

Southern Regional High School District Course of Study

Department World Language Course Number: 5150

Course Title:

**French V Honors
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- **Essential Questions of the Course:**
- **How can I learn about interdisciplinary topics in the target language?**
- **How can I develop cultural literacy and deepen my appreciation of French and Francophone Culture?**
- **How can I successfully present interdisciplinary topics in the target language?**
- **What are some famous works and characteristics of each in French and Francophone literature?**

- **Assessments:**
- **Students will research, in depth, various cultural topics, such as French and Francophone art, music, history, geography and daily French life, using both traditional and technological sources as references.**
- **Students will make presentations in French on aspects of French culture.**
- **Students will sustain spontaneous conversation in French on cultural topics initiated by the teacher.**

Unit of Study: 1

Unit Title: The World of the Arts

- **Essential Questions of the Unit:**
- **How did these museums come to be? The Louvre, The Musée d'Orsay, The Academy of Beaux Arts**
- **How do we distinguish between the impressionist, post-impressionist, and the surrealist periods of art?**
- **What are the similarities and differences between them?**
- **How can I describe and distinguish artists and their works within the periods of art above?**
- **What linguistic techniques do I need to describe museums, paintings, sculpture, artists in a creative, unique and useful way?**

- **Assessments:**
- **Individual students will research and present their findings about a specific museum and period of art.**
- **Assessment of presentations by teacher and student using graphic organizers and rubrics.**
- **Student created/generated flashcards or use of a technological application (i.e. PowerPoint) incorporating facts and pictures related to the theme.**
- **Tests and quizzes**
- **Venn diagram comparing and contrasting the genres of art.**

Content:

CULTURE:

- **History of:**
 - **The Louvre**
 - **The Musée d'Orsay**
 - **The Academie des Beaux Arts**

- **Characteristics of:**
 - **Impressionist Period**
 - **Post impressionist period**
 - **Surrealist period**

- **Artists and their contributions to the:**
 - **Impressionist period**
 - **Post impressionist period**
 - **Surrealist period**

VOCABULARY RELATED TO:

- **Periods and genres of art**
- **Museums, paintings, and sculptures**
- **Analytical terms used to describe and discuss works of art)**

GRAMMAR:

- **Narration using a combination of tenses:**
 - **Present tense**
 - **Compound Past tense**
 - **Imperfect tense**

Skills:

- **Read for discovery**
- **Search for specific information**
- **Discuss the topic of art, artists, and museums using complex French**
- **Understand, appreciate, write, and discuss artistic contributions of the French**
- **Present both orally and in writing researched information**

Purpose / Rationale of the unit:

The purpose of the unit is to develop cultural literacy and deepen students' appreciation of French and Francophone Culture through the world of art. The immersion factor, through research, of reading, thinking, speaking, and writing in French cultivates greater fluency with the language. Not only do students have the opportunity to develop an appreciation and greater understanding of art, but they also examine grammatical structures in context. Students will be able to make connections to literature, language, art, and history through their studies.

New Jersey Core Curriculum Content Standards:

7.1 All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

7.2 All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

**Time Frame of Unit:
4-6 weeks**

Instructional Activities:

- **Student/teacher led discussion related to the history of art, the various genres of art and related artists.**
- **Research project about artists, genres, and museums**
- **Student created outlines of research information.**
- **Development of a graphic organizer which highlights the main ideas and important information of student research.**
- **Interactive vocabulary tasks.**
- **Power point or some visual representation of works of art, museums, and artists.**

Materials and Resources:

- **Discovering French Rouge**
- **Articles, Readings, Realia from Teacher's Resource Collection**
- **Internet**
- **Encyclopedia**
- **Text on specific artists**

Unit of Study 2

Unit Title: 2-Important Moments in France's History: 200a.v-to 1453

- **Essential Questions of the Unit:**
- **What are the characteristics of the following periods in early French History?**
 - **Prehistoric Times**
 - **Origins of France**
 - **The Roman Conquest**
 - **Charlemagne and His Empire**
 - **The Middle Ages**
- **What famous and/or important events during each time period had a great impact on the culture historically, politically, and socially?**
- **Who are the famous and/or important figures (emperors, kings, queens, etc) during each time period above?**
- **Who is Asterix and how does he relate to French History?**
- **What is "The Song of Roland" and how does it relate to French history?**
- **What grammatical devices do the French use to objectively report history or narrate literature in the past which are non-existent in English?**

