



Montclair Public Schools  
Montclair High School  
**French III Honors Curriculum**

Grade(s) **9-12**

**Approved by the Montclair Board of Education  
2012**

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**INTRODUCTION**

The Montclair School District is dedicated to educational excellence for each and every child. In partnership with parents and the community, the schools will maximize academic and artistic achievement, and develop confident students who are accountable for their ongoing learning, who value initiative and diversity, who achieve the requirements of the [New Jersey Core Curriculum Content Standards](#) at all grade levels and who are able to contribute meaningfully to the ever-changing global society.

The philosophy and vision of the Montclair World Languages curriculum is to expose each student to the joy of understanding the language and culture of other communities. Students will acquire sufficient vocabulary and knowledge of linguistic structures to enable them to communicate with others in an oral and written manner. In addition, students will increase the development of their native language since the acquisition of a second language at an early age contributes to and promotes listening, speaking, reading, and writing skills in general.

The Montclair Public School District is committed to seeing that all students develop the necessary skills to support this vision. After completing a strong series of language study, students will be able to:

- Learn new vocabulary framed in contextual thematic units
- Use circumlocution to express meaning when they lack vocabulary terms for new ideas
- Move progressively from acquiring very simple structures of subject and verb to acquiring richer expressions by using adjectives, adverbs, and complements
- Use background knowledge to build second language fluency by considering themes and topics already seen in their basic classes (mathematics, science, social studies, and language arts)
- Write and perform stories and mini-plays in the target language
- Learn the culture and traditions of the native speakers' countries at the same time that they are learning the language
- Read age-appropriate authentic, original material written by natives for natives, as well as familiar texts translated from English
- Become better citizens by developing a global concept of the world, respecting cultural differences, and fostering acceptance of peoples from other cultures.

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**STATEMENT OF PHILOSOPHY**

The advent of technology has made our planet a small, interdependent community in which it now takes only seconds to communicate with others around the world. Along with the immediate access to far off places comes the necessity to engage in meaningful dialog with speakers of many languages. It is our belief that the children of the Montclair Public Schools will be well served by the acquisition of a second or third language. Children who study a second language learn that different cultures exist with legitimate realities that shape who they are, how they live, what they do and why. In addition to the ability to effectively communicate with others around the world, the study of a world language will help children to become flexible thinkers, creative problem-solvers, and human beings who have a better appreciation and understanding of cultural differences and similarities that enrich society.

Studies of the brain, and the research of linguists and educators, show that the study of a second language enables children to better understand and utilize their own language. In addition, second language acquisition enhances one's ability to see connections between the various disciplines by incorporating mathematics, language arts literacy, social studies, science, visual and performing arts, and health and physical education into the language classroom.

Research further indicates that when language acquisition begins before age eight and continues through the school years, native-like proficiency is attainable (Genessee, 1987, Lipton, 1992, Met, Anderson, Brega, and Rhodes 1983). Therefore, it is our belief as world language educators that the study of a second language should begin as early as kindergarten. The concept of uninterrupted study conforms to the requirements of the NJCCCS.

At the age of ten, according to the research of Piaget, Lambert and others, students are in the process of moving from egocentricity to reciprocity, and information is eagerly received. Acquisition of a second language helps children gain insight into the uniqueness of all cultures, and develop the personal skills needed to interact with diverse groups in a global community. Children will be more apt to embrace differences; cultural content is integrated throughout the program, reflects multi-ethnic diversity within language groups, and gives an accurate view of everyday life.

The philosophy and goals of the Montclair World Language Curriculum are philosophically aligned with the guiding principles of the NJCCCS for World Languages. The curriculum is designed to reinforce the skills of listening, speaking, reading, and writing presented in a developmentally appropriate manner. The units of study and the activities included are designed to provide a

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stimulating and enjoyable experience in the target language. The thematic concepts taught follow the natural way in which children acquire their first language through imitation, repetition, and a multi-sensory approach to learning patterns of speech. Learning a second language taps the child's natural developmental ability to imitate native speakers and to enjoy a sense of accomplishment that comes from learning.

**PROGRAM GOALS ACCORDING TO THEMATIC UNITS**

Unit 1: The focus of this unit is to express dislikes, likes, preferences, ask about plans, tell when and how often you did something, and describe a place in the past. Students will learn about vocabulary that pertains to Back-to-school activities, classes, after-school activities, past summer activities and summer excursions. Students will learn about the historical site in France. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 2: The focus of this unit is to ask about future plans, make polite request, make a phone call, and write a formal letter. Students will talk about vacation sites. Student will learn vocabulary that pertains to professions, services, and telephone along with formal letter. Students will read about the vacation sites in France. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 3: The focus of this unit is to set the scene for a story, continue and end a story, relate a sequence of events, and tell what happened to someone else. Students will share tales. Student will learn vocabulary associated with legends, fairy tales, fables, and historical accounts from Africa. Students will learn about the African-francophone. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 4: The focus of this unit is to say what happened, ask for and give advice, share good and bad news, renew old acquaintances. Student will learn vocabulary associated with reciprocal actions, emotions, and life events. Students will read about legends of African-francophone. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

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Unit 5: The focus of this unit is to learn to express astonishment and fear, forbid, and give warning, give general directions, complain and offer encouragement. Students will talk about the open-air experience. Student will learn vocabulary associated nature, animals, and extreme outdoor sports. Students will learn about the American-francophone. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 6: The focus of this unit is to express certainty and possibility, express doubt and disbelief, break news, and ask about information. Students will talk about the press. Students will acquire vocabulary terms related to newspaper, magazines, and the news. Students will read about known American francophonies in North America. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

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**GENERAL OVERVIEW**

*“Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical.”*

(American Council on the Teaching of Foreign Languages-National Standards for Foreign Language Education)

The French Programs in the Montclair Public Schools focus on the acquisition of communication skills and cultural knowledge. They encompass the N.J.C.C. Standards, which address the need to prepare all students for an interdependent world. Our program addresses Standard 7.1, “All Students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.” This standard includes the interpretive, interpersonal and presentational mode of communication.

