share their opinions about events and situations using impersonal expressions +subjunctive.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>your sheet of paper to the player on your left and receive one from the player on your right. In the right-hand column of the piece of paper you receive, complete your neighbors's left-hand column with a second statement that begins with: mais je préfère... As you pass the paper along, you will begin and end each other's sentences. Do not repeat things you have written earlier. Continue writing and moving papers until time is called.</p> <ul style="list-style-type: none"> Roundtable technique to express opinions: Listen to the teachers statement and offer as many opinions as possible using expressions on page 87. (You hear: aller a l'université. Possible answers: Il est important que j'aille à l'université.) <p><u>Presentationnal</u>(Comprehension, Application, Analysis)</p> <ul style="list-style-type: none"> Each student will read three sentences from the group activity aloud. As a class, the accuracy of the sentence will be determined. Scenario: Your friend Philippe wants to get healthy and decides to pay a visit to a nutritionist. He asks the nutritionist all types of questions. The nutritionist gives Philippe answers to his questions. Take turns playing the roles of Philippe and the nutritionist. The nutritionist answers all questions using the expressions on text page 87.

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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			Resources for all activities listed: Discovering French Rouge Textbook Discovering French Rouge Workbook Discovering French Rouge transparencies Discovering French Rouge audio CDs Discovering French Rouge video www.classzone.com Internet

Suggested days of Instruction	Curriculum Management System	Big Idea: Environment	
	<u>Grade Level/Subject:</u> 11 or 12	Topic: Protecting the environment while enjoying outdoor activities	
	French IV Honors	13 The student will be able to develop an appreciation for the environment while sharing past vacation experiences in nature. Students will be able to recognize forms of the passé simple.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
Dec	<p>13.1 Consider the option of <i>Tourisme vert</i> when planning a vacation.</p> <p>13.2 Categorize various outdoor vacation activities based on where one is vacationing.</p> <p>13.3 Appreciate the dangers associated with various outdoor vacation ideas.</p> <p>13.4 Contrast vacations in France and the United States.</p> <p>13.5 Connect outdoor vacation activities with different weather conditions.</p> <p>13.6 Recall the forms of regular and irregular verbs in the passé composé.</p> <p>13.7 Recall the forms of regular and irregular verbs in the imparfait.</p> <p>13.8 Retell a past vacation experience using the passé composé and imparfait</p> <p>13.9 Communicate the difference between the passé composé and the imparfait when describing a past event</p> <p>13.10 Study conjugation patterns of ER, IR, and RE verbs in</p>	<ul style="list-style-type: none"> Are human beings doing enough to devise a plan to protect the environment? (Human beings must make protecting the environment an everyday priority.) Do we take nature for granted when planning a vacation? (If more people don't consistently take measures to protect nature while vacationing, future generations will be cheated of the opportunity to experience it.) Why is knowing the difference the passé composé and the imparfait essential to becoming a more fluent French speaker? (Knowing the difference between the passé composé and the imparfait is key in being able to discuss past events.) <p>GRASPS Performance Assessment (synthesis) You are an employee of the Travel Channel. You have been assigned the task of creating a commercial for French-speaking vacation spot. Your commercial must focus on the weather and activities to do while vacationing at your destination.</p> <p>Goal: Your goal is inform citizens about a French-speaking vacation destination. Role: You are the director of the commercial. Audience: Your audience is potential vacationers ages 21 and older, consisting of singles, couples and families. Keep this in mind when preparing your commercial.</p>	<p><u>Interpretive</u> (Knowledge, Comprehension, Synthesis)</p> <ul style="list-style-type: none"> Crossword puzzles to recall the forms of the passé composé and the imparfait. Listen to the verb the teacher says in the passé simple and rewrite it in the passé composé. You went to Madagascar to observe the animals there. Upon your return, you write a brief letter to your friend about your experience. (Use advertisement on pg 43 of student workbook.) Imagine you are a journalist for <i>Journal de la Montagne</i>. A fax comes into the office informing you of an accident that just happened. Read the information on the fax, then write your article saying what happened, where, when, how, and under what conditions. (Use fax on pg 44 of student workbook) Look at various pictures and listen to the statements that follow. Match the statements you hear to the pictures that best describe them <p><u>Interpersonal</u> (Comprehension, Synthesis, Evaluation)</p> <ul style="list-style-type: none"> Scenario: You are a witness to a car accident. The police want to know what happened. Compose a dialogue and role play the witness and the police officer.