- **Assessments:**
- **Individual research projects related to specific periods in early French history.**
- **Oral Presentation of research findings.**
- **Development of graphic organizers related to the research project. This will be used by peers to complete an interpretive task.**
- **Student created/generated maps of ancient France.**
- **Student created timeline of events during their chosen period.**
- **Tests and quizzes**
- **Open ended questions in which students will address the following: 1) Important historical figure(s) 2) What was their impact on society and why? 3) How history might have been different without them?**

Content:

Culture:

- **Distinguishing characteristics of the following periods in early French History:**
 - **The Gallo Romaine Period**
 - **Charlemagne's Empire**
 - **The Hundred Years' War**
- **Famous/important figures during 200a.v.-1453**
- **Asterix**
- **The Song of Roland and the legend associated with it**

Vocabulary:

- **Phrases and vocabulary related to Geography and War**
- **Societal and Political Terminology**

Grammar:

- **Passé Simple Historical and Literary Tense: Recognition Purposes**
- **Imperfect Tense (Imparfait): Usage (On-going actions, habitual actions, Background description, age, weather, mental states, emotions, two simultaneous actions)**
- **Past Perfect Tense (Plus-que-Parfait) Usage (Action occurring before another past action)**
- **Present Perfect Tense (Passé Composé) Contrast with the Imparfait**

Skills:

- Read for discovery
- Search for specific information
- Advanced oral discussion using the French language
- Understand, write, and talk about early French history and important events and figures during this time.
- Present researched information

Purpose / Rationale of the unit:

Topics learned in this unit enable the students to become familiar with the origins of France and the events and figures associated with it. Experiencing and using the interplay of several past tenses in French gives the student the tools to express themselves in an advanced way. The immersion factor, through research, of reading, thinking, speaking, and writing in French cultivates greater fluency with the language. They also experience/examine grammatical concepts in context. Tying together literature, language, and history leads to a meaningful, interdisciplinary experience for students.

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Time Frame of Unit:

6 weeks

Instructional Activities:

- **Student/teacher discussion of the chronology of the important events and figures existing during the period.**
- **Researching early French history (Prehistoric Time, Origins of France, The Roman Conquest, Charlemagne and His Empire, The Middle Ages)**
- **Student created outlines of research information.**
- **Development of a graphic organizer which highlights the main ideas and important information of the time period.**
- **Brainstorm a list of related vocabulary to the topic studied accompanied with some type of interactive activity with which one can present.**
- **PowerPoint or some visual representation of information form the period. (i.e. time lines, pictures of important figures, videos, comics, etc)**

Materials and Resources:

- **Discovering French text: Rouge**
- **Articles, readings, Realia from teacher's resource collection**
- **Internet**
- **Encyclopedia**
- **Biographical books**

Unit of Study 3

Unit Title: Important Moments in France's History: 1453-1715

Essential Questions of the Unit:

- What are the characteristics of the following periods in French History?
 - a. The Renaissance
 - b. French Chateaux
 - c. Le Grand Siècle: The Sun King, Louis XIV, and the 17th century
 - d. Valois Dynasty
 - e. Bourbon Dynasty
- What are the famous and/or important events during each time period listed above?
- Who are the famous and/or important figures (emperors, kings, queens, etc) during each time period above?

- **Assessments:**
- Individual research projects on specific topics in French History during 1453-1715.
- Oral presentation of research.
- Creation of graphic organizers related to the research.
- Student created/generated maps of France.
- Student created timeline of events during their chosen time period.
- Tests and quizzes
- Student created genealogy organizers of the Kings of France/Dynasties.
- Creative writing assignment: If I could go back in time and be one of the figures during this period, who would I be and why?

Content:

Culture:

- **The Renaissance**
- **French Chateaux**
- **Le Grand Siècle: The Sun King, Louis XIV, and the 17th century**
- **Valois Dynasty**
- **Bourbon Dynasty**

Vocabulary:

- **Phrases and vocabulary related to:**
 1. **Geography of Europe and North America**
 2. **Government**
 3. **Family relationships**

Grammar:

- **Imperfect Tense**
- **Past Perfect Tense**
- **Present Perfect Tense (Passé Composé) Contrast with the Imparfait**
- **Passé Simple Historical and Literary Tense**

Skills:

- Reading for discovery.
- Searching for specific information.
- Advanced oral discussion using the French language.
- Understanding, writing, and talking about The Renaissance and “Le Grand Siècle”. (The great century), which are two periods in French history and important events, and figures during this time.
- Presenting researched information

Purpose / Rationale of the unit:

Topics learned in this unit will allow students to become familiar with two well known periods in French History and the events and figures associated with it. Also, in experiencing and using the mix of several past tenses in French gives the student the tools to express themselves in a more advanced way. The immersion factor, through research, of reading, thinking, speaking, and writing in French cultivates greater fluency with the language. They also experience/examine grammatical concepts in context. Tying together literature, language, and history leads to a meaningful, interdisciplinary experience for students.