**French III Honors** is a full-year course for Montclair High School students that prolong in preparing students to acquire the fundamentals of the French language and culture. This full year course continues the objectives of French II by reviewing and building on the grammar and vocabulary taught in French II to enhance conversational, reading, listening, and writing skills. A higher degree of expertise with grammar is expected. There is more reading with exposure to excerpts of French classics. In addition, speaking, particularly of an extemporaneous nature, is expected. Exposure to French culture is continued. Students study compound

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verb tenses and the subjunctive and passive moods. The students focus on French history, geography, industry, daily life, fine arts, and famous people. The instructor presents material primarily in French.

## **SECTION II**

### **Course Description**

**French III** is designed for students who have successfully completed French II or who have had 3-4 years of high school French or its equivalent. The course meets for five class hours per week. The focus of the course is on real-life language use, the integration of language and culture, and the development of the four skills: listening, speaking, reading, and writing. The methodology used is communicative and task-based, meaning that in every chapter of the book you will be learning language for a specific task, and by the end of the course you will be able to perform a variety of tasks that are useful to someone visiting a French speaking country. You can expect to engage in pair and group work on a regular basis and to participate actively in class.

### **Thematic Units for French III Honors**

This course consists of 6 units.

1. Retour en vacances (Back from vacation)
2. Le monde du travail (The Working world)
3. Il était une fois (Once upon a time...)
4. Amours et amitiés (Friends and lovers)
5. En pleine nature (In plain air)
6. La presse (The press)

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**UNIT 1- Back from vacation**

<b>Learning Goal NJCCCS &amp; CPI</b>	<b>Enduring Understanding</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li>• 7.1.NM.A.1</li> <li>• 7.1.NM.A.2</li> <li>• 7.1.NM.A.3</li> <li>• 7.1.NM.B.1</li> <li>• 7.1.NM.C.1</li> </ul>	<p>The French culture embraces and encourages retreats and outdoor excursions.</p>	<ul style="list-style-type: none"> <li>• Why study a different language?</li> <li>• What do you know about the geography and history of France?</li> <li>• What important events happened in France?</li> <li>• What are the differences between the regions of France?</li> <li>• What did you do last summer? Where did you go?</li> </ul>

<b>Skills</b>	<b>Key Content</b>
<p>Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> <li>• Discuss upcoming plans.</li> <li>• State when &amp; how often you did something.</li> <li>• Describe a place in the past.</li> <li>• Explain the present tense, Passé-Composé, use of the Imparfait tense.</li> </ul>

<p><b>Assessment: (Formative and Summative)</b></p> <ul style="list-style-type: none"> <li>• Short oral dictation</li> <li>• Original dialogs</li> <li>• Informal teacher observations to</li> </ul>	<p><b>Rubrics:</b> See below</p>	<p><b>Key Criteria for Differentiation:</b></p> <p>French courses at Montclair High School are taught at various levels in a differentiated instructional environment</p>
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<p>evaluate student's responses to greetings</p> <ul style="list-style-type: none"><li>• Quizzes</li><li>• Class participation</li><li>• Performance on teacher-generated materials</li></ul>		<p>based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences French III Honors continues the objectives of French II by reviewing and building on the grammar and vocabulary taught in French II to enhance</p>
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		<p>conversational, reading, listening, and writing skills. A higher degree of expertise with grammar is expected. There is more reading with exposure to excerpts of French classics. In addition, speaking, particularly of an extemporaneous nature, is expected. Exposure to French culture is continued. Students study compound verb tenses and the subjunctive and passive moods. The students focus on French history, geography, industry, daily life, fine arts, and famous people. The instructor presents material primarily in French.</p>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Holt “Bien Dit 3” student book &amp; teacher’s book.</li> <li>• Blackboard.</li> <li>• DVD program and interactive tutor.</li> <li>• Videos.</li> <li>• One stop planner CD-ROM</li> <li>• On line workbooks.</li> <li>• On line practice.</li> </ul>	<p><b>Instructional Strategies / Best practices:</b></p> <ul style="list-style-type: none"> <li>• The teacher will use transparencies to introduce vocabulary and model each word in a sentence.</li> <li>• Students will work in groups to write sentences about a friend using vocabulary words.</li> <li>• Students will act out scenes to show how they would socialize with a friend. The teacher will ask students to exaggerate facial expressions and body language.</li> </ul>	<p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Students will write their summer adventure.</li> <li>• Do spontaneous role plays.</li> <li>• Compare adolescent activities.</li> <li>• Cut out photographs from magazines that show an activity of students of today</li> </ul>

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<ul style="list-style-type: none"><li>• Transparencies.</li></ul>	<ul style="list-style-type: none"><li>• Students will write a short essay or story using the vocabulary words.</li></ul>	<p><b>Key Criteria for Identifying Student Needs.</b></p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.</p>
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**Unit 2- The Working world**

<b>Learning Goal NJCCCS &amp; CPI</b>	<b>Enduring Understanding</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li>• 7.1.NM.A.1</li> <li>• 7.1.NM.A.2</li> <li>• 7.1.NM.A.3</li> <li>• 7.1.NM.B.1</li> <li>• 7.1.NM.C.1</li> </ul>	<p>The French working system does not reflect the United States. The common careers in France are different than what is seen in the U.S.</p>	<ul style="list-style-type: none"> <li>• What types of professions are common in the French-speaking world?</li> <li>• What is the role of women in the world of work?</li> <li>• What do you want to do when you leave school?</li> <li>• How do you talk on the phone and write a formal letter?</li> </ul>

<b>Skills</b>	<b>Key Content</b>
<p>Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> <li>• List future plans</li> <li>• Explain phone etiquette in France versus the United States.</li> <li>• Explain and discuss the requirement of a formal letter.</li> <li>• Distinguish the Future Perfect tense and the Present Participle.</li> <li>• Analyze the Futures Tense, the polite use of the Conditional tense &amp; the feminine forms of nouns.</li> </ul>

