

# Verona Public School District Curriculum Overview

## FRENCH IV H



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**Verona Public Schools Mission Statement:**

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

**Course Description:**

This course provides a continuing study of the French language and culture presented within the context of the contemporary French-speaking world. Attainment of proficiency of the four skills of listening, speaking, reading, and writing are emphasized with materials including a textbook, a twentieth century novel and a variety of authentic sources. Topics covered in this course include physical descriptions of people and objects, the environment and its protection, shopping and services provided at various establishments, national and international travel, occupations and education, health issues and how they are being addressed in different French-speaking countries. Students will continue to hold extended conversations and express their opinions using idiomatic expressions as well as past, present, and future tenses; expand on their use of the subjunctive and conditional moods and be able to recognize and comprehend the written past tense in literary works. Critical thinking skills will be reinforced through the reading of the novel "Le Petit Prince" par Antoine de Saint-Exupéry and studying the impressionist movement and its artists.

**Prerequisite(s):** French III

## Standard 8: Technology Standards

<b>8.1: Educational Technology:</b> <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	<b>8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<p>A. Technology Operations and Concepts</p> <p><b>X</b> B. Creativity and Innovation</p> <p><b>X</b> C. Communication and Collaboration</p> <p><b>X</b> D. Digital Citizenship</p> <p><b>X</b> E. Research and Information Fluency</p> <p><b>X</b> F. Critical thinking, problem solving, and decision making</p>	<p>A. The Nature of Technology: Creativity and Innovation</p> <p><b>X</b> B. Technology and Society</p> <p>C. Design</p> <p>D. Abilities for a Technological World</p> <p>E. Computational Thinking: Programming</p>

## SEL Competencies and Career Ready Practices

<b>Social and Emotional Learning Core Competencies:</b> <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	<b>Career Ready Practices:</b> <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
<b>Self-awareness:</b> The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	CRP2. Apply appropriate academic and technical skills. CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
<b>Self-management:</b> The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	CRP3. Attend to personal health and financial well-being. CRP6. Demonstrate creativity and innovation. <b>X</b> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
<b>Social awareness:</b> The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<b>X</b> CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management.
<b>Relationship skills:</b> The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<b>X</b> CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management. CRP12. Work productively in teams while using cultural global competence.
<b>Responsible decision making:</b> The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<b>X</b> CRP5. Consider the environmental, social, and economic impact of decisions. CRP7. Employ valid and reliable research strategies. <b>X</b> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management.

## Standard 9: 21<sup>st</sup> Century Life and Careers

<p><b>9.1: Personal Financial Literacy:</b> <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i></p>	<p><b>9.2: Career Awareness, Exploration &amp; Preparation:</b> <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i></p>	<p><b>9.3: Career and Technical Education:</b> <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i></p>
<ul style="list-style-type: none"> <li>A. Income and Careers</li> <li>B. Money Management</li> <li>C. Credit and Debt Management</li> <li>D. Planning, Saving, and Investing</li> <li>E. Becoming a Critical Consumer</li> <li>F. Civic Financial Responsibility</li> <li>G. Insuring and Protecting</li> </ul>	<ul style="list-style-type: none"> <li>A. Career Awareness (K-4)</li> <li>B. Career Exploration (5-8)</li> <li>X C. Career Preparation (9-12)</li> </ul>	<ul style="list-style-type: none"> <li>A. Agriculture, Food &amp; Natural Res.</li> <li>B. Architecture &amp; Construction</li> <li>C. Arts, A/V Technology &amp; Comm.</li> <li>D. Business Management &amp; Admin.</li> <li>E. Education &amp; Training</li> <li>F. Finance</li> <li>G. Government &amp; Public Admin.</li> <li>H. Health Science</li> <li>I. Hospital &amp; Tourism</li> <li>J. Human Services</li> <li>K. Information Technology</li> <li>L. Law, Public, Safety, Corrections &amp; Security</li> <li>M. Manufacturing</li> <li>N. Marketing</li> <li>O. Science, Technology, Engineering &amp; Math</li> <li>P. Transportation, Distribution &amp; Log.</li> </ul>

