

COURSE TITLE

AP French Language

LENGTH

Full Year

DEPARTMENT

World Language

SCHOOL

Rutherford High School

DATE

Revision Date: 9/10/18

Initial BOE Approval Date (Born on): 6/15/2015

AP French Language

I. Introduction/Overview/Philosophy

The AP French Language and Culture course is a rigorous course taught exclusively in French that requires students to improve their proficiency across the three modes of communication (Interpersonal, Interpretive, and Presentational) defined in the *Standards for Foreign Language Learning in the 21st Century* and described in more detail in the *ACTFL Performance Descriptors for Language Learners*. AP French is a fifth level of French which includes intensive listening, speaking, reading and writing practice, as well as a review of advanced structure. Students study French history in conjunction with selections from French literature. Students may also elect to do an intensive investigation of an author, period, theme, or literary movement or the study of a specific French-speaking country. Students electing this course are eligible to enroll in the Middle College Program for college credit.

This course is designed to meet the needs of students (grades 11-12) who wish to continue studying the French language, culture, history, and literature and preparing for the AP French Language Exam.

II. Objectives

Course Outline:

1. Grammar Content

- learn about prehistoric caverns in France, the provinces and departments and economic regions of the modern country
- use the present and command forms of the fundamental verbs *être*, *avoir*, *aller* and *faire* and their usage and the use of *depuis* and *pendant*
 - *Un peu d'histoire*
- *La France, ses provinces et départements*
 - Topic: French provinces, their characteristics; the departments and the economic regions
- the present and the imperative: *être*, *avoir*, *aller*, *faire*
- the present with *depuis* (*il y a*, *voilà*)
- *pendant* with expressions of time
- use the present and command forms of -er, -ir, -re, -oir verbs
- use verbs that take direct infinitives or *à* or *de* before the infinitive
- use adverbs correctly
- the present and the imperative
 - -er verbs
 - -ir verbs
 - -re verbs
 - -oir verbs
- verbs that take direct infinitives
- verbs that take *à* before the infinitive
- verbs that take *de* before the infinitive
- the position of adverbs: *souvent*, *toujours*, *peut-être*, *beaucoup*, *longtemps*, *bien*
- the use of *on*
- learn about *chansons de geste* and *roman Courtois*

- read excerpts from *La Chanson de Roland* and *Tristan et Yseut*
- use the imperfect, the *passé composé*, the past perfect, the *passé simple*
- recognize agreement of past participle and the position of adverbs in compound tenses
- *La Chanson de Roland* Topic: Roland dies fighting the Moors
- *Tristan et Yseut* Topic: The death of two famous lovers
- The imperfect
- the *passé composé*
- the *passé simple*
- the *passé composé* or *passé simple* and the imperfect together
- the past perfect
- the agreement of past participle
- the position of adverbs in compound tenses
- direct and indirect object pronouns
- disjunctive pronouns
- communication verbs: *dire, demander, répéter, répondre, conseiller*
- negative and affirmative imperatives with one or two object pronouns
- recall the future and the conditional and learn the special meanings of the verb *devoir*
- the future
- the future perfect
- the conditional
- the past conditional
- If clauses
- special meanings of the verb *devoir*
- the formation of the present and past subjunctive
- the use of the subjunctive
 - after expressions of feeling
 - after conjunctions
 - in relative clauses introduced by *qui que, quoi que, où que*
 - with the superlative
 - the indicative after *croire, penser, espérer, trouver, il paraît, il semble*
- the four classes of pronominal verbs
 - reflexive
 - *recàiprocal*
 - idiomatic
 - passive
- the definition and formation of pronominal verbs
 - present
 - *passé composé*
 - agreement of past participle
 - future
 - conditional
 - imperfect
 - subjunctive
- *faire causatif*
- *se faire*
- descriptive adjectives