<p><b>Assessment: (Formative and Summative)</b></p> <ul style="list-style-type: none"> <li>• Short oral dictation</li> <li>• Original dialogs</li> <li>• Informal teacher observations to</li> </ul>	<p><b>Rubrics:</b> See below</p>	<p><b>Key Criteria for Differentiation:</b></p> <p>French courses at Montclair High School are taught at various levels in a differentiated instructional environment</p>
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<p>evaluate student's responses to greetings</p> <ul style="list-style-type: none"><li>• Quizzes</li><li>• Class participation</li><li>• Performance on teacher-generated materials</li></ul>		<p>based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences French III Honors continues the objectives of French II by reviewing and building on the grammar and vocabulary taught in French II to enhance</p>
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		<p>conversational, reading, listening, and writing skills. A higher degree of expertise with grammar is expected. There is more reading with exposure to excerpts of French classics. In addition, speaking, particularly of an extemporaneous nature, is expected. Exposure to French culture is continued. Students study compound verb tenses and the subjunctive and passive moods. The students focus on French history, geography, industry, daily life, fine arts, and famous people. The instructor presents material primarily in French.</p>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Holt Bien Dit student book &amp; teacher’s book.</li> <li>• Blackboard.</li> <li>• DVD program and interactive tutor.</li> <li>• Videos.</li> <li>• One stop planner CD-ROM</li> <li>• On line workbooks.</li> </ul>	<p><b>Instructional Strategies / Best practices:</b></p> <ul style="list-style-type: none"> <li>• The teacher will use transparencies to introduce vocabulary and model each word in a sentence.</li> <li>• Give students a closed book dictation and have them check their spelling.</li> <li>• Students present graphs and explain the results.</li> <li>• Students will present a dialog.</li> </ul>	<p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Do spontaneous role plays.</li> <li>• Create a poster explaining the material.</li> <li>• Read job posting.</li> <li>• Career Fair.</li> </ul> <p><b>Key Criteria for Identifying Student</b></p>

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<ul style="list-style-type: none"><li>• On line practice.</li></ul> <p>*Transparencies.</p>	<ul style="list-style-type: none"><li>• Students will have a listening activity.</li><li>• Students will read job and typical professions in France.</li></ul>	<p><b>Needs.</b></p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.</p>
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**Unit 3 - Once upon a time...**

<b>Learning Goal NJCCCS &amp; CPI</b>	<b>Enduring Understanding</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li>• 7.1.NM.A.1</li> <li>• 7.1.NM.A.2</li> <li>• 7.1.NM.A.3</li> <li>• 7.1.NM.B.1</li> <li>• 7.1.NM.C.1</li> </ul>	<p>The French presence has gone beyond the borders of France. Many African countries are still influenced and dominated by the French system.</p>	<ul style="list-style-type: none"> <li>• What are the roots of the relationship between Africa and France?</li> <li>• Which countries in Africa are French-speaking? How did these countries become French speaking?</li> <li>• What are the main events in the history of Africa?</li> <li>• What is le Maghreb?</li> </ul>

<b>Skills</b>	<b>Key Content</b>
<p>Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> <li>• Explain sequence of events using the indirect discourse.</li> <li>• Discuss &amp; relate the Passé-Simple, relative pronouns with <i>ce</i>, the adjective placement and meaning, the past perfect, sequences of tenses and the past infinitive.</li> </ul>

<p><b>Assessment: (Formative and Summative)</b></p> <ul style="list-style-type: none"> <li>• Short oral dictation</li> <li>• Original dialogs</li> </ul>	<p><b>Rubrics:</b> <b>See below</b></p>	<p><b>Key Criteria for Differentiation:</b> French courses at Montclair High School are taught at various levels in a differentiated instructional environment</p>
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<ul style="list-style-type: none"><li>• Informal teacher observations to evaluate student's responses to greetings</li><li>• Quizzes</li><li>• Class participation</li><li>• Performance on teacher-generated materials</li></ul>		<p>based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences French III Honors continues the objectives of French II by reviewing and building on the grammar and vocabulary taught in French II to enhance</p>
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		<p>conversational, reading, listening, and writing skills. A higher degree of expertise with grammar is expected. There is more reading with exposure to excerpts of French classics. In addition, speaking, particularly of an extemporaneous nature, is expected. Exposure to French culture is continued. Students study compound verb tenses and the subjunctive and passive moods. The students focus on French history, geography, industry, daily life, fine arts, and famous people. The instructor presents material primarily in French.</p>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Holt Bien Dit student book &amp; teacher’s book.</li> <li>• Blackboard.</li> <li>• DVD program and interactive tutor.</li> <li>• Videos.</li> <li>• One stop planner CD-ROM</li> <li>• On line workbooks.</li> </ul>	<p><b>Instructional Strategies / Best practices:</b></p> <ul style="list-style-type: none"> <li>• The teacher will use transparencies to introduce vocabulary and model each word in a sentence.</li> <li>• Students will work in groups to create children rhymes.</li> <li>• Students will perform a dialog.</li> <li>• Students will have a listening activity.</li> </ul>	<p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Students will participate in debates.</li> <li>• Do spontaneous role plays.</li> <li>• Remake of a childhood fairytales</li> </ul> <p><b>Key Criteria for Identifying Student Needs.</b></p> <p>Student portfolios, teacher observations,</p>

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<ul style="list-style-type: none"> <li>• On line practice.</li> </ul> <p>*Transparencies.</p>		<p>communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.</p>
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**Unit 4 – Friends and lovers**

<b>Learning Goal</b>	<b>Enduring Understanding</b>	<b>Essential Question</b>
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<b>NJCCCS &amp; CPI</b>		
<ul style="list-style-type: none"> <li>• 7.1.NM.A.1</li> <li>• 7.1.NM.A.2</li> <li>• 7.1.NM.A.3</li> <li>• 7.1.NM.B.1</li> <li>• 7.1.NM.C.1</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The French nuclear family goes beyond those who are kin to them. Love is the essence of the French culture.</b></li> </ul>	<ul style="list-style-type: none"> <li>• How do other francophone countries view the importance of family?</li> <li>• What are the most famous couples in French history?</li> <li>• Where, when and how do French people get married?</li> </ul>

<b>Skills</b>	<b>Key Content</b>
Listening Speaking Reading Writing	<ul style="list-style-type: none"> <li>• Discuss relationships and friends. State what happened.</li> <li>• Express good and bad news.</li> <li>• Use and review reciprocal verbs, the past conditional, the verbs <i>manquer</i> and <i>plaire</i>, the subjunctive with necessity, desire and emotions and the disjunctive pronouns.</li> </ul>

