French 4

For interventions for curriculum and instruction: Diverse learners: please see Appendix A & B

For 21st Century Themes, Skills and Standards for each unit please access Genesis Lesson Planner

For Technology Integration and Standards please access Genesis Lesson Planner
**Unit 1: Exploring my past, present, & future and how they affect who I am**

**Content Area:** World Language  
**Course & Grade Level:** French 4 9-12

**Summary and Rationale**
As a result of increased global communication and advancements, the world has become more interconnected. Learning a foreign language such as French prepares students to be global participants of this modern world. As a teen in today’s world, students are developing their identity. How do culture and community shape and impact your lives?

**Recommended Pacing**
45 days

**State Standards**

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### CPI #7.1 B
**Cumulative Progress Indicator (CPI)**  
**Strand B**  
**Interpersonal Mode**

1. **7.1.A.8** Analyze elements of the target language that do not have a comparable linguistic element in English.

### Strand B  
**Interpersonal Mode**

1. **7.1.B.1** Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety

This CPI supports Anchor Standard 6 NJSL-ELA Writing and Anchor Standard 1 NJSL-ELA Speaking & Listening

1. **7.1.B.2** Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.

This CPI supports Anchor Standard 1 NJSL-ELA Speaking & Listening

1. **7.1.B.3** Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

1. **7.1.B.4** Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.

This CPI supports Anchor Standard 1 NJSL-ELA Speaking & Listening

1. **7.1.B.5** Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.

This CPI supports Anchor Standard 1 NJSL-ELA Speaking & Listening

### CPI #7.1 C
**Cumulative Progress Indicator (CPI)**  
**Strand C**  
**Presentational Mode**

1. **7.1.C.1** Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.

This CPI supports Anchor Standards 4, 5, & 6 NJSL-ELA Writing and Anchor Standard 4 Speaking & Listening

1. **7.1.C.2** Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.

1. **7.1.C.3** Use language creatively in writing for personal, career, or academic purposes.

1. **7.1.C.4** Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.

This CPI supports Anchor Standard 4 NJSL-ELA Writing and Anchor Standard 4 Speaking & Listening

1. **7.1.C.5** Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one’s own culture.

1. **7.1.C.6** Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.

### Instructional Focus

#### Unit Enduring Understandings:
- Moving to a French-speaking country impacted their lives.
- Where they lived affected their choice of leisure activities.
- How they chose to spend their time reflects themselves and their personalities.
- Differences and similarities between French and American culture.

### Unit Essential Questions
- How do living in a French-speaking country impact how I view the world?
- How could my experiences help me to break down cultural barriers between societies?
* How does the way we perceive the world around us affect the way we live?
* Why are relationships important and how do they affect the way we live?

**Students will know:**
* How to use the present, the imparfait, the passé composé, the future and the conditional tenses
  of regular and irregular verbs including reflexive verbs.
* how to use the subjunctive tense to express feelings, and emotions and to make predictions.
* Vocabulary words related to the ecology, pollution, deforestation, global warming, and endangered species
* Vocabulary words to describe feelings and emotions.
* How to make comparisons using adjectives.

**Students will be able to: Using the 3 modes of communication**
* Describe themselves, family members, and friends.
* Describe their feelings and emotions.
* Talk about relationships
* Talk about their likes and dislikes.
* Describe places and activities using the present and the past tenses.
* Use the imparfait to narrate a story.
* Compare and contrast French and American culture.

**Resources**

**Suggested Resources:**
* Discovering French Nouveau (Rouge)
* Imaginez, chapter 1 and 2 and ancillary materials.
* Technology (Internet resources, CD Roms, videos, audio CDs, etc.)
* Authentic realia.
* Languages and Children: Making the Match (Curtain and Pesola).
* French Magazines and newspapers.
* Films: Various.
* Cinema for French Conversation, *(2nd edition)*.
### Unit 2: What is Friendship?

**Please note: CPI alignment to the NJSLS are the same as in the previous unit.**

**Content Area:** World Language  
**Course & Grade Level:** French 4, 9-12

#### Summary and Rationale

As a result of increased global communication and advancements, the world has become more interconnected. Learning a foreign language such as French prepares students to be global participants of this modern world. As a teen in today’s world, students are developing their identity. How do culture and community shape and impact your lives?

#### Recommended Pacing

45 days

#### State Standards

**Standard 7.1** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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### Instructional Focus

**Unit Enduring Understandings:**
- Friendship is very important in life
- Creating friendship requires a lot of effort and dedication.
- Friendship is universal and it is a part of human nature.

**Unit Essential Questions**
- How does the way we perceive the world affect the way we live?
- What does Friendship and family life mean to me?
- How do people interact with each other?
- How can we get along with each other?
- What are the basic characteristics of human nature?