- agreement
- positios
- *dernier and prochain*
- double adjectives
- nouns used as adjectives
- adjectives used as nouns
 - negation: *ne...point/ne...pas du tout, ne...ni...ni, ni...ni...ne, ne...rien,rien...ne, ne... pas grand-chose, pas grand-chose ne, ne...personne, personne ne, ne...pas grand-monde, pas grand-monde ne, ne...jamais, ne...plus, ne...pas encore, ne...pas non plus, non plus, ne...guère, ne aucun(e), aucun(e) ne, ne...nul(le), nul(le) ne, ne... nul(le) part, nul(le) ne, oui, si et non*
 - the present participle: as gerundive, as an adjective or participle
- possessive pronouns
- relative pronouns
 - simple
 - compound
- interrogative pronouns
 - simple
 - compound: *lequel/auquel/duquel*
 - expressions *de qui? à qui?*
- demonstrative pronouns
 - definite: *celui*
 - indefinite: *ceci, cela, ça*
- discuss their use in indirect discourse, recall adverbial expressions that necessitate a change of tense
- verbs of communication and expression
- indirect discourse
- change of tenses with time expressions: *aujourd'hui, hier, demain, il y a, cette semaine*
- indirect questions
- the passive voice
 - formation
 - use
- the past infinitive
 - formation
 - use
 - contrast with the present infinitive
- the expression *quelque chose*
 - with *de plus* and adjective
 - with *à plus* the infinitive
 - both constructions together

2. Course Themed Units

- Global Challenges
 - Human Rights: The rights of women in different Francophone countries.
 - Diversity Issues: Tolerance and respect of others.
 - Economic Issues: Jobs, the Global Economy and Free Market Economies.

- Science and Technology
 - Ethical Questions: The different ethical questions that have arisen due to technology such as abortion and cloning.
 - Social Impact: The role of technology in social life, media, and interactions.
- Contemporary Life
 - Lodging and Shelter: The causes of homelessness in different Francophone cultures and stereotypes about homelessness.
 - Education: Problems and availability in different Francophone cultures.
- Personal and Public Identities
 - Gender and Sexuality: The problems and challenges that people of different sexualities face.
 - Beliefs/Values: The different beliefs and values in religions and cultures.
- Families and Communities
 - Age and Class: The challenges that people of different classes and ages face in different aspects of life.
 - Citizenship: Different laws and ways of citizenship in Francophone countries.
 - Friendship and Love: The role of friends in different societies.
- Beauty and Aesthetics
 - Music: The messages and roles that music has on different people.
 - Literature: The power of different literary pieces in history and today.
 - Art: The different ideas and messages that can come from each work.

Workplace Readiness

As the students' progress through the course, their communicative competence will increase. They will be able to use French both within and beyond the school setting. They will also be able to use French as an ancillary skill in the workplace.

Career

During the sequence of the French program, the importance of the language is discussed in terms of career opportunities. The students will become aware of careers in business, education, international political affairs, translation and interpretation.

Student Outcomes:

This course will address the three modes of communication: Interpretive, interpersonal and presentational. Through these modes students will be able to:

- Demonstrate understanding in spoken and written communication within appropriate cultural contexts. At the AP level students, move beyond comprehension and interpret in the target language.
- Engage in direct oral/and or written communication with others.
- Present orally and/or in writing information, concepts, and ideas to an audience of listeners or readers with no immediate interaction.

Students will also develop:

- Knowledge of vocabulary
- Sociolinguistic knowledge
- Understanding of cultural appropriateness
- Grasp communication strategies
- Develop a cultural awareness

New Jersey Student Learning Standards**CAREER READY PRACTICES****CRP1 Act as a responsible and contributing citizen and employee.**

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2 Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP4 Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of

integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Strand B. Creativity and Innovation

8.1.12.B.1 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

Strand C. Communication and Collaboration

8.1.12.C.1 Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

Strand D. Digital Citizenship

8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.

Strand E. Research and Information Fluency

8.1.12.E.1 Produce a position statement about a real-world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

Strand D. Abilities for a Technological World

8.2.12.D.4 Assess the impacts of emerging technologies on developing countries.

21ST CENTURY LIFE AND CAREERS

Standard 9.1 Personal Financial Literacy

Strand A. Income and Careers:

9.1.12.A.8 Analyze different forms of currency and how currency is used to exchange goods and services

Standard 9.2 Career Awareness, Exploration, And Preparation

Strand C. Career Preparation:

9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

NEW JERSEY STUDENT LEARNING STANDARDS FOR WORLD LANGUAGES (2014)

7.1.AL.A.1 Analyze and critique the validity of [culturally authentic materials](#) using [electronic information](#) and other 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.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.