<b>Assessment: (Formative and Summative)</b> <ul style="list-style-type: none"> <li>• Short oral dictation</li> <li>• Original dialogs</li> <li>• Informal teacher observations to evaluate student's responses to greetings</li> <li>• Quizzes</li> <li>• Class participation</li> <li>• Performance on teacher-generated</li> </ul>	<b>Rubrics:</b> <b>See below</b>	<b>Key Criteria for Differentiation:</b>  French courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can
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materials		<p>include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences French III Honors continues the objectives of French II by reviewing and building on the grammar and vocabulary taught in French II to enhance conversational, reading, listening, and writing skills. A higher degree of expertise with grammar is expected. There is more reading with exposure to excerpts of French classics. In addition, speaking, particularly of an extemporaneous nature,</p>
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		<p>is expected. Exposure to French culture is continued. Students study compound verb tenses and the subjunctive and passive moods. The students focus on French history, geography, industry, daily life, fine arts, and famous people. The instructor presents material primarily in French.</p>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Holt Bien Dit 3 student book &amp; teacher’s book.</li> <li>• Blackboard.</li> <li>• DVD program and interactive tutor.</li> <li>• Videos.</li> <li>• One stop planner CD-ROM</li> <li>• On line workbooks.</li> <li>• On line practice.</li> <li>• Transparencies.</li> </ul>	<p><b>Instructional Strategies / Best practices:</b></p> <ul style="list-style-type: none"> <li>• The teacher will use transparencies to introduce vocabulary and model each word in a sentence.</li> <li>• Students will talk about the role of a relationship.</li> <li>• Students will perform a dialog.</li> <li>• Students will have a listening activity.</li> </ul>	<p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Create poem on friendship.</li> <li>• Do spontaneous role plays.</li> <li>• Dramatize situations</li> </ul> <p><b>Key Criteria for Identifying Student Needs.</b></p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and</p>

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		poor execution on communicative tasks will be key indicators of their performance.
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**Unit 5 – In plain air**

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
<ul style="list-style-type: none"> <li>• 7.1.NM.A.1</li> <li>• 7.1.NM.A.2</li> <li>• 7.1.NM.A.3</li> <li>• 7.1.NM.B.1</li> <li>• 7.1.NM.C.1</li> </ul>	<ul style="list-style-type: none"> <li>• The French typically trek to outdoor events and activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Where do people speak French in America?</li> <li>• What are the main events in French-speaking America’s history?</li> <li>• What are the main leisure activities in France?</li> <li>• How do French people view health and animals?</li> <li>• What kind of wildlife can you find in French-speaking countries such as in African countries and Québec? Can you find wildlife in France?</li> </ul>

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> <li>• Explain when to forbid and give warning</li> <li>• Demonstrate forms of complains and offer encouragement.</li> <li>• Discuss and categorize the Subjunctive with expressions of fear, the Imperative, the verbs <i>voir</i> and <i>regarder</i>, <i>apporter</i>, <i>amener</i>,</li> </ul>

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	<i>emporter</i> and <i>enmener</i> , verbs followed by <i>à</i> and <i>de</i> and the infinitive and idiomatic expressions

<p><b>Assessment: (Formative and Summative)</b></p> <ul style="list-style-type: none"> <li>• Short oral dictation</li> <li>• Original dialogs</li> <li>• Informal teacher observations to evaluate student’s responses to greetings</li> <li>• Quizzes</li> <li>• Class participation</li> <li>• Performance on teacher-generated materials</li> </ul>	<p><b>Rubrics:</b> See below</p>	<p><b>Key Criteria for Differentiation:</b></p> <p>French courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students’ learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students’ linguistic capacity. Students’ grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole</p>
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		<p>school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences French III Honors continues the objectives of French II by reviewing and building on the grammar and vocabulary taught in French II to enhance conversational, reading, listening, and writing skills. A higher degree of expertise with grammar is expected. There is more reading with exposure to excerpts of French classics. In addition, speaking, particularly of an extemporaneous nature, is expected. Exposure to French culture is continued. Students study compound verb tenses and the subjunctive and passive moods. The students focus on French history, geography, industry, daily life, fine arts, and famous people. The instructor presents material primarily in French.</p>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Holt Bien Dit 3 student book &amp;</li> </ul>	<p><b>Instructional Strategies / Best practices:</b></p> <ul style="list-style-type: none"> <li>• The teacher will use transparencies to</li> </ul>	<p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Research current health issues.</li> </ul>

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<p>teacher's book.</p> <ul style="list-style-type: none"> <li>• Blackboard.</li> <li>• DVD program and interactive tutor.</li> <li>• Videos.</li> <li>• One stop planner CD-ROM</li> <li>• On line workbooks.</li> <li>• On line practice.</li> <li>• Transparencies.</li> </ul>	<p>introduce vocabulary and model each word in a sentence.</p> <ul style="list-style-type: none"> <li>• Students will share info about their health issues.</li> <li>• Students will dramatize a conversation using health/medical terms.</li> <li>• Students will perform a dialog.</li> <li>• Students will have a listening activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Do spontaneous role plays.</li> <li>• Dramatize situations.</li> <li>• Create a diagram on health issues among both countries.</li> </ul> <p><b>Key Criteria for Identifying Student Needs.</b></p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.</p>
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**UNIT 6 - The press**

<b>Learning Goal NJCCCS &amp; CPI</b>	<b>Enduring Understanding</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li>• 7.1.NM.A.1</li> <li>• 7.1.NM.A.2</li> <li>• 7.1.NM.A.3</li> <li>• 7.1.NM.B.1</li> <li>• 7.1.NM.C.1</li> </ul>	<p>The role of the media in France differs from role of the media of the United States.</p>	<ul style="list-style-type: none"> <li>• How are magazines and newspapers different in the French-speaking world?</li> <li>• How are the news delivered by the Media?</li> <li>• What kind of magazines and newspapers are available to young people?</li> <li>• What are the different sections of a French-speaking newspaper?</li> </ul>

