

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

French 4

Curriculum Writing Committee: Shannon Maino

Grade Level: 11-12

Date of Board Approval: 2021

Planned Instruction

Grade Distribution:

| | |
|--|-----|
| Speaking Assessments (2-3 per MP) | 30% |
| Writing Assessments (2-3 per MP) | 25% |
| Listening and Reading Assessments (3-4 per MP) | 20% |
| Knowledge-Based Assessments (varies) | 15% |
| Class Participation/Classwork (varies) | 10% |

Course Description: This is an advanced level course with most of the course conducted in French and is intended to prepare students for the rigor of upper language usage and learning by challenging them to develop critical thinking and problem-solving skills in all areas of French. An introduction to prehistoric France and a brief history of the country up to and including the twentieth century will be addressed in addition to reviews of selected grammatical functions with an increased emphasis placed on listening, speaking, reading, and writing. Students will also be introduced to a selection of excerpts from selected novels and current event articles to increase reading comprehension and cultural literacy. The study of grammar will be used to help students increase fluency and build confidence in the use of written French. Students will have the opportunity to use a variety of learning methods to attain the mastery of the skills, concepts, and vocabulary necessary for success. These methodologies include communication, both personal and interpersonal, direct instruction, and guided inquiry. This course will also incorporate a command of the language through writing and oral presentations focusing on the themes of education, personal and public identities, contemporary life, families and communities and science and technology. Technology is integrated whenever appropriate to support and enhance learning.

Time/Credit for the Course: Full Year, 180 days, meeting 1 period per day

Curriculum Map

Goals:

Unit 1 (45 days MP 1)

Understanding of:

- Discussion of Prehistoric France and prehistoric art
- Discussion of France, its current provinces, and departments (DOM/TOM)
- Conjugation and use of the following verbs: être, avoir, aller and faire as well as common idioms associated with these verbs
- Usage of articles and gender of nouns
- The Gallic period in France to the Middle Ages focusing on France's famous men of the period Clovis and Vercingétorix
 - An excerpt from De Bello Gallico, Julius Caesar
 - "La Vase de Soissons", Gregoire de Tours
- Present and Imperative formations of the three regular classifications of verbs –er, -ir, -re verbs
- Review of verbs that take prepositions "à" or "de" or do not use prepositions
- The formation and placement of adverbs in a sentence
- Clovis' death, the Normand Conquest, William the Conqueror, and the Bayeux Tapestry
- The following past tenses will be reviewed and expanded upon:
Passé Composé, Imparfait, Plus-que-parfait
 - The agreement of the past participle
 - The placement of an adverb in a compound tense
- A brief discussion of the Hundred Year War and Jeanne d'Arc
- A review of usage and placement of direct/indirect and adverbial pronouns in a variety of tenses
- Appropriate thematic vocabulary to enhance listening, reading, speaking, and writing skills
- Cultural differences and similarities

Goals:

Unit 2 (45 days MP 2)

Understanding of:

- Read and discuss the following literary pieces:
 - "La Ballade des Pendus", François Villon
 - "Ode à Cassandre", Pierre de Ronsard
- Review the formation/use of the future and conditional tenses of regular/irregular verbs
- An overview of François I and Henry IV and their importance to France's development

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- The importance of L'Académie Française, Louis XIV, Versailles
- Read and discuss the following literary selection:
 - "Lettre à sa fille sur la morte de Vatel", Madame de Sévigné
- Review the formation and use of the present and past subjunctive of regular and irregular verbs with a special focus on two-stem verbs.
- Personal and Public Identities in a variety of contexts and how they evolve over time
- Registers of language and how to determine when they should be used
- Review of numbers – both cardinal and ordinal
- Introduction of the AP Exam and its components through reading, writing, speaking, and listening activities.
- Appropriate thematic vocabulary to enhance listening, reading, speaking, and writing skills
- Cultural differences and similarities

Goals:

Unit 3 (45 days MP 3)

Understanding of:

- A study of the history of France in the eighteenth century, Louis XV and Madame de Pompadour
- A review of the conjugation and use of reflexive/reciprocal verbs
- A study of pre-Revolutionary France, Louis XVI, Marie Antoinette, the Estates General and storming of the Bastille prison
- Students will read one of the following narratives:
 - "Misère dans la campagne de France sous Louis XVI", Arthur Young
 - "Mme. Vigée-Lebrun parle de Marie-Antoinette", Madame Vigée-Lebrun
 - "La Prise de la Bastille par un de ses défenseurs", Louis DeFlue
- A brief review of descriptive adjectives and a review negative phrases and placement in simple/compound verb structures
- Introduction of the present participle as a gerund
- Discussion of the French Revolution from the Great Fear to the end of the Reign of Terror and the changes the Revolution brought about.
- Introduction of possessive pronouns, relative pronouns, et al.
- Introduction of "celui" and "ceci, cela or ça"
- Role that education plays in contemporary society and how it has evolved
- Comparison of adjectives and adverbs – "meilleur", "mieux" and "pire"
- Review the format of the AP Exam and its components through reading, writing, speaking, and listening activities.
- How contact with other cultures enrich lives and the importance of travel/discoveries in contemporary society
- Brief review of official time in schedules
- Incorporation of the subjunctive tense with preference/necessity
- Continuing discussion of the AP Exam and its components through reading, writing, speaking, and listening activities.

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- Appropriate thematic vocabulary to enhance listening, reading, speaking, and writing skills
- Cultural differences and similarities

Goals:

Unit 4 (45 days MP 4)

Understanding of:

- Napoléon and his role, the change from a Republic back to monarchy
- The changing leadership in France throughout the 19th century and how the country was affected by the Industrial Revolution and the start of colonialism
- The Impressionist movement in art and Victor Hugo
- The 20th century in France – its involvement in World War 1 and 2, the creation of the European Union, how colonialism ended and finally a more modern view of France.
- Review of the future and conditional tenses (APprenons-Ch3)
- The role of love, friendship, and family in the past and in contemporary society and how those have evolved over time and how they are influenced by culture (APprenons-Ch4)
- Review of question formation and usage of register to determine structure of questions
- Practice giving advice and expressing opinions
- Object pronoun review and placement
- How technology changes our way of life, how innovations have advanced and how ethics plays a role in technological innovations
- Continuing discussion of the AP Exam and its components through reading, writing, speaking, and listening activities.
- Appropriate thematic vocabulary to enhance listening, reading, speaking, and writing skills
- Cultural differences and similarities

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BIG IDEAS USED IN ALL UNITS

Big Idea # 1: Communicate in Languages other than English

Essential Questions:

- How can we use the second language we know to exchange information from another person?

Concepts:

- Language (vocabulary, grammar, sound system) to exchange information about school, activities, friends.
- Vocabulary and cultural knowledge to “survive” in the language.
- Strategies to keep a conversation going beyond simple Question/Answer.

Competencies:

- Initiate, sustain, and close a conversation about a person or event.
- Ask and answer questions about their daily lives.
- Share personal reactions to ideas in authentic texts.

Big Idea #2: Gain Knowledge and Understanding of Other Cultures

Essential Questions:

- How can learning about the practices of another culture give us insights into the perspectives of the people of that culture?

Concepts:

- Social interactions, practices, and perspectives Students know abstract practices of the culture such as economic or political dispositions.
- Social interactions, practices, and perspectives Students know how to scan authentic materials (newspapers, articles, websites, magazines, TV) for practices and perspectives of the culture.

Competencies:

- Select and analyze a piece of literature or other art form from the culture.
- Research and discuss how the target culture views social relationships based upon age, education, social status.
- Obtain information (through interviews with native speakers, texts, films, and websites) and demonstrate the similarities and differences found.

Big Idea #3: Connect with Other Disciplines and Acquire Information

Essential Questions:

- How does second language learning reinforce and expand interdisciplinary studies?
- What print and non-print resources are available to help us connect with another language and culture?