**Students will know:**
- How to use the vocabulary related to “Le Petit Prince”.
- Analyse and critique people behavior towards each other
- How to use vocabulary to describe human nature
- How to use pronouns y, en, direct/indirect, double pronouns
**Students will be able to: Using the 3 modes of communication**

* Describe themselves, family members, and friends.
* Describe their feelings and emotions using the subjunctive.
* Talk about relationships
* Talk about their likes and dislikes.
* Describe places and activities using the present and the past tenses.
* Use the imparfait to narrate a story.
* Compare and contrast French and American culture.
* Use persuasive language and comparative structures to make arguments and express opinion.

**Resources**

**Suggested Resources:**
- Le Petit Prince
- CD
- DVD
- Films: « Mon meilleur ami » and « Le Petit Prince »
- Novel: « Le Petit Prince »
- Technology (Internet resources, CD Roms, videos, audio CDs, etc.)
- Authentic realia
- National Standards document Standards for Foreign Language Learning in the 21st Century
- Languages and Children: Making the Match (Curtain and Pesola)
- French newspapers
- Cinema for French Conversation, 2nd edition

**Unit 3: Toward an Active Life**

**Please note: CPI alignment to the NJSLS are the same as in the previous unit.**

**Content Area: World Language**

**Course & Grade Level: French 4, 9-12**

**Summary and Rationale**

As a result of increased global communication and advancements, the world has become more interconnected. Learning a foreign language such as French prepares students to be global participants in this modern world. As a teen in today’s world, students are developing their identity. How do culture and community shape and impact your lives?

**Recommended Pacing**
### State Standards

**Standard 7.1** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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| **Strand B** | **Interpersonal Mode** |
| **7.1.B.1** | Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety. |
| **7.1.B.2** | Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests. |
| **7.1.B.3** | Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies. |
| **7.1.B.4** | Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings. |
| **7.1.B.5** | Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics. |

**CPI #7.1 C** | **Cumulative Progress Indicator (CPI)** |
| **Strand C** | **Presentational Mode** |
| **7.1.C.1** | Create a research-based multimedia-rich presentation to be shared virtually with a target language audience. |
| **7.1.C.2** | Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture. |
| 7.1. AL C.3 | Use language creatively in writing for personal, career, or academic purposes. |
| 7.1. AL C.4 | Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English. |
| 7.1. AL C.5 | Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one’s own culture. |
| 7.1. AL C.6 | Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan. |

**Instructional Focus**

**Unit Enduring Understandings:**
* Like the HSPA, the **bac**alaureat (bac) is very important for French young people.  
* Unlike the HSPA, the bac tests the students on all subjects, including physical education.  
* Effects of the unemployment crisis on young people.

**Unit Essential Questions**
* How does the way we perceive the world affect the way we live?  
* How has technology made my generation unique?  
* How do we prepare ourselves for a job interview?

**Students will know:**
* How to narrate in the past using the passe compose and the imparfait of regular and irregular verbs.  
* How do we write a “Curriculum Vitae” or a resume”?  
* How to use comparative structures to make comparisons  
* How to use technology to search for francophone companies in the United States.  
* How to use vocabulary related to sports, leisure activities and travel

**Students will be able to:** **Using the 3 modes of communication**
* Narrate in the past.  
* Describe current events.  
* Discuss the importance and impact of media and technology  
* Use persuasive language to make arguments and express opinions.  
* Compare and contrast the way French and American young people are looking for a job.  
* Use persuasive language and comparative structures to make arguments and express opinion.  
* Make suppositions about preferences of activities, countries and culture  
* Describe future plans  
* Describe travel and vacation activities

**Resources**

**Core Text:**

**Suggested Resources:**
* Discovering French Nouveau (Rouge)  
* Imaginez, chapter 3 and 4 and ancillary materials.  
* CD, DVD  
* Technology (Internet resources, CD Roms, videos, audio CDs, etc.)
* Authentic realia.
* Languages and Children: Making the Match (Curtain and Pesola).
* French Magazines and newspapers.
* Films: Various.
* Cinema for French Conversation

Unit 4: The Generation Gap - Different Generations = Differents Worries

Please note: CPI alignment to the NJSLS are the same as in the previous unit.

Content Area: World Language
Course & Grade Level: French 4, 9-12

Summary and Rationale
As a result of increased global communication and advancements, the world has become more interconnected. Learning a foreign language such as French prepares students to be global participants of this modern world. As a teen in today’s world, students are developing their identity. How do culture and community shape and impact your lives?

Recommended Pacing
45 days

State Standards

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### 7.1. AL.A.7
Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.

### 7.1. AL.A.8
Analyze elements of the target language that do not have a comparable linguistic element in English.

### CPI #7.1 B
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#### 7.1. AL.B.2
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Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.