<b>Skills</b>	<b>Key Content</b>
<p>Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> <li>• Express certainty &amp; possibility</li> <li>• Express doubt and disbelief.</li> <li>• Relate news &amp; ask for information</li> <li>• Identify and explain the subjunctive with doubt, disbelief and uncertainty, the verbs <i>croire</i> and <i>paraître</i>, <i>quelque part</i>, <i>quelqu'un</i>, <i>quelquechose</i> and <i>quelquefois</i>, the object pronouns, interrogative pronouns and more negative expressions.</li> </ul>

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<p><b>Assessment: (Formative and Summative)</b></p> <ul style="list-style-type: none"> <li>• Short oral dictation</li> <li>• Original dialogs</li> <li>• Informal teacher observations to evaluate student’s responses to greetings</li> <li>• Quizzes</li> <li>• Class participation</li> <li>• Performance on teacher-generated materials</li> </ul>	<p><b>Rubrics:</b> See below</p>
	<p><b>Key Criteria for Differentiation:</b></p> <p>French courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students’ learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students’ linguistic capacity. Students’ grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students’ different needs will be</p>

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		<p>completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences French III Honors continues the objectives of French II by reviewing and building on the grammar and vocabulary taught in French II to enhance conversational, reading, listening, and writing skills. A higher degree of expertise with grammar is expected. There is more reading with exposure to excerpts of French classics. In addition, speaking, particularly of an extemporaneous nature, is expected. Exposure to French culture is continued. Students study compound verb tenses and the subjunctive and passive moods. The students focus on French history, geography, industry, daily life, fine arts, and famous people. The instructor presents material primarily in French.</p>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Holt Bien Dit 3 student book &amp; teacher's book.</li> <li>• Blackboard.</li> </ul>	<p><b>Instructional Strategies / Best practices:</b></p> <ul style="list-style-type: none"> <li>• The teacher will use transparencies to introduce vocabulary and model each word in a sentence.</li> <li>• Create newsletter on current topics.</li> </ul>	<p><b>Enrichment:</b></p> <ul style="list-style-type: none"> <li>• Research technology usages in both countries.</li> <li>• Do spontaneous role plays.</li> </ul>

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<ul style="list-style-type: none"> <li>• DVD program and interactive tutor.</li> <li>• Videos.</li> <li>• One stop planner CD-ROM</li> <li>• On line workbooks.</li> <li>• On line practice.</li> <li>• Transparencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will write a short essay or story using the vocabulary words.</li> <li>• Create a food pyramid for French foods.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to create original skits and present them to the class.</li> </ul> <p><b>Key Criteria for Identifying Student Needs.</b></p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.</p>
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**Pacing Guide**

<b>Month</b>	<b>New Jersey Core Curriculum Content Standards</b>	<b>Enduring Understandings / Essential Questions</b>	<b>Instructional Objectives/ Skills</b>	<b>Suggested Activities</b>	<b>District Programs/Supplemental Resources</b>	<b>Assessments</b>
September/ October	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3	<ul style="list-style-type: none"> <li>• Why study a different language?</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast different</li> </ul>	<ul style="list-style-type: none"> <li>• Create a timeline and Map of France of important factual</li> </ul>	<ul style="list-style-type: none"> <li>• Bien Dit 3</li> <li>• World map</li> <li>• Teachers created</li> </ul>	<ul style="list-style-type: none"> <li>• Journal entry on after-school activities, the past</li> </ul>

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<p>“<i>Retour de vacances</i>”</p>	<p>7.1.NM.B.1 7.1.NM.C.1</p>	<ul style="list-style-type: none"> <li>• What do you know about the geography and history of France?</li> <li>• What important events happened in France?</li> <li>• What are the differences between the regions of France?</li> <li>• What did you do last summer? Where did you go?</li> <li>• How do you like your school?</li> <li>• Where do you have your classes?</li> <li>• What do you do after school?</li> </ul>	<p>cultures.</p> <ul style="list-style-type: none"> <li>• Illustrate likes dislikes &amp; preferences.</li> <li>• Discuss upcoming plans.</li> <li>• State when &amp; how often you did something.</li> <li>• Describe a place in the past.</li> <li>• Explain the present tense, Passé-Composé, use of the Imparfait tense.</li> </ul>	<p>events.</p> <ul style="list-style-type: none"> <li>• Analyze and make a French school schedule.</li> <li>• Pair works: interview a fellow classmate about their weekend.</li> <li>• Write a mini-essay of your summer vacation include sensory details to make descriptions.</li> </ul>	<p>online activities:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.Quizlet.com">www.Quizlet.com</a></li> <li>• <a href="http://my.hrw.com/">http://my.hrw.com/</a></li> <li>• Authentic materials and video/audio clips.</li> <li>• Teacher made worksheets</li> <li>• See below – Section IV</li> </ul>	<p>summer and a dream vacation.</p> <ul style="list-style-type: none"> <li>• Quiz: Postcard of a memorable day from childhood.</li> <li>• Oral Report on French-speaking world, the history and geography of France.</li> </ul>
<p>November/</p>	<p>7.1.NM.A.1</p>	<ul style="list-style-type: none"> <li>• What types of</li> </ul>	<ul style="list-style-type: none"> <li>• List future</li> </ul>	<ul style="list-style-type: none"> <li>• Read and analyze</li> </ul>	<ul style="list-style-type: none"> <li>• Bien Dit 3</li> </ul>	<ul style="list-style-type: none"> <li>• Journal entry on</li> </ul>