Concepts:

- Authentic materials with visual support accompanied by language text in subject areas of interest and recent study.

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Competencies:

- Authentic materials with visual support accompanied by language text in subject areas of interest and recent study.

Big Idea #4: Develop Insight into the Nature of Language and Culture

Essential Questions:

- How does comparing and contrasting the target language with our own language help us better understand the structure and vocabulary of English?
- Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand their own culture?

Concepts:

- Expanded vocabulary and basic grammatical structures to compare with how they are similar or different from English.
- Cultural topics that deal with society, community norms to compare with one's own.

Competencies:

- Enhance reading / listening skills in first and second languages by working with strategies such as drawing upon prior knowledge, guessing from context, expanding vocabulary.
- Describe cultural practices, products, perspectives in the target culture and their own to find similarities and differences (ex. Celebrations, religion, art, literature, music, dance, work and leisure philosophy, social and political issues, food traditions).

Big Idea #5: Participate in Multilingual Communities at Home and Around the World

Essential Questions:

- Where in the local or world community can we use the second language we are learning?
- How may contact with native speakers in the local or world community enhance our language proficiency?
- How can we use technology to communicate with native speakers anywhere in the world?
- How can we continue to study and enjoy a second language after leaving school?

Concepts:

- Community events, performances, exhibits that relate to the target culture.
- Careers where language and cultural competence are important.

Competencies:

- Name local, national, and global opportunities where language skills are used.
- Interview in person or electronically native speakers about school life, social and political issues.

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Textbook and Supplemental Resources:

APprenons, 2nd edition

Textbook ISBN #: 978-1-938026-91-1

Textbook Publisher & Year of Publication: Wayside Publishing, 2015

PRINT AND NON-PRINT RESOURCES

- Une Fois pour Toutes: Troisième Édition
- Trésors du Temps, Niveau Avancé, Yvone Lenard. Glencoe/Mc Graw-Hill, 2005.
- Trésors du Temps, Niveau Avancé Writing Activities Workbook
- Trésors du Temps, Niveau Avancé Test Booklet
- Les Grands Hommes de la France, Profiles in History for Intermediate students, R. de Roussy de Sales, National Textbook Company, 1993.
- Chez Nous Magazine

SUGGESTED INTERNET SITES:

- a. <http://www.tv5monde.com>
- b. <https://learningsite.waysidepublishing.com/>
- c. <http://www.lefigaro.fr>
- d. <http://www.leparisien.fr>
- e. <https://www.lemonde.fr/>
- f. <http://www.newsmap.jp>
- g. <https://savoirs.rfi.fr/en>
- h. <https://www.laits.utexas.edu/fi/>
- i. <https://www.lawlessfrench.com/>
- j. www.collegeboard.org/ap
- k. www.conjugeumos.com
- l. <https://maryglasgowplus.com>
- m. <http://www.newseum.org/todaysfrontpages/>
- n. <http://ici.radio-canada.ca>

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Curriculum Plan

Unit: 1

Time Range in Days: 45

Standard(s): PA Common Core Standards, ACTFL Standards

Standards Addressed:

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K

[Downloads/PACore%20ELA%206-12_March%202014%20\(2\).pdf](#)

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

Overview: Students will be able to describe France's prehistoric period, the geographic development of the French territory and have a basic understanding of prehistoric French art. Students will explore the Gallic period of France to the Middle Ages including Clovis' death and how the invasion of Normandy came about and how it led to the Crusades. Students will also be discussing the Hundred Years War and the influence of Jeanne d'Arc. Students will also be introduced to some excerpts of literature associated with the time periods covered within this unit. Students will be able to recall, review and practice conjugation of regular, irregular verbs in the present and past tenses. Students will also review and apply their previous knowledge of adjectives into exploring adverbs and direct and indirect object pronouns.