## Course Materials

<p><b>Core Instructional Materials:</b> <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i></p>	<p><b>Differentiated Resources:</b> <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i></p>
<ul style="list-style-type: none"> <li>● Discovering French Rouge Nouveau (McDougal Littell)</li> <li>● Workbook</li> <li>● Activités pour tous</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="http://tf1.fr">http://tf1.fr</a></li> <li>● <a href="http://rfi.fr">http://rfi.fr</a></li> <li>● <a href="http://www.canalacademie.com/apprendre">http://www.canalacademie.com/apprendre</a></li> <li>● <a href="http://www.audio-lingua.eu">http://www.audio-lingua.eu</a></li> <li>● <a href="http://enseigner.tv5monde.com/">http://enseigner.tv5monde.com/</a></li> <li>● <a href="http://fr.ver-taal.com/reportages.htm">http://fr.ver-taal.com/reportages.htm</a></li> <li>● <a href="http://www.lepointdufle.net">http://www.lepointdufle.net</a></li> <li>● <a href="https://www.tes.co.uk">https://www.tes.co.uk</a></li> <li>● <a href="http://www.fluentu.com/french">http://www.fluentu.com/french</a></li> <li>● <a href="https://quizlet.com">https://quizlet.com</a></li> <li>● “Le Petit Prince” by Antoine de Saint-Exupéry</li> <li>● “Le Fantôme de l’Opéra” by Gaston Leroux</li> <li>● “En d’autres termes” by Renée White</li> </ul>

<b>Unit Title / Topic:</b> French Literature	<b>Unit Duration:</b> 13 weeks
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**Stage 1: Desired Results**

**Established Goals:**

**New Jersey Student Learning Standards (NJSLs) for**

8.1.12.E.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge

7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses

7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture

7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics

7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests

7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature

7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas

7.1.IH.C.3 Use language creatively in writing for a variety of purposes

**Transfer Goal:**

Students will be able to independently use their learning to read independently authentic novels and use their skills to give analysis of the pieces orally and in writing with accuracy in the target language of French

**Meaning**

**Students will understand that:**

*Students will understand that:*

- Ability to read and analyze the text in a foreign language gives a sense of accomplishment and enriches our understanding of other cultures.
- Analyzing of the events and characters helps to improve one's deeper comprehension and appreciation of the language and the culture when reading in a foreign language.

**Essential Questions:**

- What is the difference between reading and analyzing a text?
- What are the benefits of reading in a foreign language?
- How does the reading help me understand people's mentalities and traditions other cultures?
- What do I learn about other cultures when reading in a foreign language?

**Acquisition of Knowledge & Skills**

**Students will know:**

- Facts about the author
- New vocabulary and idiomatic expressions used in the novels
- Characters and events of the novels
- Symbolism of the chapters, events, characters

**Students will be able to:**

- Talk about the authors and their works
- Understand and analyze events in the novels
- Relate the stories to the modern life
- Understand and appreciate linguistic nuances
- Find the symbolism in the chapters
- Describe the dynamics between characters
- Find connections between the events
- Give opinions on the events and characters of the novels
- Make predictions
- Explain actions of the characters
- Describe illustrations by using vocabulary and idiomatic expressions used in the novels
- Retell stories
- Act out scenes from the novels
- Make illustrations based on the description of the events and characters

## Stage 2: Acceptable Evidence

**Transfer Task**

1. “What if moment...” Together with a partner pick a scene from the novel “Le Fantôme de l’Opéra”, make few changes to it (but stay true to the story) and act it out in front of the class.
2. “Lost chapter” Imagine another planet that Le Petit Prince could have visited before arriving on Earth. Create a chapter describing his stay on that planet, describe the inhabitants of that place, interactions that Le Petit Prince could have had with them and lessons that he could have learned. In addition, make a 3D representation of the planet to illustrate the chapter.