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<p>December</p> <p><i>“Le monde du travail”</i></p>	<p>7.1.NM.A.2  7.1.NM.A.3  7.1.NM.B.1  7.1.NM.C.1</p>	<p>professions are common in the French-speaking world?</p> <ul style="list-style-type: none"> <li>• Do you live to work or work to live?</li> <li>• What is the role of women in the world of work?</li> <li>• What do you want to do when you leave school?</li> <li>• How do you talk on the phone and write a formal letter?</li> </ul>	<p>plans</p> <ul style="list-style-type: none"> <li>• Compose polite requests</li> <li>• Explain phone etiquette in France versus the United States.</li> <li>• Explain and discuss the requirement of a formal letter.</li> <li>• Use the verb <i>conduire</i>.</li> <li>• Distinguish the Future Perfect tense and the Present Participle.</li> <li>• Analyze the Futures Tense, the polite use of the Conditional tense &amp; the</li> </ul>	<p>the elements of a resume.</p> <ul style="list-style-type: none"> <li>• Create your own resume use the French format</li> <li>• Read authentic job ad, and apply for it in France.</li> <li>• Read <i>Le Petit Prince &amp; Designer Olfactif</i> (about a profession).</li> <li>• Oral: Interview for a job while your classmates are the hiring committee.</li> </ul>	<ul style="list-style-type: none"> <li>• World map</li> <li>• Teachers created online activities: <ul style="list-style-type: none"> <li>• <a href="http://www.Quizlet.com">www.Quizlet.com</a></li> <li>• <a href="http://my.hrw.com/">http://my.hrw.com/</a></li> </ul> </li> <li>• Authentic materials and video/audio clips.</li> <li>• Teacher made worksheets</li> <li>• See below – Section IV</li> </ul>	<p>your future plans or ideal job.</p> <ul style="list-style-type: none"> <li>• Written Report on a profession, job interviews.</li> <li>• Research an occupation and interview a person in that field.</li> <li>• Oral Report: Advertisement for a perfume</li> </ul>
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			feminine forms of nouns.			
January/ February  “Il était une fois...”	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	<ul style="list-style-type: none"> <li>• What are the roots of the relationship between Africa and France?</li> <li>• Which countries in Africa are French-speaking? Do you know any of them?</li> <li>• What are the main events in the history of Africa?</li> <li>• What fairy tales do you know?</li> <li>• What is le Maghreb?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain sequence of events using the indirect discourse.</li> <li>• Describe what happened to someone else.</li> <li>• Discuss &amp; relate the Passé-Simple, relative pronouns with <i>ce</i>, the adjective placement and meaning, the past perfect, sequences of tenses and the past</li> </ul>	<ul style="list-style-type: none"> <li>• Using a Map of Africa: identify French-speaking countries.</li> <li>• Read and write fairy tales, legends fables, romances, parables and stories of adventures.</li> <li>• Read <i>La Littérature Maghrébine en Français</i>.</li> <li>• Reading strategy: using chronology to keep track of events.</li> <li>• Oral</li> <li>• Discuss fairy tales and other stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Bien Dit 3</li> <li>• World map</li> <li>• Teachers created online activities: <ul style="list-style-type: none"> <li>• <a href="http://www.Quizlet.com">www.Quizlet.com</a></li> <li>• <a href="http://my.hrw.com/">http://my.hrw.com/</a></li> </ul> </li> <li>• Authentic materials and video/audio clips.</li> <li>• Teacher made worksheets</li> <li>• See below – Section IV</li> </ul>	<ul style="list-style-type: none"> <li>• Journal entry on your opinion of a fairy tale or comparison of your favorite tales.</li> <li>• Written Reports: on stories, of literature from the Maghreb.</li> <li>• Create French news report about current events in the area.</li> </ul>

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			infinitive.			
March/April “Amour et Amitiés”	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	<ul style="list-style-type: none"> <li>• How do other francophone countries view the importance of family?</li> <li>• What are some issues faced by</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss relationships and friends. State what happened.</li> <li>• Express and give advice.</li> <li>• Express good and</li> </ul>	<ul style="list-style-type: none"> <li>• Culture, Reading and Writing:</li> <li>• Read <i>Le fils d’Agatha Moudio, Une histoire d’Amour, Maroc: nouveau code de la famille</i></li> <li>• Writing strategy:</li> </ul>	<ul style="list-style-type: none"> <li>• Bien Dit 3</li> <li>• World map</li> <li>• Teachers created online activities:</li> <li>• <a href="http://www.Quizlet.com">www.Quizlet.com</a></li> <li>• <a href="http://my.hrw.com/">http://my.hrw.com/</a></li> <li>• Authentic</li> </ul>	<ul style="list-style-type: none"> <li>• Journal entry on a famous Francophone African person, the condition of women or life events &amp; family history.</li> <li>• Written Report on</li> </ul>

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		<p>children in Francophone countries?</p> <ul style="list-style-type: none"> <li>• What is your family history and important life events?</li> <li>• What is the condition of women like in Africa?</li> <li>• What are the most famous couples in French history?</li> <li>• Where, when and how do French people get married?</li> </ul>	<p>bad news.</p> <ul style="list-style-type: none"> <li>• Identify old acquaintances.</li> <li>• Use and review reciprocal verbs, the past conditional, the verbs <i>manquer</i> and <i>plaire</i>, the subjunctive with necessity, desire and emotions and the disjunctive pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Start a pen pal system</li> <li>• Make your family tree.</li> <li>• Oral</li> <li>• Discuss the culture of Mali.</li> </ul>	<p>materials and video/audio clips.</p> <ul style="list-style-type: none"> <li>• Teacher made worksheets</li> <li>• See below – Section IV</li> </ul>	<p>African countries.</p> <ul style="list-style-type: none"> <li>• Quiz on the various African-French speaking country.</li> </ul>
<p>May “<i>En pleine nature</i>”</p>	<p>7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1</p>	<ul style="list-style-type: none"> <li>• Where do people speak French in America?</li> </ul>	<ul style="list-style-type: none"> <li>• Express astonishment and fear.</li> <li>• Explain</li> </ul>	<ul style="list-style-type: none"> <li>• Create a map and timeline of the making of America while discussing</li> </ul>	<ul style="list-style-type: none"> <li>• Bien Dit 3</li> <li>• World map</li> <li>• Teachers created online activities:</li> </ul>	<ul style="list-style-type: none"> <li>• Journal entry on the history of French-speaking America, wildlife.</li> </ul>