Objectives:

1. Students will be able to describe some of the early geographic features of France and who the inhabitants were and where they came from. (DOK Level 1,2)
2. Students will be able to cite evidence of how pre-historic man lived and develop a logical argument as to what the construction of the dolmens/menhirs represents. (DOK Level 2,3,4)
3. Students will investigate and create presentations in the target language, which reflect modern provinces, départements d'outre-mer and territoires d'outre-mer. (DOK Level 3,4)
4. Students will investigate pre-historic art from the caves of Lascaux and Chauvet and design their own drawings. (DOK Level 2,3,4)

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5. Students will be able to summarize the irregular verbs aller, avoir, faire and être and formulate sentences using them and explore the various idioms using them. (DOK Level 1, 2, 3)
6. Students will be able to use grammar and vocabulary concepts presented to demonstrate proficiency of the language through listening, speaking, reading, and writing. (DOK Level 1,2,3,4)
7. Students will explore the Gallic period of history up through the Middle Ages and learn about some of the first important men in France including Clovis. (DOK Level 1,2)
8. Students will read and analyze two excerpts of literature from the Gallic period. (DOK Level 1,2,3,4)
9. Students will be able to summarize and construct sentences for regular, present tense verbs, including those requiring use of prepositions. (DOK Level 1,2,3)
10. Students will also identify patterns used to create adverbs and apply that to new vocabulary. (DOK Level 1,2)
11. Students will interpret information about the aftereffects of Clovis' death and see how that led to the Norman Invasion which will eventually lead to the 100 years War. (DOK Level 1,2,3)
12. Students will be able to distinguish between the past tenses in French and utilize them accurately to create sentences and retell stories. (DOK Level 1,2,3,4)
13. Students will be able to discuss the Hundred Years War and the important role of Jeanne d'Arc (DOK Level 1,2)
14. Students will be able to construct sentences using direct, indirect, adverbial, and stress pronouns in a variety of verb tenses. (DOK Level 1,2,3)

Core Activities and Corresponding Instructional Methods:

1. Integrate academic content, teacher created, and student-driven grammar and vocabulary activities.
2. Apply concepts and vocabulary to create formal writing assignments and presentations.
 - a. Current French provinces and DOM/TOM
 - b. Les Grottes de Lascaux/Chauvet - <https://archeologie.culture.fr/lascaux/fr/visiter-grotte-lascaux> , <https://archeologie.culture.fr/chauvet/fr>
 - c. Creation of a personal Bayeux Tapestry to illustrate a personal story and use the past tenses to synthesize the tenses.
3. Recall present tense regular/irregular verbs using teacher notes and teacher-made and student practice activities. (Une Fois Pour Toutes, p. 10-16)
4. Connect background knowledge of gender of nouns and articles using teacher notes and teacher-made and student practice activities. (Une Fois Pour Toutes, p. 1-10)

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5. Connect background knowledge of the formation of adjectives to create adverbs and discuss their placement in a variety of sentences using teacher notes and teacher-made and student practice activities. (Une Fois Pour Toutes, p. 171-176)
6. Analyze selected reading passages (Trésors du Temps, p. 33-34).
 - a. Small group/independent reading, collaborative learning.
7. Recall, recognize, and construct phrases using the past tenses in a variety of situations and complete the activities that follow (Trésors du Temps, p77-81, Une Fois Pour Toutes, p25-47)
8. Connect background knowledge of verbs that require prepositions in order to form logical phrases and complete the activities that follow (Trésors du Temps, p. 49) and teacher notes and teacher-made student practice activities).
9. Recognize how the Norman Invasion led to the Hundred Years War and the involvement of Jeanne d'Arc in saving the country from the English.
10. Thematic vocabulary and complete the activities that follow (corresponding textbook activities, and teacher-made student practice activities).
11. Recall, recognize, and construct phrases using adverbial, direct, and indirect object pronouns and complete the activities that follow (Trésors du Temps, p. 113-115, teacher notes and teacher-made student practice activities).
12. Use of unit topics and current events in informal writing assignments and/or creation of debate topics for in class presentations.
13. Compare and contrast cultures and make observations.