Suggested days of Instruction	Curriculum Management System	Big Idea: Environment	
	<u>Grade Level/Subject:</u> 11 or 12	Topic: Protecting the environment while enjoying outdoor activities	
	French IV Honors	13 The student will be able to develop an appreciation for the environment while sharing past vacation experiences in nature. Students will be able to recognize forms of the passé simple.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>the passé simple.</p> <p>13.11 Rewrite excerpts of literature written in the passé simple in the passé composé.</p> <p>13.12 Examine the role Jacques Cartier played in exploring North America.</p> <p>CPI's:</p> <p>7.1 P-A 1,2,3,7 Strand A, P-A 1-4 Strand B, P-A 1,2,4 Strand C</p> <p>7.2 P-A 1,3 Strand A, P-A 3,4 Strand B, P-A 3, Strand C</p>	<p>Situation: The challenge involves effectively communicating in French why people should choose your French-speaking destination for their next vacation. It must include: best times of the year to visit, weather conditions during those times and different types of activities for different groups of people. Also mention an approximate price.</p> <p>Product, Performance and Purpose: You will create and present a television commercial in order to provide people with the information stated above using visuals such as actors (your classmates), posters, props and maps.</p> <p>Standards and Criteria for Success: Your work will be judged by potential vacationers on a rubric which addresses the following questions:</p> <ol style="list-style-type: none"> Did the commercial effectively communicate <ul style="list-style-type: none"> best times of the year to travel to the destination? weather conditions during those times? different activities in which to participate at the destination? an approximate cost of a trip to the destination? Did the commercial <ul style="list-style-type: none"> include visuals? use actors who spoke in complete sentences, incorporating multiple tenses and varied vocabulary? capture the interest of the audience with the presentation? 	<p>Demonstrate an understanding of the passé composé and the imparfait in your presentation.</p> <ul style="list-style-type: none"> Scenario: Your friend is going on a European vacation this summer. Being a good and somewhat over anxious friend, you look into some of the dangers in the spots where he/she will be traveling. Act out a dialogue between you and your friend where you share your concerns. Use the jigsaw technique to review the past tense in French. Expert groups could include, the passé composé, the imparfait, and difference between the passé composé and the imparfait. Work with a partner to complete exercise 11 on text pg 133 to learn about Jacques Cartier. When you have completed the exercise, research Jacques Cartier on the Internet to learn 5 more fact about him. <p><u>Presentational</u> (Evaluation, Analysis, Synthesis)</p> <ul style="list-style-type: none"> Create a poster representing your dream vacation spot. Your poster should focus on the activities to do and those you should avoid. Your poster should also reflect the weather at different times of the day (ex. In Florida, it usually rains in the afternoon and then the sun and humidity returns) Present your poster to the class with five minute long oral presentation. Assessment: Any of the above scenarios will be graded on a rubric using a format from ACTFL or from the College Board.

Suggested days of Instruction	Curriculum Management System	Big Idea: Environment	
	<u>Grade Level/Subject:</u> 11 or 12	Topic: Protecting the environment while enjoying outdoor activities	
	French IV Honors	13 The student will be able to develop an appreciation for the environment while sharing past vacation experiences in nature. Students will be able to recognize forms of the passé simple.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			Resources for all activities listed: Discovering French Rouge Textbook Discovering French Rouge Workbook Discovering French Rouge transparencies Discovering French Rouge audio CDs Discovering French Rouge video www.classzone.com Internet