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7.2 All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

**Time Frame of Unit:
6 weeks**

Instructional Activities:

- **Research specific topics in French history:**
 - **The Renaissance,**
 - **French Chateaux**
 - **Le Grand Siècle: The Sun King**
 - **Louis XIV, and the 17th century**
 - **Valois Dynasty**
 - **Bourbon Dynasty)**
- **Student/teacher discussion related to of the chronology of the important events and figures existing during the period.**
- **Student created outlines of research information.**
- **Development of a graphic organizer which highlights the main ideas and important information of the time period.**
- **Brainstorm a list of related vocabulary and create interactive vocabulary tasks.**
- **PowerPoint or some visual representation of information form the period. (i.e. time lines, pictures of important figures/places, videos, songs, etc)**

Materials and Resources:

- **Discovering French text: Rouge**
- **Articles, readings, Realia from teacher's resource collection**
- **Internet**
- **Encyclopedia**
- **Biographical books**
- **En France**
- **Informational videos from teacher/library collection**

Unit of Study: 4

Unit Title: Important Moments in France's History (1715-1870)

Essential Questions of the Unit:

- **What are the characteristics of the following periods in French History?**
 - The French Revolution
 - 1st Empire: Napoleon 1st
 - 2nd Empire: Napoleon 3rd
 - The first republic
 - The second republic
- **What famous and/or important events during each time period had a great impact on the culture historically, politically, and socially?**
- **Who are the famous and/or important figures (emperors, kings, queens, etc) during each time period above?**
- **How did France become divided into departments and why?**
- **How did the French revolution affect various aspects of French society?**

Assessments:

1. Individual research projects related to specific periods in French history.
2. Oral Presentation of research findings.
3. Development of graphic organizers related to the research project. This will be used by peers to complete an interpretive task.
4. Student created/generated maps of the empires of France.
5. Student created timeline of events during their chosen period.
6. Tests and quizzes
7. Open ended questions in which students will address the following:
 - 1) Important historical figure(s)
 - 2) What was their impact on society and why?
 - 3) How history might have been different without them?

Content:

Culture:

- **The French Revolution**
- **Napoleon 1st and the first empire**
- **Napoleon 3rd and the second empire**
- **The first republic**
- **The second republic**

Vocabulary:

- **Phrases and vocabulary related to:**
 - 1. Geography of Europe**
 - 2. Politics/government**
 - 3. family relationships**
 - 4. War**

Grammar:

- **Imperfect Tense**
- **Past Perfect Tense**
- **Present Perfect Tense (Passé Composé) Contrast with the Imparfait**
- **Passé Simple Historical and Literary Tense**

Skills:

- Read for discovery.
- Search for specific information.
- Advanced oral discussion using the French language.
- Understand, write, and discuss The French Revolution, the Bonaparte Empires, the first republics, and important events, and figures during this time.
- Present researched information

Purpose / Rationale of the unit:

Topics learned in this unit will allow students to become familiar with the events leading up to the French Revolution, key people and activities associated with it, as well as the effects it had on society afterward. The immersion factor, through research, of reading, thinking, speaking, and writing in French cultivates greater fluency with the language. They also experience/examine grammatical concepts in context, which makes for a more meaningful and permanent learning experience.

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Time Frame of Unit:

6weeks

Instructional Activities:

- **Research specific topics in French history:**
 - **The French Revolution**
 - **Napoleon 1st and the First Empire**
 - **Napoleon 3rd and the Second Empire**
 - **The first republic and the second republic**
- **Student/teacher discussion related to of the chronology of the important events and figures existing during the period.**
- **Student created outlines of research information.**
- **Development of a graphic organizer which highlights the main ideas and important information of the time period.**
- **Brainstorm a list of related vocabulary and create interactive vocabulary tasks.**
- **Power point or some visual representation of information form the period. (i.e. pictures of important figures/places, informational videos, French national anthem, French flag, etc)**

Materials and Resources:

- **Discovering French text: Rouge**
- **Articles, readings, Realia from teacher's resource collection**
- **Internet**
- **Encyclopedia**
- **Biographical books**
- **En France**
- **Informational videos from teacher/library collection**