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	7.1.NM.C.1	<ul style="list-style-type: none"> <li>• What are the main events in French-speaking America's history?</li> <li>• What are the main leisure activities in France?</li> <li>• How do French people view health and animals?</li> <li>• What kind of wildlife can you find in French-speaking countries such as in African countries and Québec? Can you find wildlife in France?</li> <li>• Do you like extreme sports?</li> <li>• Who are some</li> </ul>	<p>when to forbid and give warning</p> <ul style="list-style-type: none"> <li>• Give example of general directions.</li> <li>• Demonstrate forms of complains and offer encouragement.</li> <li>• Discuss and categorize the Subjunctive with expressions of fear, the Imperative, the verbs <i>voir</i> and <i>regarder</i>, <i>apporter</i>, <i>amener</i>, <i>emporter</i> and <i>emmener</i>,</li> </ul>	<ul style="list-style-type: none"> <li>• Read <i>Les oies voyageuses</i>, <i>Je viens d'une île de soleil</i>, <i>Le Canada</i>.</li> <li>• Oral: Discuss the culture of French-speaking America.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.Quizlet.com">www.Quizlet.com</a></li> <li>• <a href="http://my.hrw.com/">http://my.hrw.com/</a></li> <li>• Authentic materials and video/audio clips.</li> <li>• Teacher made worksheets</li> <li>• See below – Section IV</li> </ul>	<ul style="list-style-type: none"> <li>• Listening Quiz and Test on French-speaking countries in America.</li> </ul>
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		<p>famous French-speaking athletes?</p> <ul style="list-style-type: none"> <li>• What are some famous French sporting events?</li> </ul>	<p>verbs followed by <i>à</i> and <i>de</i> and the infinitive and idiomatic expressions.</p>			
<p>June “La Presse”</p>	<p>7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1</p>	<ul style="list-style-type: none"> <li>• How are magazines and newspapers different in the French-speaking world?</li> <li>• How are the news delivered by the Media?</li> <li>• What kind of magazines and newspapers are available to young people?</li> <li>• What are the different sections of a French-</li> </ul>	<ul style="list-style-type: none"> <li>• Express certainty &amp; possibility</li> <li>• Express doubt and disbelief.</li> <li>• Relate news &amp; ask for information</li> <li>• Identify and explain the subjunctive with doubt, disbelief and uncertainty, the verbs <i>croire</i> and <i>paraître</i>, <i>quelque part</i>, <i>quelqu’un</i>,</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the news and read <i>Mon quotidien</i>, <i>Profession journaliste</i> .</li> <li>• Student will be given a topic to write an article on</li> <li>• Oral: Discuss the different types of newspapers and compare them.</li> <li>• Create your own TV news segment.</li> </ul>	<ul style="list-style-type: none"> <li>• Bien Dit 3</li> <li>• World map</li> <li>• Teachers created online activities:</li> <li>• <a href="http://www.Quizlet.com">www.Quizlet.com</a></li> <li>• <a href="http://my.hrw.com/">http://my.hrw.com/</a></li> <li>• Authentic materials and video/audio clips.</li> <li>• Teacher made worksheets</li> <li>• See below – Section IV</li> </ul>	<ul style="list-style-type: none"> <li>• Journal entry on an article read.</li> <li>• Speaking test on your view of the media.</li> <li>• Writing tests :</li> <li>• Research the news on the internet and compare with the news in the U.S.</li> </ul>

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		speaking newspaper? • What is the profession of journalist like?	<i>quelquechos</i> e and <i>quelquefois</i> , the object pronouns, interrogative pronouns and more negative expressions.			
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**Common Rubrics**

**WRITING RUBRIC** as it pertains to foreign language and the ACTFL K-12 Performance Guidelines

	<b>Exceeds Standards (5)</b>	<b>Meets standards (3)</b>	<b>Below Standards (1)</b>
<b>Content</b>	Addresses all aspects of the content of the prompt in detail using the target language. Student is able to justify ideas.	Addresses most aspects of the content of the prompt using the target language. Student is able to list ideas.	Addresses the content of the prompt inadequately, inappropriately, incompletely, is off-topic or does not use the target language.
<b>Grammar</b>	Employs sophisticated grammar to enhance the meaning of the message.	Employs appropriate grammar that enhances the meaning of the message most of the time.	Employs inadequate grammar that impedes understanding.
<b>Vocabulary</b>	Uses extensive and rich vocabulary. Vocabulary is appropriate, accurate and pertains to the content.	Uses adequate vocabulary correctly. First language minimally influences communication.	Uses inadequate vocabulary. First language inhibits language production throughout the response.
<b>Conversational Skills</b>	Opens and closes the conversation smoothly and naturally, using transitions between ideas to enhance the meaning of the conversation.	Opens and closes the conversation appropriately and uses transitions most of the time to flow between ideas.	Lacks appropriate opening and/or closing to the conversation and lacks transitions, making the conversation choppy.
<b>Organization/ Fluency</b>	Organizes and logically develops ideas; there is a clear introduction, body and conclusion in the oral production that is clear and smooth.	Organizes and develops ideas that contain: introduction, body and conclusion. Oral production is comprehensible.	Lacks organization of ideas; lacks introduction, body or conclusion. Oral production is choppy and unclear.
<b>Use of Questions and Answers</b>	Uses questioning strategies that elicit complex knowledge. Answers questions with elaborate responses. Demonstrates the ability to negotiate meaning between interlocutors.	Uses questions that elicit answers with some detail. Answers questions with appropriate information. Response demonstrates ability to negotiate meaning between interlocutors most of the time.	Lacks use of questions and answers that elicit meaning from partner. Response demonstrates little or no negotiation of meaning between interlocutors.