Suggested days of Instruction	Curriculum Management System	Big Idea: Community	
	<u>Grade Level/Subject:</u> 11 or 12	Topic: Exploring the services offered when going shopping in a traditional French neighborhood	
	French IV Honors	14 The student will be able to talk about shopping in various neighborhood shops as well as the services that are provided by certain shopkeepers. As they shop, students will develop and understanding of the differences in shopping in France and the United States.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
Jan	<p>14.1 Experience how French people go shopping and learn about the specific services that are available at certain shops.</p> <p>14.2 Compare and contrast French and American shopping habits.</p> <p>14.3 Identify items one can buy in different stores.</p> <p>14.4 Speak and write more descriptively using indefinite expressions of quantity.</p> <p>14.5 Request that services be done for them.</p> <p>14.6 Ask questions and refer to people, things, and places using pronouns.</p> <p>14.7 Refer to quantities using the pronoun "en."</p> <p>14.8 Research popular French brandnames</p> <p>14.9 Identify different hairstyles.</p> <p>CPI's: 7.1 P-A 1,2,3,7 Strand A, P-A 1-4 Strand B, P-A 1,2,4 Strand C</p>	<ul style="list-style-type: none"> What concessions do French people make while shopping? What do they get in return? (From an American perspective, the biggest concessions made by the French are convenience and price. In return however, people get the opportunity to interact with local neighborhood merchants.) What information would be useful for an American going grocery shopping for the first time in France? (Customers pay for shopping carts and plastic bags.) What construction is used in French to express that a service is being done for you by someone else? What is the key to applying this construction correctly? (The Faire causative. Knowing how to conjugate Faire in all tenses learned thus far) When a student uses pronouns in conversation and in writing, what does it say about him/her (When a student uses pronouns on a consistent basis, they are demonstrating a greater control and deeper understanding of French.) 	<p><u>Interpretive</u> (Application, Synthesis)</p> <ul style="list-style-type: none"> You are an exchange student from a big American city living in a small French town. Write a short letter to your parents telling them about your shopping experience last weekend. Create an advertisement for a store that offers a service to the public. Be as creative as possible. Look at various illustrations and make a minimum of two statements. (ex. You see a picture of a pharmacy. Possible statements: Chez le pharmacie, j'ai acheté un tube de dentifrice.) <p><u>Interpersonal</u> (Knowledge, Comprehension)</p> <ul style="list-style-type: none"> Students will interview a classmate about an imaginary shopping experience in a French town. Play dice game to practice replacing nouns with pronouns. (Red die=direct object pronoun; blue die=indirect object pronouns; yellow die=the pronoun y; green die=the pronoun en) Using the round table technique or the drill partner strategy, have students come up with as many items as possible one can buy in a particular store. Scenario: You go to the stationary store to buy school supplies. Your partner will play

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	7.2 P-A 1,3 Strand A, P-A 3,4 Strand B, P-A 3, Strand C		<p>the role of the salesperson and asks you some questions. Play the role of the client and respond to your partner's questions.</p> <ul style="list-style-type: none"> Scenario: You are at the photography store with a role of film that you need developed and your camera that doesn't seem to be working. Your partner will play the role of the photography store employee. Write out a dialogue where the client asks for help with the role of film and the camera. Students will form reading groups and read <i>En France, faites comme les français!</i> on text pages 149-151. As they read, students will make notes about how French people shop, and some advantages and disadvantages that come along with shopping in that way. <p>Presentational (Application, Synthesis)</p> <ul style="list-style-type: none"> Group project: Working in groups of three or four, imagine that you own a large department store. You have had five very successful years and now you're planning your biggest sale ever. Work together to prepare a full-page newspaper advertisement for your blowout sales event. Come up with a catchy headline and concept. In your ad, be sure to name the items you offer, what department they are in, and their costs. Are you giving away any free prizes or other incentives to bring people to the store? Don't forget to include your store name, address, and a telephone