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 of timeframes to exchange information.

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.

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.

III. Proficiency Levels

The American Council on the Teaching of Foreign Languages (ACTFL) has developed the following generic guidelines for language proficiency in speaking, listening, reading and writing. The descriptions are intended to be representative of the ranges of ability, not exhaustive and all encompassing, and to apply to stages of proficiency, rather than to achievement within a specific curriculum.

Speaking

1. Novice

The Novice level is characterized by an ability to communicate minimally with learned material.

2. Novice-Low

Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.

3. Novice-Mid

Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quantity is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.

4. Novice-High

Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple re-combinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity, although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.

5. Intermediate

The Intermediate level is characterized by an ability to create with the language by combining and recombining learned elements, though primarily a reactive mode; initiate, minimally sustain, and close in a simple way basic communicative tasks; and ask and answer questions.

6. Intermediate-Low

Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur.

Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.

7. Intermediate-Mid

Able to handle successfully a variety of uncomplicated, basic and communicative task and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs: e.g., personal history and leisure-time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

8. Intermediate-High

Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narrative and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speaking at this level, but repetition may still be required.

Listening

These guidelines assume that all listening tasks take place in an authentic environment at a normal rate of speech using standard or near-standard norms.

1. Novice-Low

Understanding is limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.

2. Novice-Mid

Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high-frequency commands, and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.

3. Novice-High

Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands, and courtesy formulae. May require repetition, rephrasing, and/or a slowed rate of speech for comprehension.

4. Intermediate-Low

Able to understand sentence-length utterances which consist of re-combinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions, and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

5. Intermediate-Mid

Able to understand sentence-length utterances which consist of re-combinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions, and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.

6. Intermediate-High

Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced-level listener, comprehension is less in quantity and poorer in quality.

Reading

These guidelines assume all reading texts to be authentic and legible.

1. Novice-Low

Able occasionally to identify isolated words and/or major phrases when strongly supported by context.

2. Novice-Mid

Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.

3. Novice-High

Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases, or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High-level reader may be able to derive meaning from material at a slightly higher level where context and/or extra-linguistic background knowledge are supportive.

4. Intermediate -Low

Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

5. Intermediate-Mid

Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.

6. Intermediate-High

Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

Writing

1. Novice-Low

Able to form some letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writer is able to copy and produce the basic strokes. Can produce romanization of isolated characters, where applicable.

2. Novice-Mid

Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.

3. Novice-High

Able to write simple fixed expressions and limited memorized material and some re-combinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information, as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system or 50-100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.

4. Intermediate-Low

Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of re-combinations of learned vocabulary and structures into simple sentences on very familiar topics. Language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling, and in formation of non-alphabetic symbols, but writing can be understood by natives used to the writing of non-natives.

5. Intermediate-Mid

Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently, e.g., non-past, habitual, imperfective. Evidence of control of the syntax of noncomplex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of non-natives.

6. Intermediate-High

Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.

IV. Methods of Assessment

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

- Proficiency Assessment- The emphasis is on performances, what students can do with the language and to what extent they can transfer the language into real-life settings.
- Achievement Assessment- It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.
- Pro-achievement Assessment- It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Benchmark Assessments
- Listening Comprehension
- Test and Quizzes
- Oral presentations
- Research projects
- Portfolio assessment

Curriculum/Teacher Assessment

Since curriculum development is an on-going process, the teachers will provide the World Language Department supervisor with suggestions for changes and updates as this course requires.

V. Grouping

The students in this course are heterogeneously grouped according to grade level.

VI. Articulation/Scope & Sequence/Time Frame

This is a fifth level of French at the high school. It is a full-year course.

VII. Resources

Texts/Supplemental Reading/References

- Trésors du temps, Niveau avancé, Yvone Lenard, Glencoe/McGraw-Hill, (2005)
- Reprise: A Review Workbook for Grammar, Communication, and Culture, Glencoe/McGraw-Hill, (2004)
- AP French: Preparing for the Language Examination, Richard Ladd, Colette Girard, Scott Foresman, Addison Wesley, (2011)
- Additional Readers/ Supplementary Materials:
 - Antigone by Jean Anouilh
 - Short stories selected from various books
 - AP Exams previously administered
 - Magazine: Paris Match
- American Council on the Teaching of Foreign Languages, (1999) Standards for Foreign Language Learning; Preparing for the 21st Century. Yonkers, NY: ACTFL
- New Jersey State Department of Education, (1999) World Language Curriculum Framework, Trenton, NJ.
- Additional online and web-based resources
- Rutherford High School online data-base and internet resources
- Maps, DVD's, and other authentic resources
- Various magazines and current event focused websites