SLO: Students will be able to summarize the events of the chapter(s) by using past tenses, vocabulary and idiomatic expressions used in the original text

I can understand what I read independently

I can put events in order

I can use a variety of past tenses to talk about what happened in the chapter

SLO: Students will be able to predict future events based on the understanding of the previous chapters

I know and understand the relationships between characters

I can recall what happened in the story/chapter

SLO: Students will be able to understand main idea and supporting details of the chapter after listening to it’s audio recording

I can understand the spoken language

I can take notes on what I hear  
I can summarize the information that I heard using complete and complex sentences

SLO: Students will be able to act out the scenes from the stories  
I know events of the story  
I can use vocabulary used in the novels independently  
I can ask and answer questions

SLO: Students will be able to give predictions and explain their logic based on the knowledge of the characters and the story  
I can use context clues to make predictions  
I can use linguistic knowledge to make predictions  
I can use visual support and background knowledge to make predictions

SLO: Students will be able to formulate the message/lesson of the story and/or chapter  
I can find connection between the events and its impact on the characters of the story

## Stage 3: Activities

Interpretive:

Analyze and critique information presented in the novels  
Answer the questions by using details from the novels  
Make inferences from context  
Use visual support to predict the meaning of the text orally and in writing  
Use context clues to define an expression  
Use context clues to infer the meaning of a unfamiliar words and/or phrases

Interpersonal:

Participate in discussions while analyzing the events and characters of the novels  
Ask and answer questions while discussing the events and characters of the novels  
Give opinion when answering the questions  
Participate in debates while expressing and defending opinion based on the knowledge of the events and characters of the stories

Presentational:

Present life and literary work of the authors of “Le Petit Prince” and “Le Fantôme de l’Opéra”  
Act out the scenes from the novels  
Describe the characters based on the illustrations  
Use a broad range of vocabulary by describing in writing and/or orally the scenes from the novels after having created a visual support

Produce full paragraphs that are organized and detailed to summarize events of the chapters



<b>Unit Title / Topic:</b> Personal Life	<b>Unit Duration:</b> 7 weeks
<b>Stage 1: Desired Results</b>	
<b>Established Goals:</b>  <b>New Jersey Student Learning Standards (NJSLs) for</b>  8.1.12.E.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge 7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses 7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture 7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests 7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas 7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials	
<b>Transfer Goal:</b> Students will be able to <u>independently</u> use their learning to maintain a conversation in which emotions, feelings and responsibilities are described with accuracy in the target language of French	
<b>Meaning</b>	
<b>Students will understand that:</b> <i>Students will understand that:</i> <ul style="list-style-type: none"> <li>● Successful communication knows how to convey a message to different audiences</li> <li>● The recognition and use of grammatical patterns gives the speaker a wider range of communication</li> <li>● Continuous practice helps to improve one's ability to speak like a native speaker</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● How do I know that I am getting better by using language in real-world situations?</li> <li>● When does the grammatical accuracy matter?</li> <li>● How can I sound more like a native speaker?</li> </ul>
<b>Acquisition of Knowledge &amp; Skills</b>	
<b>Students will know:</b> <ul style="list-style-type: none"> <li>● Forms of the Subjunctive</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● Use Subjunctive in various situations</li> </ul>

- Situations when to use Subjunctive
- Expressions of feelings
- Expressions of household chores
- Expressions of doubts
- Expression to describe their physical and emotional state
- Names of various French non-profit organizations

- Express feelings, doubt, disbelief, fear, necessity using idiomatic expressions
- Describe their chores and responsibilities
- Talk about volunteer work
- Express opinion about various situations and events
- Talk about feelings toward different people
- Explain how people get along with one another
- Congratulate people on their success or comfort them when they are feeling down
- Describe their physical and emotional state
- Maintain a conversation in a doctor's office
- Accept, refuse and thank people for help

## Stage 2: Acceptable Evidence

### Transfer Task

1. Your life is filled with challenges that you have to overcome every day. With a partner find a problem, explain how it makes you feel and together find a solution.
2. Present a volunteer organization that you would like to create one day to help the cause that you feel strongly about.