Suggested days of Instruction	Curriculum Management System	Big Idea: Community	
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			<p>number. Present your ad to the class.</p> <ul style="list-style-type: none"> Group project: Working in groups of three, imagine that you are an advertising team working in France. Your task is to come up with an advertising campaign for a household item. The campaign will include a billboard, a magazine ad, and a television commercial. Brainstorm the basic idea behind your campaign and then create a slogan that will be used in all three types of advertisements. Present your ad campaign to the class. Assessment: Any of the above scenarios will be graded on a rubric using a format from ACTFL or from the College Board <p>Resources for all activities listed: Discovering French Rouge Textbook Discovering French Rouge Workbook Discovering French Rouge transparencies Discovering French Rouge audio CDs Discovering French Rouge video www.classzone.com Internet</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Discovery and Exploration	
	<u>Grade Level/Subject:</u> 11 or 12	Topic: Planning the perfect itinerary	
	French IV Honors	15 The student will be able to write and speak about travel plans in various tenses. Students will consider their options and understand their responsibilities when traveling abroad.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
Feb - Mar	<p>15.1 Articulate air and/or train travel ideas with a travel agent.</p> <p>15.2 Organize hotel reservations in France.</p> <p>15.3 Compare and contrast hotel amenities in France and the United States.</p> <p>15.4 Read and analyze the Michelin guide.</p> <p>15.5 Recall the forms of the formal future tense.</p> <p>15.6 Make future predictions using “Si” and “Quand” clauses with the future tense.</p> <p>15.7 Recall the forms of the conditional tense.</p> <p>15.8 Speak hypothetically using the conditional tense.</p> <p>15.9 Relate nouns to one another using comparative and superlative statements.</p> <p>15.10 Construct sentences using interrogative, demonstrative, and possessive pronouns.</p> <p>15.11 Discover popular modes of transportation in France.</p>	<ul style="list-style-type: none"> What are some differences in opinion regarding vacation in France and the United States? (Many French companies require their employees to take vacation time, ensuring that their employees get periods of rest throughout the year. The French receive a minimum of six weeks paid vacation.) Are our vacations a part of our present, past and future? Why or why not? (Vacations can be memorable or forgettable depending on people, places and things we encounter?) What are some things to remember when traveling abroad? (As travelers, we are ambassadors of our home land.) 	<p><u>Interpretive</u> (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> Write five ways that your life will have changed ten years from now using the future tense. Write five things you would do if you won a million dollars. Complete listening comprehension exercises with audio CD and student workbook. Draw a map of the town where you live 50 years from now. Make predictions about how the town will change geographically. Write comparative and superlative statements about the changes. Familiarize yourself with unit 5 vocabulary by completing the exercises on www.classzone.com. <p><u>Interpersonal</u> (Application, Evaluation, Synthesis)</p> <ul style="list-style-type: none"> Scenario: At a family reunion, you run into a cousin who is very competitive. You start a conversation about how your lives will be 15 years from now. Since your cousin always has to one-up you, everything you say, she says she will do better. For example, you say that you will have a house with four bedrooms. She says that she will have a bigger house with more than

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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>15.12 Construct negative statements using negative expressions.</p> <p>15.13 Express the idea of “only” in French.</p> <p>15.14 Discover institutions that developed in France after the French Revolution.</p> <p>15.15 Read and analyze the French national anthem.</p> <p>15.16 Develop an understanding of important periods and events in French history.</p> <p>CPI's:</p> <p>7.1 P-A 1,2,3,7 Strand A, P-A 1-4 Strand B, P-A 1,2,4 Strand C</p> <p>7.2 P-A 1,3 Strand A, P-A 3,4 Strand B, P-A 3, Strand C</p>		<p>four bedrooms. Act out a dialogue between you and your cousin. Use the future tense as well as comparative statements in the dialogue.</p> <ul style="list-style-type: none"> Jigsaw technique to teach the concept of the superlative and comparative in French. Expert groups might include: comparative with adjectives, comparative with verbs, comparative with nouns. Repeat for the superlative. Interview a classmate about what they would do if he/she was granted three wishes. Group activity: In groups of two or three, research a five-star hotel in Paris and one in a major American city. Compare and contrast the hotels focusing on amenities offered and price per night. Make a chart of your findings. Scenario: Upon your return from your superbe trip to Guadeloupe, you pass through customs. The custom's officer is very suspicious and asks you several questions about your trip and personal belongings. Role play the civilian and the suspicious custom's officer with your partner. Answer the custom's officer's questions using a negative expression from unit 5. <p>Presentational (Evaluation, Analysis, Synthesis)</p> <ul style="list-style-type: none"> Project: Work in group of three and plan a train trip of your choice through France.