VIII. Suggested Activities

- modeling utterances after the teacher, audio activities and singing
- Interpretation and description of pictures, cartoons, etc.
- asking and answering questions
- Directed dialogues
- Reading aloud
- Retelling stories
- General conversation
- Listening to the teacher and peers
- Listening and/or viewing authentic audio such as television, songs, radio, etc.
- web-based activities
- Reading poems and stories
- Oral presentations
- Research projects
- Write and perform skits
- Current events
- Vocabulary flash cards
- Online textbook exercises

- Trivia games and puzzles
- Sentence and paragraph completions and construction
- Guided compositions
- Dictations
- Watch cultural films
- Geography lessons and map activities
- Field trips determined by the teacher
- Technology based projects
- Integrating career studies into world language topics being studied.

IX. Methodologies

Realizing that each student has a unique way of learning, it is important to vary teaching methods. Listed below are several different methods, which may be used in combination.

- Inductive Approach- A strategy that enables classroom instruction to be conducted in the target language, an inductive approach to grammar teaches concrete vocabulary through pictures and objects, while abstract vocabulary is taught by association of ideas.
- Natural Approach- A strategy that promotes communicative proficiency by providing real-world, authentic experiences and language experiences within meaningful contexts.
- Password/Language Ladders- A strategy in which students learn to speak sentences or phrases (“passwords”) that are associated with desired activities.
- Gouin Series- A strategy in which students learn to use short sentences or phrases to describe a logical sequence of actions that take place in a specific context that is familiar to the student.
- Dialogue Journals- A strategy in which students use journals as a way to hold private conversations in the target language with the teacher. Dialogue journals are vehicles for sharing ideas and receiving feedback in the target language. The dialogue can be conducted by e-mail where it is available.
- Total Physical Response (TPR)- A strategy in which students respond with physical activity to an increasingly complex set of commands. The students’ response of physical activity signals their comprehension of the command. This is ideally suited for beginning foreign language students, but can be adopted and made more complex for higher-level students.
- TPR Story Telling- Based on the Natural approach, TPR Storytelling combines the effectiveness of TPR with the power of story-telling. TPR Storytelling teaches students to use the vocabulary they have learned in the context of entertaining, content-rich stories. Language production goes beyond the imperative into the narrative and descriptive modes.
- Interviews- A strategy for gathering information and reporting.
- Cloze- Open-ended strategy in which a selected word or phrase is eliminated from a written or oral sentence or paragraph.
- Continuums- A strategy used to indicate the relationship among words or phrases.
- Interactive Language Tasks- A strategy in which at least two students work together to accomplish a meaningful target language activity.
- Cultural Presentations- A strategy for creating an exhibit that is focused on aspects of the target culture.
- The Learning Cycle- A sequence of lessons designed to have students engage in exploratory investigations, construct language and compare culture concepts to their own lives.
- Read and Retell- An all-purpose strategy that involves students retelling a passage in the target language as they remember it.
- Literature, History and Storytelling- A strategy in which the culture and history of another country is brought to life through literature, folktales, and folk songs.

- Cooperative Learning- A strategy in which students work together in small groups to achieve a common goal, while communicating in the target language. Cooperative learning involves more than simply putting students into work or study groups. Teachers promote individual responsibility and positive group interdependence by making sure that each group member is responsible for a given task. Cooperative learning can be enhanced when group members have diverse abilities and backgrounds.
- Brainstorming- A strategy for eliciting ideas from a group and communicating them in the target language in oral or written form.
- Problem Solving- A learning strategy in which students apply knowledge to solve problems.
- Reflective Thinking- A strategy in which students reflect on what was learned after a lesson is finished, either orally or in written form.
- Field Experience- A planned learning experience for students to observe, study, and participate in expressions of the target culture (s) in a setting off the school grounds, using the community as a laboratory.
- Free Writing- A strategy for encouraging students to express ideas by writing in the target language.
- Free Reading- A strategy for encouraging students to read in the target language.