Assessments:

Diagnostic: Oral questions and observations, guiding questions, graphic organizers

Formative: Short readings, think/pair/share and group activities, guiding questions, vocabulary and grammar quizzes, Chez Nous article discussions

Summative: Informal writing assignments, formal writing assignment, listening and reading assessments, interpersonal and presentational speaking assessments

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Unit: 2

Time Range in Days: 45

Standard(s): PA Common Core Standards, ACTFL Standards

Standards Addressed:

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K

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Overview: Students will identify the symbolism in the poems “La Ballade des Pendus” and “Ode à Cassandre.” Students will also learn about the importance of François I and Henry IV to the country’s development. Students will learn about the establishment of l’Académie Française and how Louis XIV and the building of Versailles will eventually lead to financial instability for France. Students will review the use of object pronouns and stress pronouns to express themselves in the present tense and to give orders to others. A review of the future and conditional tenses and “if” clauses will be done during this unit solidifying previously learned material. Students will also review the subjunctive verb tense to discuss actions. Students will also begin to explore how personal and public identities evolve over time and how culture plays a large role in influencing one’s identity. Students will also begin to explore the different AP themes and tasks through reading, listening, speaking and writing activities.

Objectives:

1. Students will be able to recognize the intent behind the poems “La Ballade des Pendus” and “Ode à Cassandre” and will explore the recital “Lettre à sa fille sur la morte de Vatel” (DOK Level 2, 3)
2. Students will be able to use grammar and vocabulary concepts presented to demonstrate proficiency of the language through listening, speaking, reading, and writing. (DOK Level 1,2,3,4)
3. Students will be able to infer information about two of the greatest discoveries of the 15th century and their lasting consequences on Western Europe. (DOK Level 1,2,3)
4. Students will be able to assess how François I’s reign in France and how Henri IV’s life impacted France’s history. (DOK Level 1, 2, 3)

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5. Students will be able to construct sentences using the future, conditional, future perfect, conditional perfect tenses in combination with conditional sentences. (DOK Level 1,2,3)
6. Students will interpret the importance of l'Académie Français in modern society and how Louis XIV's indulgence and the building of Versailles led to eventual financial instability. (DOK Level 2,3)
7. Students will classify and construct sentences using the present and past subjunctive verb tense. (DOK Level 2,3)
8. Students will be able to use grammar and vocabulary concepts presented to demonstrate proficiency of the language through listening, speaking, reading, and writing. (DOK Level 1,2,3,4)
9. Students will formulate and investigate how one's identity changes depending on their stage of life, culture and how it evolves over a lifetime. (DOK Level 3,4)
10. Students will categorize the different registers of language and assess when they are used and in what contexts. (DOK Level 2,3)
11. Students will also review adjectives and numbers and apply their knowledge to creating a CV in French. (DOK Level 1,2,3)
12. Students will learn and use thematic vocabulary throughout the chapter and investigate the format of the AP French Language and Culture Exam and use the format to increase reading, writing, speaking, and listening skills. (DOK Level 1,2,3,4)

Core Activities and Corresponding Instructional Methods:

1. Integrate academic content, teacher created, and student-driven grammar and vocabulary activities.
2. Analyze selected reading passages (Trésors du Temps, p. 102-103, 134-135).
 - a. Small group/independent reading, collaborative learning.
3. Recall, recognize, and construct phrases using the future and conditional tenses in a variety of situations and complete the activities that follow (Trésors du Temps, p137-147, Une Fois Pour Toutes, 51-70)
4. Use context clues to comprehend and respond to various listening activities from authentic sources. (<https://savoirs.rfi.fr/en>) (<http://www.tv5monde.com>)
5. Apply concepts and vocabulary to create formal writing assignments and presentations.
 - a. L'Académie Français – from creation to current day
 - b. Versailles – from beginning to current day and how it impacted the country
6. Recall, recognize, and construct phrases using the subjunctive mood and complete the activities that follow (Trésors du Temps, p. 169-181, Une Fois Pour Toutes, p. 73-85) using teacher notes and teacher-made student practice activities.