SLO: Students will be able to comprehend the main idea and supporting details of narrative, descriptive and/or straightforward persuasive text from the culturally authentic written or listening source concentrating on the topic of the unit

I can identify and understand the main points

I can identify and understand supporting details

I can make a list of facts mentioned in the text and/or audio/video

SLO: Students will be able to contrast and compare the household responsibilities of the French and American teenagers

I can name the household chores

SLO: Students will be able to explain the impact of stress on their emotional and physical state

I can identify various health issues/problems

I can identify the source of stress in my life

SLO: Students will be able to discuss the role of social outreach in France and US

I can list some of the volunteer organizations in France and US

I know the goals of some of the volunteer organizations in France and US

SLO: Students will be able to maintain a conversation when offering or asking or thanking someone for help  
I know how to initiate, maintain and end a conversation  
I know when and how to use Subjunctive mode

SLO: Students will be able to understand and explain doctor's prescription  
I can explain symptoms of common illnesses

SLO: Students will be able to start, maintain and end a conversation at a doctor's office  
I can describe my symptoms  
I can explain what's wrong  
I can give information about my medical history

### Stage 3: Activities

Interpretive:

Understand main idea and supporting details of narrative, descriptive and/or straightforward persuasive text from the culturally authentic written or listening source on the topic of the unit

Demonstrate comprehension of spoken and written language as expressed by the native speakers in various situations through appropriate responses

Infer meaning of unfamiliar words in written and listening authentic sources

Comprehend vocabulary and an expanded number of idiomatic expressions related to the topic of the unit presented in authentic video, audio, and/or written text

Comprehend fully the intent of the message that is asking, refusing or thanking for help

Use linguistic knowledge to understand fully information in an authentic listening or written source

Synthesize information from oral and written discourse using the vocabulary and idiomatic expressions presented in the unit

Interpersonal:

Maintain a conversation while communicating in a paragraph-length conversation on the topic of the unit

Share and defend point of view while discussing the issues related to the topic of the unit by producing discourse in full oral paragraph that is well organized, cohesive and detailed

Ask questions on the topic of the unit to probe beyond basic details

Respond to questions in full oral paragraph when applicable format that is well organized, cohesive and detailed as part of a group discussion on the topic of the unit

Presentational:

Create a presentation of a volunteer organization by showing linguistic and grammatical control of the language

Act out a variety of situations on the topic of the unit by exhibiting a consistent control of grammar and vocabulary

Contrast and compare social involvement of French and American teenagers by using a broad range of vocabulary and grammar in a well-organized paragraph form

<b>Unit Title / Topic:</b> Life in a City	<b>Unit Duration:</b> 10 weeks
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**Stage 1: Desired Results**

**Established Goals:**

**New Jersey Student Learning Standards (NJSLs) for**

8.1.12.E.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge

7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses

7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture

7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics

7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests

7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies

7.1.IH.C.3 Use language creatively in writing for a variety of purposes

7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials

**Transfer Goal:**

Students will be able to independently use their learning to resolve everyday common issues of living in a Francophone city with precision and accuracy in a target language

**Meaning**

**Students will understand that:**

*Students will understand that:*

- Successful communication knows how, when and why to convey a message to different audiences.
- Language acquisition is facilitated by a keen observation and understanding of grammatical patterns in addition to repeated exposure to the spoken language.

**Essential Questions:**

- How does the listening to the authentic sources help me become a better speaker in a target language?
- What strategies work for me when learning another language?
- When and why does grammatical accuracy matter?

**Acquisition of Knowledge & Skills**

**Students will know:**

- Expressions related to the topic of the unit
- Various expressions of quantity
- A variety of pronouns
- Construction “faire” + infinitive
- Comparative and superlative forms of the adjectives

**Students will be able to:**

- Name services offered by the post office
- Maintain a conversation at the post office
- Name commonly found specialty stores in a city
- Explain the purpose of the specialty stores
- Maintain a conversation in a store
- Maintain a conversation in a hair salon
- Read and understand the street signs
- Ask for a variety of services at the small businesses
- Describe and compare hotel rooms
- Make a reservation in a hotel
- Describe services in a hotel
- Ask for various services in a hotel
- Answer questions and referring to people, things and places using a variety of pronouns
- Describe services done by others
- Contrast and compare certain aspects of daily city life in France and US
- Explain lodging options in Europe

**Stage 2: Acceptable Evidence****Transfer Task**

“What would you do in a given situation?” Pick randomly a situation/problem from the list and explain how would you address it? What solution you would find?