X. Interdisciplinary Connections

As the students' progress through the levels of the French program so, too, will the interdisciplinary content progress. They will gain an insight that the study of French offers much to their overall education.

Some suggestions for content-based topics that may be used:

- Art
 - study the lives and work of French artists: Monet and Degas
 - complete projects related to world history, science and art curriculums
 - visits to museums and guest artists
- Language Arts
 - Follow a one-step oral direction
 - Compare and contrast language
 - Recall presented materials
 - Listen for a variety of purposes
 - Activate prior knowledge
 - Listen to various forms of music
 - Describe objects/pictures
 - Communicate in complete sentences
 - Obtain information by asking questions
 - Participate in various forms of oral communication
 - Interact verbally in informal situations
 - Make introductions
 - Read and respond to different types of literature
 - State purpose for listening to a story
 - Expand vocabulary
 - Recall sequence of events
 - Identify/restate details
- Mathematics
 - Reason, connect mathematical understandings
 - Observe/compare by measurable attributes
 - Count objects
 - Represent quantities
 - Model number composition

- Music
 - integrate songs and music and dance from French-speaking countries and areas
 - perform with school groups in a repertoire of songs
 - study the lives of French musicians such as Bizet, Debussy, Saint Saens
- Reading
 - Identify the main character (s)
 - Describe the main character (s)
 - Identify the plot
 - Identify the outcome of the story
- Science
 - Observe weather conditions
 - Explore the effects of weather
- Social Studies
 - Recognize similarities between self and others
 - Describe personal feelings
 - Demonstrate the relationship of feelings to actions
 - Demonstrate an understanding of the concept of rule
 - Demonstrate courteous behavior when interacting
 - Apply appropriate personal decision-making skills
 - Recognize the importance of each individual to the group
 - Evaluate the consequences of decisions
 - Recognize human needs
 - Define family in various ways
 - State how people are more alike than different
 - evaluate the exchange of ideas between cultures
 - identify features which make a culture unique
 - recognize the different kinds of people in the United States
 - understand the historical relationship between French-speaking countries and the United States

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Allotted time for activities and responses
- Use of supplemental sites
- Flipped classroom
- Graphic organizers
- Guided questions and note taking
- Interactive conversations-online workbook
- Multiple levels of questioning

- Varying levels of questions
- Oral and written assignments
- Partner/group presentation
- Peer editing
- Pinpointing essential vocabulary
- Present ideas in a variety of ways to ensure critical thinking
- Re-teaching and review
- Visual learning
- YouTube grammar videos
- Bingo and trivia and review games

Differentiation for Enrichment

- Audacity Recordings
- Create and perform dialogue
- Critical/Analytical thinking tasks
- Crossword puzzles for vocabulary and grammar
- Current events
- Curriculum compacting
- Elevated discussions of textual connections
- Elevated Vocabulary
- Group Project/Creative writing
- Higher-order thinking skills
- Independent study
- Individual presentations
- Inquiry based instruction
- Integrate literature to use language skills
- Internet research
- Listening and speaking activities for each context
- Provide choices of modes working
- Provide extension activities
- Reading and writing activities on each context
- Real-world problems and scenario
- Recommended outside reading
- Sentence completion exercises
- Student-driven projects
- Supplemental material: literature- short stories/ poems

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Unit 1 Grammar Review</p> <ol style="list-style-type: none"> 1. Expressions with aller, être, faire and aller. 2. Expressions Pendant and Depuis 3. Regular and Irregular verbs <p>Theme #1- Global Challenges</p> <p>Sub Themes:</p> <ol style="list-style-type: none"> 4. Human Rights- Rights of Women 5. Diversity Issues- Tolerance and Respect 6. Economic Issues 	7 Weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Re-teaching and review • Guided questions and note taking • Multiple levels of questioning • Flipped classroom- grammar videos <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Create and perform dialogue • Supplemental material: literature- short stories/ poems • Elevated Vocabulary • Bingo games for vocabulary • Crossword puzzles for vocabulary and grammar • Current events 	<p>7.1.AL.A.1-8 7.1.AL.B.1-5 7.1.AL.C. 2-5 9.1.12.A.8 9.2.12.C.5 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.D.4 CRP1,2,4,5,6,7 8,9,10,11,12</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Exit Ticket writing prompts. • Student Review of Work and Mistakes • Informal Debates (one on social media and another one on family/cultural traditions and values) • Online SuccessNetPlus activities (classwork and homework on listening, speaking, reading and writing) • Class discussions • Individual work: Research, analyze, synthesize and present information on each context for francophone country of “expertise” • Essay: Compare and contrast rights of women in France and Mali <p><i>Summative Assessment</i></p>