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7. Use of unit topics and current events in informal writing assignments and/or creation of debate topics for in class presentations.
8. Formulate answers to the essential questions asked in regard to personal and public identities and how personality, age and culture play pivotal roles in creating one's persona. (APprenons, p. 2)
9. Assess and compare language registers in determining when they are appropriate to use.
10. Thematic vocabulary and complete the activities that follow (corresponding textbook activities, and teacher-made student practice activities).
11. Recall use of adjectives and numbers, both cardinal and ordinal, using teacher notes and teacher-made student practice activities. (APprenons, p. 6, p. 11, Une Fois Pour Toutes, p. 163-170)
12. Investigate the format of the AP French Language and Culture Exam tasks and use that knowledge to increase proficiency in reading, listening, interpersonal writing/speaking and presentational writing/speaking tasks.
13. Compare and contrast cultures and make observations.

Assessments:

Diagnostic: Oral questions and observations, guiding questions, graphic organizers

Formative: Short readings, think/pair/share and group activities, guiding questions, vocabulary and grammar quizzes, Chez Nous article discussions

Summative: Informal writing assignments, formal writing assignment, listening and reading assessments, interpersonal and presentational speaking assessments

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Unit: 3

Time Range in Days: 45

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ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

Overview: Students will have a more in depth understanding of 18th century France and will also study the reign of Louis XV and how he was influenced by Madame de Pompadour. The rise in popularity of the philosophers of the time and the creation of l'Encyclopédie greatly influenced how the monarchy was perceived at this time. Students will also study the pre-Revolutionary period of France and understand the loss of power via the downfall of Louis XVI and Marie Antoinette and the rise of the Estates General and the storming of the Bastille prison. This will lead to the study of the French Revolution and the change from monarchical rule to becoming a republic. Students will also be able to use reflexive verbs in sentences in the appropriate tenses. Students will also review descriptive adjectives and negative phrases and placement. Students will also be introduced to possessive pronouns and relative pronouns in addition to "celui/ça and cela" and integrate them into their writing and speaking tasks. Students will also explore the role of education and its evolution as well as how contact with other cultures enriches lives and the importance of travel/discoveries in contemporary society.

Objectives:

1. Students will be able to relate the death Louis XIV and how it leads to the reign of Louis XV. (DOK Level 1,2,3)
2. Students will be able to assess how the spending of Louis XIV and the duc d'Orléans led to the scandal of the Mississippi Company and its impact on how government was viewed by the people of the time period. (DOK Level 1,2,3,4)
3. Students will be able to show how Madame de Pompadour's appearance and involvement with Louis XV led to eventual disfavor in the eyes of the public. (DOK 2,3)

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4. Students will be able to describe the philosophers of the time period and the development and printing of the Encyclopédie and its impact on the ideas of everyday people as well as through literature. (DOK Level 1,2,3)
5. Students will be able to construct sentences using reflexive and reciprocal verbs in a variety of verb tenses and structures. (DOK Level 1,2,3)
6. Students will be able to recognize the intent behind the narratives, which reflect the viewpoints of those living during the time. (DOK Level 1,2,3)
7. Students will be able to develop a logical argument about how the pre-revolutionary period led to the French Revolution and the differing factors that played a role in the downfall of Louis XVI, Marie Antoinette and the development of a Republic. (DOK Level 1,2,3,4)
8. Students will also be able to construct an idea about the role of education in France and the French-speaking world and how it has evolved over time. (DOK Level 2,3)
9. Students will also summarize how contact with other cultures enriches lives and the importance of travel/discoveries in contemporary society. (DOK Level 2,3,4)
10. Students will be able to use grammar and vocabulary concepts presented to demonstrate proficiency of the language through listening, speaking, reading, and writing. (DOK Level 1,2,3,4)