Suggested days of Instruction	Curriculum Management System	Big Idea: Discovery and Exploration	
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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>Through your research, draw a conclusion as to why train travel is one of the best modes of transportation in France. Research the Internet to identify an area of France the three of you would like to visit. Continue your research on railroad routes departing from Paris toward your destination. Prepared a detailed six-day itinerary that includes train routes, schedules, and fares, lodging and costs, places to visits and things to do. Your presentation will be in the form of a Powerpoint presentation. The oral component of the presentation will be made using the future.</p> <ul style="list-style-type: none"> • Scenario: Work with a partner to prepare and act out a dialogue in which one of you enlists the help of a French travel agent to plan a trip to a Francophone country. The agent will ask you several questions before making suggestions for a trip. You will in turn ask questions about his/her suggestions. Reach a definite conclusion and ask the travel agent to book your flight and accommodations. Present your dialogue to the class. • Project: Work in a group of three to research a period in French history. Mention prominent figures and events in the time period you choose and they helped to shape France as a nation then and now. Present your findings to the class. Your presentation must include a written, oral and visual component.

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			<ul style="list-style-type: none"> Assessment: Any of the above scenarios will be graded on a rubric using a format from ACTFL or from the College Board <p>Resources for all activities listed: Discovering French Rouge Textbook Discovering French Rouge Workbook Discovering French Rouge transparencies Discovering French Rouge audio CDs Discovering French Rouge video www.classzone.com Internet</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Health and Balance	
	<u>Grade Level/Subject:</u> 11 or 12	Topic: Health and medical care	
	French IV Honors	16 The student will be able to write and speak about medical and dental visits in France. Students will evaluate the French health care system and compare it to health care available in the United States. Students will explain their feelings or attitudes about the French health care and other facts and events system using the subjunctive and expressions of emotion.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
Mar - April	<p>16.1 Plan a visit to a medical or dental office.</p> <p>16.2 Describe symptoms and explain what is wrong and/or which body part hurts.</p> <p>16.3 Recall formation of the present subjunctive tense.</p> <p>16.4 Demonstrate an understanding of the past subjunctive tense conjugation.</p> <p>16.5 Form opinions about how one feels about certain facts or event using the present and past subjunctive.</p> <p>16.6 Express feelings of fear, doubt and disbelief using the present and past subjunctive.</p> <p>16.7 Learn how the the French help provide health care to less fortunate people around the world.</p> <p>16.8 Read about and analyze the French health care system.</p> <p>16.9 Constrast the French and American health care systems.</p>	<ul style="list-style-type: none"> If you were to fall sick while traveling in France, what are some of the most important skills to have? (A knowledge of body parts and an expression used to say body parts hurt.) What is the major philosophical difference between the French and American health care systems? (Every French citizen is entitled to health care at no or a minimal charge.) What factors determine the use of the indicative versus the subjunctive? (Facts, beliefs, certitude, opinions = indicative (emotions, uncertainty, disbeliefs = subjunctive) What do France and the United States have in common when it comes to helping misfortunate people worldwide? (Both countries have a humanitarian organization to help less fortunate people around the world.) 	<p><u>Interpretive</u> (Knowledge, Comprehension, Analysis)</p> <ul style="list-style-type: none"> Crossword puzzles to practice present and past subjunctive tense forms Write a letter to your principal expressing your opinions about a new proposal to make the school day longer Listen to the statements the teacher reads and express your feelings. Ex. You hear: Mon père t'a acheté une nouvelle voiture. You say. Je suis ravi(e) que mon père m'a acheté une nouvelle voiture. Write about a time when you were sick. Mention your symptoms and what you did to get better. Surf the internet to learn more about the French health care system. Read about the organization <i>Médecins sans Frontières</i>. Write a reaction paper, and decide if you have the qualifications to become a member of this humanitarian organization. Also, think of ways that people in your community could be of assistance without becoming an active member. <p><u>Interpersonal</u> (Application, Comprehension)</p> <ul style="list-style-type: none"> Learning stations activity to help teach the idea of the indicative mood vs the