#### 7.1. AL.C.3
Use language creatively in writing for personal, career, or academic purposes.

#### 7.1. AL.C.4
Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.

#### 7.1. AL.C.5
Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.

#### 7.1. AL.C.6
Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.

### Instructional Focus

**Unit Enduring Understandings:**
* French civilization influences American civilization.
* The changing world provide me with new options.

**Unit Essential Questions**
* How does the way we perceive the world affect the way we live?
* How does French civilization influence American civilization?
* How do we prepare ourselves for a job interview?

**Students will know:**
* How to use the passe simple and compare it with the passe simple
* Howse technology to search for francophone companies in the United States.

**Students will be able to:** Using the 3 modes of communication
* Make a time line of the historical events in France from a) 200av. J.C. to 1453 apr. J.C.
b) 1453 to 1715  
  c) 1715 - 1870  
  d) 1870 - now  
* Describe imaginary events using the past subjunctive.  
* Discuss the link of the history Franc-American  
* Learn about Cajun Culture  
* Use persuasive language to make arguments and express opinions.  
* Compare and contrast French and American independence history.  
* Use persuasive language and comparative structures to make arguments and express opinion.

### Resources

**Core Text:**

**Suggested Resources:**
- Discovering French Nouveau (Rouge) chapter 10
- Imaginez, chapter 8 and ancillary materials.
- CD, DVD
- Technology (Internet resources, CD Roms, videos, audio CDs, etc.)
- Authentic realia.
- Languages and Children: Making the Match (Curtain and Pesola).
- French Magazines and newspapers.
- Films: Various.
- Cinema for French Conversation

### Unit 5: French Civilization

**Please note: CPI alignment to the NJSLS are the same as in the previous unit.**

**Content Area: World Language**

**Course & Grade Level:** French 4, 9-12

**Summary and Rationale**

As a result of increased global communication and advancements, the world has become more interconnected. Learning a foreign language such as French prepares students to be global participants of this modern world. As a teen in today’s world, students are developing their identity. How do culture and community shape and impact your lives?

**Recommended Pacing**

45 days

**State Standards**

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**Cumulative Progress Indicator (CPI)**

**CPI #7.1 A**

**Cumulative Progress Indicator (CPI)**  
**Strand A** **Interpretive Mode**

7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes.

7.1. AL .A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.

7.1. AL .A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one’s own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.

7.1. AL .A.4 Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.

7.1. AL . A.5 Evaluate information from oral and written discourse dealing with a variety of topics.

7.1. AL .A.6 Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres.

7.1. AL .A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.

7.1. AL .A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.

**CPI #7.1 B**

**Cumulative Progress Indicator (CPI)**  
**Strand B** **Interpersonal Mode**

7.1. AL .B.1 Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety.

7.1. AL .B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.

7.1. AL .B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

7.1. AL B. 4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.

7.1. AL.B. 5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.

**CPI #7.1 C**

**Cumulative Progress Indicator (CPI)**  
**Strand C** **Presentational Mode**

7.1. AL .C.1 Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.

7.1. AL .C.2 Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.

7.1. AL .C.3 Use language creatively in writing for personal, career, or academic purposes.

7.1. AL C.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.

7.1. AL . C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one’s own culture.
7.1. AL C.6 Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.

**Instructional Focus**

**Unit Enduring Understandings:**
* Like the PARCC, the **baccalauréat (bac)** is very important for French young people.
* Unlike the PARCC, the **bac** tests the students on all subjects, including physical education.
* The unemployment crisis has significant effects on young people.

**Unit Essential Questions**
* How does the way we perceive the world affect the way we live?
* How has technology made my generation unique?
* How do we prepare ourselves for a job interview?

**Students will know:**
* How to narrate in the past using the passe compose and the imparfait of regular and irregular verbs.
* How do we write a “Curriculum Vitae” or a resume”?
* How to use technology to search for francophone companies in the United States.

**Students will be able to:** Using the 3 modes of communication
* Narrate in the past.
* Describe current events.
* Discuss the importance and impact of media and technology
* Use persuasive language to make arguments and express opinions.
* Compare and contrast the way French and American young people are looking for a job.
* Use persuasive language and comparative structures to make arguments and express opinion.

**Resources**

**Core Text:**

**Suggested Resources:**
- Discovering French Nouveau (Rouge)
- Imaginez, chapter 3 and 4 and ancillary materials.
- CD, DVD
- Technology (Internet resources, CD Roms, videos, audio CDs, etc.)
- Authentic realia.
- Languages and Children: Making the Match (Curtain and Pesola).
- French Magazines and newspapers.
- Films: Various.
- Cinema for French Conversation