

Manchester Regional High School

FRENCH CURRICULUM

Honors French V

Created: 2017

MANCHESTER REGIONAL HIGH SCHOOL

FOREIGN LANGUAGE

Honors French V

REVISED & ADOPTED
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Course Description

French V

The basic presentation of grammar will be complete systematically introducing the subjunctive as well as all other compound tenses. Correct pronunciation will be stressed through tapes, films, and songs. Classes will be held as much as possible in the target language, making certain to provide necessary clarifications.. Students will read *Le Petit Prince* by St. Exupery and other story selections. Culture will also be stressed through readings, studies of countries and Internet research. The study of idioms and a broadening of vocabulary will in crease the student's competency in the language.

Prerequisite: French IV

Grading structure

The grading structure will be as follows:

Tests-----40%

Quizzes-----30%

Class work-----20%

Homework-----10%

New Jersey Core Curriculum Content Standards

French

STANDARD 7.1 (COMMUNICATION) ALL STUDENTS WILL BE ABLE TO COMMUNICATE AT A BASIC LITERACY LEVEL IN AT LEAST ONE LANGUAGE OTHER THAN ENGLISH.

STANDARD 7.2 (CULTURE) ALL STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE INTERRELATIONSHIP BETWEEN LANGUAGE AND CULTURE FOR AT LEAST ONE LANGUAGE OTHER THAN ENGLISH.

CROSS-CONTENT WORKPLACE READINESS STANDARDS:

1. All students will develop career planning and workplace readiness skills
2. All students will use in information, technology, and other tools.
3. All students will use critical thinking, decision making and problem solving.
4. All students will demonstrate self-management skills.

WORLD LANGUAGE MISSION STATEMENT

In a changing world of technology and multiculturalism, the world is getting smaller and the importance of multilingual abilities is becoming increasingly important. . The development of national and state standards and performance assessments provides the World Language teacher with a direction and vision for the future of language instruction in the District. The Department of World Languages recognizes the substantial growth shown in the area of second-language acquisition and in “contextualizing” language instruction. Language that is introduced and taught in context presents real situations that encompass all aspects of a conversational setting. The fundamental mission of the Department of World Languages is to have its students competent and proficient, in the four language-acquisition skills, relative to the level of their study and knowledgeable in the culture of the second language. To facilitate this mission, the curriculum frameworks will reflect the latest methods and ideologies in second language instruction, acquisition, and assessment. The outcomes shall coincide with District and State levels of competency.

COURSE DESCRIPTION

THEMATIC UNIT 1 - TRAVEL

Objectives

Students will be able to:

1. Make travel plans. (7.2.10, 7.1.21)
2. Go through passport control and customs. (7.1.17,18,23)
3. Make hotel reservations and deal with problems in a hotel. (7.1.20,21)
4. Make negative statements using affirmative and negative expressions. (7.1.23)
5. Use comparative adjectives and adverbs to compare people, things, places and situations. (7.1.23, 7.2.9)
6. Use superlatives to make statements of opinion. (7.1.23)
7. Learn about different places you can stay while visiting France. (7.2.10.7.1.20)
8. Learn how to use a French guidebook. (7.2.13 9.3.4)
9. Learn what French young people do when they travel and where they go. (7.1.13)
10. Talk about future plans and what they would do in certain situations using the future and conditional tenses. (7.1.23)
11. Read for information. (7.2.12 9.3.4)

Activities

Students will:

- Read about travel in France and compare to travel in America.
- Role-play, going through customs, buying a ticket for a train or plane.
- Read about the “Eurotunnel” and travel in Europe by train.
- Write imaginary postcard messages home.
- Orally share travel experiences.
- Plan a future trip using the Internet.
- Learn about the areas in France and choose one for a virtual tour.
- Make hotel reservations and learn to discuss problems in the room.
- Write conversations with partners and act them out in class.
- Discuss music as a career.
- Analyze several rap songs in French.

- Research a famous French person.
- Give a speech about their person and dress as that person, using visuals.
- Watch the video and see travel videos of France and French speaking countries.

THEMATIC UNIT 2 - HEALTH

Objectives

Students will be able to:

1. Go to a doctor's office. (7. 1.17)
2. Describe symptoms and explain what is wrong. (7.1.17)
3. Follow the doctor's instructions. (7.1.17, 7.2.9)
4. Use the subjunctive to express how you and others feel about certain facts or events. (7.1.23)
5. Use the subjunctive to express fear, doubt and disbelief. (7.1.23)
6. Learn how the French take care of their health. (7.1.17,7.2.13)
7. Learn why the French drink mineral water. (7.2.11 9.3.4 9.3.8)
8. Read for information. (7.2-9-13)

Activities

Students will:

- Read about health and medical practices in France.
- Read about waters in France.
- Describe symptoms of certain illnesses.
- Role-play a visit to the doctor.
- Use the subjunctive to describe how they feel in situations..
- Discuss "Medecins sans Frontieres" and its impact on the world.
- Learn dental vocabulary.

THEMATIC UNIT 3 - LES MAGREBINS (FRENCH SPEAKING NORTH AFRICAN/ARAB NATIONS)

Objective

Students will be able to:

- Geographically locate these countries. (7.2.13)
- Have an appreciation for the culture of these countries. (7.2.9-13)
- Learn about the effects of immigration in France. (7.2.9-13)
- Learn about the "Laicite" in France, no obvious religious symbols in French schools rule. (7.2.9-13 9.3.12 9.3.9)
- Learn about the Maghrebin influence in France. (7.2.9-13 9.3.4-5)

Activities

Students will:

- Read "laicite" articles from French newspapers, in newspapers and on the Internet..
- Read poetry by North African authors.
- Research the area and report on their findings to the class.