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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>16.10 establish guidelines to follow when choosing between the indicative and subjunctive moods.</p> <p>16.11 distinguish between expressions of doubt and expressions of certitude.</p> <p>CPI's:</p> <p>7.1 P-A 1,2,3,7 Strand A, P-A 1-4 Strand B, P-A 1,2,4 Strand C</p> <p>7.2 P-A 1,3 Strand A, P-A 3,4 Strand B, P-A 3, Strand C</p>		<p>subjunctive mood. Students will work in groups of three or four for this activity.</p> <ul style="list-style-type: none"> • Work with a partner and discover more about Louis Pasteur. What was his most famous discovery? Browse the Internet and an encyclopedia for an overview of his life • Play Charades to reinforce vocabulary from unit 7. • Work with a partner to create a word search to practice unit 7 vocabulary. The puzzle should contain a minimum of 15 words and must be accompanied by clues in French. • Class activity: Since the printing device used to make student ID cards is not working, someone had the idea to draw pictures of the students at Monroe Township High School to add to their files. Unfortunately, the files were separated from the pictures. Each person must draw the picture of one student and describe that student separately. Students must not write their names of their papers. Tear the drawing apart from the written description and hand both to the teacher who will assign a random number to the description. The teacher will then post all the descriptions on the wall and drawings on another wall. Read all the descriptions and decide which drawings they match by writing the numbers on the drawings.

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			<p><u>Presentational</u> (Analysis, Evaluation, Synthesis)</p> <ul style="list-style-type: none"> Scenario: Work with a partner to act out the following situation: You arrive at the doctor's office without having made an appointment. Explain to the nurse why you came. He/she will ask you questions and you will describe your symptoms (mention a minimum of 5). Also mention how you feel now and for how long you have been feeling ill. Present the dialogue to the class. Survey: Survey ten family members or friends about their feelings about issues facing today's society (war, the economy e.t.c) Analyze your results and present them to the class. <p>Resources for all activities listed:</p> <p>Discovering French Rouge Textbook Discovering French Rouge Workbook Discovering French Rouge transparencies Discovering French Rouge audio CDs Discovering French Rouge video www.classzone.com Internet</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Personal Interdependence	
	<u>Grade Level/Subject:</u> 11 or 12	Topic: Personal relationships, friendship, and family life	
	French IV Honors	17 The student will be able to develop an appreciation for friends and family in everyday life. Students will learn how to express their feelings towards friends and family.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
May - June	<p>17.1 Talk about friends and acquaintances</p> <p>17.2 Describe the idea of friendship.</p> <p>17.3 Congratulate, comfort, and express sympathy for other people.</p> <p>17.4 Appreciate the meaning of friendship and family life to the French.</p> <p>17.5 Compare and contrast French and American views on friendship and family life.</p> <p>17.6 Explore the various phases of a person's life.</p> <p>17.7 Use relative pronouns to describe people and things in complex sentences.</p> <p>17.8 Read and analyze Michelle Maurois's <i>Le Bracelet</i>.</p> <p>CPI's:</p> <p>7.1 P-A 1,2,3,7 Strand A, P-A 1-4 Strand B, P-A 1,2,4 Strand C</p> <p>7.2 P-A 1,3 Strand A, P-A 3,4 Strand B, P-A 3, Strand C</p>	<ul style="list-style-type: none"> How do individuals develop friendships? (The ability to develop friendships is innately inherited by human beings) How does family play a role in shaping our values and beliefs? (Family traditions and customs are handed down from generation to generation.) Why do some friendships sustain and others fizzle over time? (With time comes inevitable change. Not all friendships are strong enough to sustain change.) When we read for comprehension, what rules can we use to help us learn the target language? (Word recognition; context clues; familiarity with topic.) 	<p><u>Interpretive</u> (Comprehension, Application, Synthesis)</p> <ul style="list-style-type: none"> Imagine you are 40 years old. Write a list of five things you have accomplished in your life and five you haven't. Write a "Dear Abby" letter outlining a relationship problem you can't solve. Crossword puzzles to get familiar with Unit 9 vocabulary. <p><u>Interpersonal</u> (Analysis, Evaluation)</p> <ul style="list-style-type: none"> Exchange your "Dear Abby" letter with a partner. Write a response to each other's letter, suggesting a way of handling the given problem. With a partner, talk about your immediate and extended families. Then, read pg 345 of the student text to learn about French families. Do you think the French have similar connections to their immediate and extended families as Americans? Write a brief summary of your observations. In small groups, discuss French and American laws concerning young people. Think of movie restrictions, the driving age, and the right to vote. How do they differ between the two countries? Do you think these laws are fair? Which would you change and how? Have a discussion and create a table comparing your findings about each country.