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
				<ul style="list-style-type: none"> • Summer reading assignment on Francophone country of student’s choice. • Individual Oral presentation (women’s rights) • Current events written articles, oral discussion and peer questioning • Grammar quizzes: One quiz on present, tenses. • AP Practice Test
<p>Unit 2 Grammar Review- 1. Imperfect tense, Past tense, Literary Past, Past Perfect Tense. 2. Devoir and its’ uses. 3. Object Pronouns and Past Participle Agreements. AP Theme #2 Science and Technology- Sub Themes: 1. Ethical Questions within Science. 2. Ethical Questions with technology use. 3. Social impact of science and</p>	<p>7 Weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Re-teaching and review • Allotted time for activities and responses • Graphic organizers <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Critical/Analytical thinking tasks • Student-driven projects • Provide extension activities 	<p>7.1.AL.A.1-8 7.1.AL.B.1-5 7.1.AL.C. 2-5 9.2.12.C.5 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.D.4 CRP1,2,4,5,6,7 8,9,10,11,12</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Classwork • Graphic Organizer- Ethical Questions in Science • Student Review of Work and Mistakes • Informal Debates (one on ethical questions in science and another one on technological impact family/cultural traditions and values) • Online SuccessNetPlus activities (classwork and homework on listening, speaking, reading and writing) • Class discussions

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
technology on different societies.				<ul style="list-style-type: none"> • Individual work: Research, analyze, synthesize and present information on each context for francophone country of “expertise” • Essay: Compare and contrast technological impact to ten years ago. <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Current events written articles, oral discussion and peer questioning • Student Created non-profit organization to help homeless people. • Individual Oral presentation (technological problems and ethics.) • Grammar quizzes: One quiz on imperfect, passé composé tenses, object replacements, and verb devoir. • AP Practice Exam

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Unit 3 Grammar Review</p> <ol style="list-style-type: none"> Future Tense, Conditional Tense, Future Perfect Tense, Conditional Perfect Tense. Present and Past Perfect Tenses. <p>AP Theme #3- Contemporary Life- Sub Theme-</p> <ol style="list-style-type: none"> Lodging and Shelter. Education and Engagement. 	6 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> Oral and written assignments Pinpointing essential vocabulary <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Listening and speaking activities for each context Reading and writing activities on each context Critical/Analytical thinking tasks Internet research Real-world problems and scenario Elevated discussions of textual connections 	<p>7.1.AL.A.1-8 7.1.AL.B.1-5 7.1.AL.C. 2-5 9.1.12.A.8 9.2.12.C.5 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.D.4 CRP1,2,4,5,6,7 8,9,10,11,12</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> Classwork Online SuccessNetPlus activities (classwork and homework on listening, speaking, reading and writing) Class discussions using the proper tenses Individual work: Research, analyze, synthesize and present information on each context for francophone country of “expertise” <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> Current events written articles, oral discussion and peer questioning AP Practice Exam
<p>Unit 4 Grammar Review</p> <ol style="list-style-type: none"> Reflexive and Reciprocal Verbs. Faire Causative Idiomatic Verbs. <p>AP Theme #4- Personal and Public Identities Sub Themes:</p>	7 Weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> Multiple levels of questions Flipped classroom Partner/group presentation Peer editing Conjuguemos.com (for grammar practice) Interactive conversations-online workbook 	<p>7.1.AL.A.1-8 7.1.AL.B.1-5 7.1.AL.C. 2-5 9.2.12.C.5 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.D.4</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> Informal Debates (one on gay rights and another one on family/cultural traditions and values in religious societies) Online SuccessNetPlus activities (classwork and homework)