Core Activities and Corresponding Instructional Methods:

1. Integrate academic content, teacher created, and student-driven grammar and vocabulary activities.
2. Analyze selected reading passages (Trésors du Temps, p. 229-236, Apprenons, p. 52-53).
 - a. Small group/independent reading, collaborative learning.
3. Recall, recognize, and construct phrases using pronominal and reflexive verbs in a variety of situations and complete the activities that follow (Trésors du Temps, p. 202-217) and teacher-made student practice activities.
4. Apply concepts and vocabulary to create formal writing assignments and presentations.
 - a. French Revolution and the changes that were temporary as well as ones that were more permanent
 - b. Educational system in France
5. Use context clues to comprehend and respond to various listening activities from authentic sources. (<https://savoirs.rfi.fr/en>) (<http://www.tv5monde.com>)
6. Connect background knowledge of gender of adjectives and negative phrases in simple and compound verb structures using teacher notes and teacher-made and student practice activities. (Trésors du Temps, p. 237-251, Une Fois Pour Toutes, p. 163-170, p. 153-156)
7. Introduction of the present participle (gerund) in French using teacher notes and teacher-made and student practice activities. (Trésors du Temps, p. 246-247, Une Fois Pour Toutes, p. 213-217)

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8. Summary of possessive pronouns and a variety of relative pronouns using teacher notes and teacher-made and student practice activities (Trésors du Temps, p. 271-285, Une Fois Pour Toutes, p. 105-118, p. 133-143)
9. Use of unit topics and current events in informal writing assignments and/or creation of debate topics for in class presentations.
10. Formulate answers to the essential questions asked in regard to the role of education, how education has evolved since the last century and the greatest challenges in education today. (APprenons, p. 44)
11. Compare and contrast the student schedules and grading scales in France and in our country and how they are reflective of culture.
12. Thematic vocabulary and complete the activities that follow (corresponding textbook activities, and teacher-made student practice activities).
13. Recall use of the prepositions “à” and “en” in addition to comparative expressions “mieux, meilleur and pire” using teacher notes and teacher-made student practice activities. (APprenons, p. 48-49, p. 50)
14. Investigate the format of the AP French Language and Culture Exam tasks and use that knowledge to increase proficiency in reading, listening, interpersonal writing/speaking and presentational writing/speaking tasks.
15. Compare and contrast cultures and make observations.

Assessments:

Diagnostic: Oral questions and observations, guiding questions, graphic organizers

Formative: Short readings, think/pair/share and group activities, guiding questions, vocabulary and grammar quizzes, Chez Nous article discussions

Summative: Informal writing assignments, formal writing assignment, listening and reading assessments, interpersonal and presentational speaking assessments

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Unit: 4

Time Range in Days: 45

Standard(s): PA Common Core Standards, ACTFL Standards

Standards Addressed:

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K

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ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

Overview: After completing Unit 4, students will have a greater understanding of the reign of Napoleon Bonaparte and his contributions to France. Students will explore the power Napoleon had over the French people and learn about Napoleon's reign, an interim monarchy finally the death of Napoleon. Students will be able to discuss the succession of governments after Napoleon's death and the politics of Napoleon III both within France and with other countries. Students will also be able to compare and contrast the positive and negative effects colonization and of the Industrial Revolution in France. The role of scientific advancements of Louis Pasteur and Pierre and Marie Curie will also be critiqued. Students will construct an idea of the impact of the Impressionist movement and be able to discuss the post-revolutionary writings of Victor Hugo. Students will be able to discuss the causes and effects of World War I and World War II as well as the decolonization of Africa and the resulting literature. Students will also discuss the rise to power of Charles de Gaulle and the Socialist movement in France. Students will also explore the advent of the European Union as well as the student uprising in the middle of the 20th century. Students will also explore the roles of love, friendship, and family in contemporary society and how those have evolved and are influenced by culture. Students will also have a review of a variety of grammatical concepts from throughout the school year and be able to use that knowledge in forming questions as well as giving advice and expressing opinions. Students will be able to assess technology and how it changes our way of life and how innovations have advanced throughout the years and describe how ethics plays a role in technological innovations.