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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p><u>Presentational</u> (Comprehension, Analysis, Synthesis)</p> <ul style="list-style-type: none"> Scenario: In pairs or groups of three, stage a dispute between two neighbors, good friends, or colleagues at work. Brainstorm together the reasons for the disagreement and what is at stake for each person. Perhaps in a humorous way, you can role-play the dispute, negotiate a compromise, and arrive at a reconciliation. If working in groups of three, one of you can act as a referee in the dispute, offering arguments for side and ultimately convincing the quarreling pair to reconcile. Present your role-play to the class. Work with a partner. What qualities do you most value in a friend? Each of you will make a list of the top five qualities you value. Then, survey your classmates by asking them to rate the qualities you have listed. Tally the answers, calculate percentages, and create a pie-chart to illustrate your results and present them to the class. Develop a conclusion, prepare an analysis and write a reflection about what you have learned from the survey. <p>Resources for all activities listed: Discovering French Rouge Textbook Discovering French Rouge Workbook Discovering French Rouge transparencies Discovering French Rouge audio CDs</p>

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			Discovering French Rouge video www.classzone.com Internet

French IV Honors

COURSE BENCHMARKS

1. The student will be able to describe one's personal appearance and describe the necessary steps when caring for one's appearance.
2. The student will be able to discuss activities they do on a daily basis using reflexive verbs
3. The student will be able to express how one feels physically and emotionally and inquire about other people's feelings.
4. The student will be able to analyze art by various artists and explain the theme and relevance to the time period and the events which influenced the artist.
5. The student will be able to read, comprehend and summarize short stories by French authors like Eugène Ionesco and Michelle Maurois.
6. The student will be able to express opinions about responsibilities around the home.
7. The student will be able to describe various household chores for which they are responsible.
8. The student will be able to ask for assistance with household chores and offer excuses if they are unable to fulfill a request for help.
9. The student will be able to describe objects by their shape, dimensions, weight and construction.
10. The student will be able to use the subjunctive tense to talk about responsibilities in daily life.
11. The student will be able to express wishes for other people using the construction Vouloir que + subjunctive.
12. The student will be able to share opinions on difference topics using impersonal expressions + subjunctive.
13. The student will be able to develop an appreciation for the environment while sharing past vacation experiences in nature.
14. The student will be able to demonstrate an understanding of the passé composé and the imperfect tense when talking in the past.
15. The student will be able to recognize forms of the passé simple.
16. The student will be able to talk about shopping in various neighborhood shops in France and the services provided by different shopkeepers.
17. The student will be able to write and speak about travel plans in different tenses.
18. The student will be able to develop an understanding of the responsibilities required of someone when traveling abroad.
19. The student will be able to write and speak about the French healthcare system.
20. The student will be able to develop an appreciation for the role friends and family play in everyday life.