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<ol style="list-style-type: none"> 1. Gender and Sexual Identity. 2. Beliefs, Values, and Ideals. 		<p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Individual presentations • Inquiry based instruction • Audacity Recordings • Recommended outside reading • Independent study • Group Project/Creative writing about ideals in French Society. • Reading and writing activities on each context 	<p>CRP1,2,4,5,6,7 8,9,10,11,12</p>	<p>on listening, speaking, reading and writing)</p> <ul style="list-style-type: none"> • Class discussions • Individual work: Research, analyze, synthesize and present information on each context for francophone country of “expertise” • Essay: Compare and contrast rights of gay individuals in France and Mali <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> • Individual Oral presentation (gay rights) • Current events written articles, oral discussion and peer questioning • Grammar quizzes: One quiz on reflexive, reciprocal, and idiomatic verbs. • AP Practice Exam
<p>Unit 5 Grammar Practice-</p> <ol style="list-style-type: none"> 1. Adjectives 2. Negative Expressions. 3. Present Participles. 	<p>6 Weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Multiple levels of questioning • Present ideas in a variety of ways to ensure critical thinking • Visual learning • Flipped classroom- 	<p>7.1.AL.A.1-8 7.1.AL.B.1-5 7.1.AL.C. 2-5 9.2.12.C.5 8.1.12.B.1 8.1.12.C.1</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Informal Debates (one on education and another one on citizenship) • Online SuccessNetPlus activities

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>AP Theme #5- Families and Communities Sub Themes: 1. Age and Class. 2. Citizenship. 3. Friendship and Love.</p>		<p>grammar videos</p> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Individual presentation • Sentence completion exercises • Provide choices of modes working • Curriculum compacting • Inquiry based instruction • Higher-order thinking skills • Integrate literature to use language skills • Listening and speaking activities • Reading and writing activities on each context • Create own Quizlet activities 	<p>8.1.12.D.4 8.1.12.E.1 8.2.12.D.4 CRP1,2,4,5,6,7 8,9,10,11,12</p>	<p>(classwork and homework on listening, speaking, reading and writing)</p> <ul style="list-style-type: none"> • Class discussions • Individual work: Research, analyze, synthesize and present information on each context for francophone country of “expertise” • Essay: Compare and contrast citizen rights in two Francophone countries. <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> • Summer reading assignment on Francophone country of student’s choice. • Individual Oral presentation (women’s rights) • Current events written articles, oral discussion and peer questioning • Grammar quizzes: One quiz on present, tenses. • AP Practice Test
<p>Unit 6 Grammar Practice 1. Possessive Pronouns 2. Relative Pronouns</p>	7 Weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Multiple levels of questions • Flipped classroom • Partner/group presentation 	<p>7.1.AL.A.1-8 7.1.AL.B.1-5 7.1.AL.C. 2-5 9.2.12.C.5</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Informal Debates (one on good teachers in film and another one on the role of

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>3. Interrogative and Demonstrative Pronouns.</p> <p>4. Communicative Verbs.</p> <p>5. The Passive Voice.</p> <p>AP Theme #6- Beauty and Aesthetics.</p> <p>Sub Themes:</p> <p>1. Music.</p> <p>2. Literature and Poetry.</p> <p>3. Film.</p>		<ul style="list-style-type: none"> • Peer editing • YouTube grammar videos • Interactive conversations-En Voyage workbook <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Individual presentations • Inquiry based instruction • Audacity Recordings • Recommended outside reading • Independent study • Group Project/Creative writing • Listening and speaking activities • Reading and writing activities on each context 	<p>8.1.12.B.1</p> <p>8.1.12.C.1</p> <p>8.1.12.D.4</p> <p>8.1.12.E.1</p> <p>8.2.12.D.4</p> <p>CRP1,2,4,5,6,7</p> <p>8,9,10,11,12</p>	<p>music)</p> <ul style="list-style-type: none"> • In class writing prompts • Online SuccessNetPlus activities (classwork and homework on listening, speaking, reading and writing) • Class discussions • Individual work: Research, analyze, synthesize and present information on each context for francophone country of “expertise” • Essay: Impact of teachers in today’s society. <p><i>Summative Assessment.</i></p> <ul style="list-style-type: none"> • Individual Oral presentation (Film Opinions) • Current events written articles, oral discussion and peer questioning • Grammar quizzes: Different types of pronouns and relative clauses. • AP Practice Exam