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**PRESENTATIONAL RUBRIC**

As it pertains to foreign language and the ACTFL K-12 Performance Guidelines

	<b>Exceeds Standards (5)</b>	<b>Meets Standards (3)</b>	<b>Below Standards (1)</b>
<b>Expression of Ideas</b>	Addresses the prompt appropriately and completely. Responds to prompt knowledgably and accurately. Response consistently demonstrates awareness of audience.	Addresses the prompt adequately. Responds to prompt in a general manner. Response may demonstrate limited awareness of audience at times.	Addresses the prompt inadequately or inappropriately. Response to prompt may be off-topic or incomplete. Response demonstrates little or no awareness of audience.
<b>Grammar</b>	Consistently employs correct and appropriate grammar. Errors are minimal or do not interfere with meaning.	Generally employs adequate grammar. Errors may be frequent and may interfere with meaning.	Employs only basic grammar, or grammar use is inadequate. Errors may cause the response to be incomprehensible.
<b>Vocabulary</b>	Uses extensive vocabulary. Vocabulary is appropriate and accurate.	Uses adequate vocabulary. First language may noticeably influence communication at times.	Uses inadequate vocabulary. First language inhibits communication throughout response.
<b>Elaboration</b>	Elaborates consistently with appropriate and precise details in a coherent manner.	Elaborates occasionally with some appropriate details in a generally coherent manner.	Provides few or no appropriate details, or may not attempt to elaborate at all. Response is incoherent.
<b>Clarity / Fluency</b>	Oral production is clear and smooth. Is mostly understood by listener.	Oral production is comprehensible. May be occasionally misunderstood by listener.	Oral production is choppy and unclear. Confuses the listener by using language that does not make sense.
<b>Pronunciation / Intonation</b>	Pronounces words correctly and clearly enunciates. Speech patterns mimic those of natural speech.	Pronounces most words correctly. Enunciates clearly at times. Speech patterns may seem natural at times.	Pronounces many words incorrectly. Does not enunciate clearly. Speech is unnatural or monotone.
<b>Presentational Technique</b>	Consistently and effectively uses appropriate non-verbal communication (eye contact, body language) to address and engage audience.	Generally uses non-verbal communication (eye contact, body language) to address and engage audience.	Rarely uses non-verbal communication (eye contact, body language) to address or engage audience.

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**INTERPERSONAL RUBRIC**

As it pertains to foreign language and the ACTFL K-12 Performance Guidelines

	<b>Exceeds Standards (5)</b>	<b>Meets Standards (3)</b>	<b>Below Standards (1)</b>
<b>Content</b>	Addresses all aspects of the content of the prompt in detail using the target language. Student is able to justify ideas.	Addresses most aspects of the content of the prompt using the target language. Student is able to list ideas.	Addresses the content of the prompt inadequately, inappropriately, incompletely, is off-topic or does not use the target language.
<b>Grammar</b>	Employs sophisticated grammar to enhance the meaning of the message.	Employs appropriate grammar that enhances the meaning of the message most of the time.	Employs inadequate grammar that impedes understanding.
<b>Vocabulary</b>	Uses extensive and rich vocabulary. Vocabulary is appropriate, accurate and pertains to the content.	Uses adequate vocabulary correctly. First language minimally influences communication.	Uses inadequate vocabulary. First language inhibits language production throughout the response.
<b>Conversational Skills</b>	Opens and closes the conversation smoothly and naturally, using transitions between ideas to enhance the meaning of the conversation.	Opens and closes the conversation appropriately and uses transitions most of the time to flow between ideas.	Lacks appropriate opening and/or closing to the conversation and lacks transitions, making the conversation choppy.
<b>Organization/ Fluency</b>	Organizes and logically develops ideas; there is a clear introduction, body and conclusion in the oral production that is clear and smooth.	Organizes and develops ideas that contain: introduction, body and conclusion. Oral production is comprehensible.	Lacks organization of ideas; lacks introduction, body or conclusion. Oral production is choppy and unclear.
<b>Use of Questions and Answers</b>	Uses questioning strategies that elicit complex knowledge. Answers questions with elaborate responses. Demonstrates the ability to negotiate meaning between interlocutors.	Uses questions that elicit answers with some detail. Answers questions with appropriate information. Response demonstrates ability to negotiate meaning between interlocutors most of the time.	Lacks use of questions and answers that elicit meaning from partner. Response demonstrates little or no negotiation of meaning between interlocutors.

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**SECTION III**

**NJ Core Content Curriculum Standards**

**Novice-Mid**

Interpretive

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal

7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

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Presentational

7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

**Novice-High**

Interpretive

7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.

Interpersonal

7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and
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	sentences on topics related to self and targeted themes.
7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.

**Presentational**

7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
7.1.NH.C.3	Describe in writing people and things from the home and school environment.
7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

**Intermediate-Low**

**Interpretive**

7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests

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	through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.

Interpersonal

7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
7.1.IL.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
7.1.IL.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

Presentational

7.1.IL.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IL.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
7.1.IL.C.5	Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.
7.1.IL.C.6	Summarize requirements for professions/careers that require proficiency in a language other than

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	English based on exploration of the 16 Career Clusters.
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**Intermediate-Mid**

Interpretive

7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials.
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

Interpersonal

7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.

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7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

Presentational

7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.C.4	Synthesize information found in age- and level-appropriate culturally authentic materials.
7.1.IM.C.5	Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.

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**SECTION IV**

**Resources and supplementary materials**

**Textbook:**

Holt French 3 Bien Dit by John DeMado, Severine Champeny, Marie Ponterio

Holt, Rinehart and Winston. Copyright 2008.

**Supplementary information:**

**Culture and History**

Grand Marchè d' Art Contemporain: a collection of contemporary French art viewable by artist, theme or type of work.

Musée canadien des beaux-arts: links to special exhibitions, collections and much more.

Louvre: the Louvre's Web site offers a glimpse of its collections, as well as its history, publications and current exhibitions.

L'Explorateur Culturel: just as the title says, a place to explore French culture and language. Includes links to art, literature, politics, language learning and much more. All in French!

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**Music, Radio, and Television**

Radio France Internationale: Daily news in French.

L'art du Cinéma: for those interested in cinematography, here's a nice site with links to reviews, discussion and general information on related topics.

Le Cinéma: links to film information, cinematography or search the database of French film.

France Link: link to news and radio programming in French.

**News and Magazines**

Le Parisien: an online newspaper updated daily. Includes feature articles, sports, economy, politics, and more.

**Literature**

André Gide: an extensive historical guide on the life and works of André Gide.

**Language Learning Sites**

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Resources W3 de la civilisation française: several exercises on topics such as food, economy, transportation, history, family and more. Self-correcting format.

Tex's French Grammar: offering a guide to French grammar and practice exercises.

French Reading Comprehension: Intermediate level reading exercises.

Verb Conjugation: choose your tense and type in the infinitive to get the correct verb form.

**Chat and Virtual Worlds**

Le MOO Français: an environment for French enthusiasts to meet and practice the target language in a conversational atmosphere.

**Grab Bag**

French Studies Web: access to scholarly resources in French Studies; subjects range from archeology to women's studies.