THEMATIC UNIT 4- THE CITY AND THE COUNTRY

Objectives

Students will be able to:

1. Make a date or arrange to meet friends at a specific time and place. (7.1.17)
2. Explain where one lives and how to get there. (7.1.17)
3. Describe one's neighborhood. (7.1.17-23)
4. Use the conditional to talk about what one would do in certain circumstances. (7.1.17)
5. Use the conditional to formulate polite requests. (7.1.17-22)
6. Use the imperfect to make wishes or suggestions. (7.1.17-20)
7. Use the imperfect and pluperfect to narrate past actions in sequence. (7.1.17-21)
8. Learn how French cities developed historically. (7.2.11,12, 13 9.2.6)
9. Learn about the advantages and disadvantages of urban life. (7.2.10,11 9.2.6)
10. Learn what a typical French city looks like. (7.2.10 9.2.5-6)
11. Read for information and enjoyment. (7.2.12)

Activities

Students will:

- Read about French towns and villages and types of homes.
- Use city and home vocabulary to describe homes in France and America..
- Use si clauses to describe what one would do in certain situations and role-play with a partner.
- Write a conversation with a friend making plans to go somewhere in town. (oral and written)
- Read "Les peches" by Andree Theuriet about a social event in France.
- Write a letter about the story.
- Write an alternate ending to the story.

THEMATIC UNIT 5 - OTHER FRENCH SPEAKING COUNTRIES -ISLANDS

Objective

Students will be able to:

1. Learn about French speaking countries. These are islands, Tahiti, La Martinique, Les Antilles, Haiti, St. Martin. (7.2.13 9.2.6)
2. Learn about the contributions of their peoples to art and literature(.7.2.9-13 9.2.6)

Activities

Students will:

- Choose an island to research.
- Present their findings in a speech to the class with visuals.
- Include a literary work from an author from the island.
- Read poems by Aime Cesaire.

THEMATIC UNIT 6- FRIENDS AND FAMILY

Objectives

Students will be able to:

1. Talk about friends and acquaintances. (7.1.17-20)
2. Describe friendship. (7.1.17-20)
3. Express feelings toward other people. (7.1.20, 17)
4. Congratulate, comfort, and express sympathy for other people. (7.1.19,20,22)
5. Use reflexive verbs to describe how people interact with each other. (7.1,19,20,22)
6. Use relative clauses to describe people and things in complex sentences. (7.1.23)
7. Learn what friendship and family life mean to the French. (7.2.10)
8. Learn what young people in France do to help the disadvantaged. (7.2.9-12)
9. Describe the various phases of a person's life. (7.1.17-20)
10. Use relative pronouns to describe people and things in complex sentences. (7.1.17-21)
11. Learn what is involved in planning a wedding in France. (7.2.10 9.4.2))
12. Read for enjoyment. (7.2.12)
13. Use relative pronouns to describe people and things in complex sentences. (7.1.17-20)

Activities

Students will:

- Read about families, weddings and friends.
- Compare family life, friends and weddings to those in America.
- Describe the qualities of a true friend, orally and written.
- Listen to French opinions on tape about friendship.
- Role-play a conversation about personal interaction between 2 friends using situations.
- Combine 2 small short sentences into one complex sentence using correct relative pronouns.
- Describe scenes using relative pronouns.
- Give suggestions on certain situations using relative pronouns, orally and written.

THEMATIC UNIT 7 - FRENCH SPEAKING AFRICAN COUNTRIES

Objectives

Students will be able to:

1. Become aware of the contributions and struggles of French African countries. (7.2.9-13 9.9-10)
2. Geographically place these countries. (7.2-9-13 9.3)
3. Read literature from francophone writers from these countries. (7.2-13 9.3.5)

Activities

Students will:

- Read "Afrique" by David Diop.
- Read about the importance of African masks.
- Read legende by Bernard Dadie.
- Read an African fable..
- Write their own poem about the struggles of life.

THEMATIC UNIT 8 - WORKING TOWARDS MY LIFE'S GOALS.

Objectives

Students will be able to:

1. Talk about what they plan to study in the future. (7.1.17-19)
2. Discuss jobs and professions and plan for a career. (7.1.22 9.1.1-3)
3. Write a resume. (7.2.11, 7.1.22 9.1.10)
4. Indicate what type of job or profession they would like to have and why. (7.2.11, 7.2.11 9.1.3-6)
5. Look for a job. (7.2,11, 7.1.2 9.1.9)
6. Describe personal qualifications. (7.1.17-20 9.1.11)
7. Use conjunctions + subjunctive to explain the purpose, conditions or restrictions or time limitations of an action. (7.1.17-20)
8. Learn how to prepare for an interview with a French company. (7.2.9-13 9.1.11)
9. Read for information and enjoyment. (7.1.17-21)
10. Read a short story: "Le portrait" by Yves Theriault. (7.2.12)
11. Use the past infinitive to describe an action that occurs before another action. (7.1.23)
12. Use the present participle to describe simultaneous events and indicate why we do certain things. (7.1.23)
13. Learn which are the most popular professions in France. (7.2.11)
14. Learn how important academic success is to French young people. (7.2.9, 10 9.1.7)

Activities:

Students will:

- Write a resume.
- Role-play a job interview.
- Read "Le Portrait"..
- Write an alternate ending.
- Read about French schools and the importance of "le Bac" to the French young people.
- Learn the vocabulary for different professions
- Choose a profession or two and say why they are suited for this profession in a speech to the class.

Texts, Resources, and/ or Literature

Discovering French Rouge, Euro Edition, Valette & Valette, publisher, McDougal Littell, 2001