Objectives:

1. Students will be able to construct a picture of Napoleon Bonaparte and his rise to power from a poor family in Corsica to emperor of France and what changes he brought to France. (DOK Level 1,2,3)

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2. Students will be able to develop a logical argument of how Napoleon's exile affected France, led to the return of a monarchy and eventual return of Napoleon to power and death. (DOK Level 1,2,3)
3. Students will be able to construct a picture of the post-Napoleon politics that saw a return to royalty followed by a Second Republic and eventually a Third Republic. (DOK Level 1,2,3)
4. Students will be able to discuss the beginning of French colonialism. (DOK Level 1,2)
5. Students will be able to trace the beginnings of the Industrial Revolution in France and how it led to many different changes and discoveries up to the end of the 19th century. (DOK Level 2, 3, 4)
6. Students will be able to reflect upon the post-revolutionary literary selections and describe how current events sparked the authors. (DOK Level 1,2,3,4)
7. Students will be able to collect and display examples of the Impressionist art movement. (DOK Level 1,2)
8. Students will be able to construct a picture of the causes and effects of WWI and WWII. (DOK Level 1,2,3)
9. Students will be able to show how the rise of General Charles de Gaulle and the help from America in sending in troops to the beaches in Normandy ended WWII. (DOK Level 1, 2, 3)
10. Students will be able to develop a logical argument of how the Marshall Plan and decolonization led to a wave of new immigrants in France. (DOK Level 1, 2, 3)
11. Students will be able to trace the beginnings of the European Union to its implementation. (DOK Level 1,2,3)
12. Students will be able to recognize and assess the updating of infrastructure, architecture, and monuments have led to France becoming a tourist destination. (DOK Level 1,2)
13. Students will formulate and discuss the role of love, friendship, and family in the past and in contemporary society and how those have evolved over time and how they are influenced by culture. (DOK Level, 2,3,4)
14. Students will also be able to interpret how technology changes our way of life and investigate how innovations have advanced and how ethics play a role in technological innovations. (DOK Level 2,3,4)
15. Students will be able to use grammar and vocabulary concepts presented to demonstrate proficiency of the language through listening, speaking, reading, and writing. (DOK Level 1,2,3,4)

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Core Activities and Corresponding Instructional Methods:

1. Integrate academic content, teacher created, and student-driven grammar and vocabulary activities.
2. Use context clues to comprehend and respond to various listening activities from authentic sources. (<https://savoirs.rfi.fr/en>) (<http://www.tv5monde.com>)
3. Apply concepts and vocabulary to create formal writing assignments and presentations.
 - a. Lasting changes that Napoleon made in France
 - b. Impressionist art and artists
 - c. PACS and Allocations Familiales in modern day France
 - d. Industrial Revolution and new technologies
4. Recall, recognize, and construct phrases using future and conditional verbs in a variety of situations and complete the activities that follow (APprenons, p. 146 and p. 150) and teacher-made student practice activities.
5. Recall language register and how it affects the formation of questions. (APprenons, p. 194)
6. Formulation of giving advice and opinions in written and spoken language situations.
7. Recall, recognize and use direct and indirect object pronouns in a variety of situations and contexts and complete the activities that follow (APprenons, p. 199)
8. Recall, recognize, and construct phrases using the subjunctive mood in a variety of situations and complete the activities that follow (APprenons, p. 240-241) and teacher-made student practice activities.
9. Investigate the format of the AP French Language and Culture Exam tasks and use that knowledge to increase proficiency in reading, listening, interpersonal writing/speaking and presentational writing/speaking tasks.
10. Compare and contrast cultures and make observations.

Assessments:

Diagnostic: Oral questions and observations, guiding questions, graphic organizers

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