SLO: Students will be able to comprehend the main idea and supporting details of narrative, descriptive and/or straightforward persuasive text from the culturally authentic written or listening source concentrating on the topic of the unit

I can identify and understand the main points

I can identify and understand supporting details

I can make a list of facts mentioned in the text and/or audio/video

SLO: Students will be able to reply to participate in a variety of conversations by avoiding the repetitions

I can use a variety of pronouns in real life situations

SLO: Students will be able to make requests in a variety of stores/small businesses

I can ask for help

I can start, continue and end a conversation

SLO: Students will be able to participate in a discussion contrasting and comparing daily city life in France and US  
I can name a variety of services found in a French city

SLO: Students will be able to find and describe a hotel and pick a hotel room in a French city by using online resources  
I can navigate a French website  
I can describe a hotel  
I can compare by using comparisons and superlatives

### Stage 3: Activities

#### Interpretive:

Understand main idea and supporting details of narrative, descriptive and/or straightforward persuasive text from the culturally authentic written or listening source on the topic of the unit

Demonstrate comprehension of spoken and written language as expressed by the native speakers in various situations through appropriate responses

Infer meaning of unfamiliar words in written and listening authentic sources

Comprehend vocabulary and an expanded number of idiomatic expressions related to the topic of the unit presented in authentic video, audio, and/or written text

Comprehend fully the intent of the message that is making requests

Use linguistic knowledge to understand fully information in an authentic listening or written source

Synthesize information from oral and written discourse using the vocabulary and idiomatic expressions presented in the unit

#### Interpersonal:

Maintain a conversation while communicating in a paragraph-length conversation on the topic of the unit

Share and defend point of view while discussing the services in town by producing discourse in full oral paragraph that is well organized, cohesive and detailed

Ask questions on the topic of the unit to probe beyond basic details

Respond to questions in full oral paragraph format when applicable that is well organized, cohesive and detailed as part of a group discussion on the topic of the unit

#### Presentational:

Describe services offered by a variety of small businesses

Present a hotel and a hotel room

<b>Unit Title / Topic:</b> French Painters and Their Works	<b>Unit Duration:</b> 5 weeks
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## Stage 1: Desired Results

### Established Goals:

#### New Jersey Student Learning Standards (NJSLs) for

- 8.1.12.E.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
- 7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States
- 7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics
- 7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts
- 7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature
- 7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas
- 7.1.IH.C.3 Use language creatively in writing for a variety of purposes
- 7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture

### Transfer Goal:

Students will be able to independently use their learning to discuss the lives and works of Impressionist painters with accuracy in the French language and to understand how art reflects the life of a society

## Meaning

### Students will understand that:

*Students will understand that:*

- Learning another language goes farther than mastering grammar and syntax
- Art is another form of communication between people of different cultures

### Essential Questions:

- Why are culture and language related?
- Why do you learn a foreign language?
- What is art?
- What do you see when you look at a painting or a sculpture?
- How does painting help people to communicate?

## Acquisition of Knowledge & Skills

### Students will know:

- Definition of the impressionist movement
- Names of the impressionist painters

### Students will be able to:

- Define impressionist movement
- Discuss the era when the impressionism was born

- Facts about several impressionist painters
- Characteristics of the impressionist paintings
- Historical facts when the impressionist movement was born
- Differences between the styles of impressionist painters

- Name a number of impressionist painters
- Talk about the lives of the impressionist painters
- Describe and analyze the paintings
- Differentiate the paintings
- Tell the story behind the paintings
- Give opinion on the painting
- Match a painting with an artist

## Stage 2: Acceptable Evidence

### Transfer Task

Create a story based on 3-5 impressionist paintings of your choice.

SLO: Students will be able to comprehend the main idea and supporting details of narrative, descriptive and/or straightforward persuasive text from the culturally authentic written or listening source concentrating on the topic of the unit

I can identify and understand the main points

I can identify and understand supporting details

I can make a list of facts mentioned in the text and/or audio/video

SLO: Students will be able to describe the life and works of an impressionist painter

I know the names of the impressionist painters

I can identify the works of the painter

SLO: Students will be able to give their opinion of a painting

I can state my opinion

I can describe the style of the painting

SLO: Students will be able to identify the works of the various impressionist artists and explain their choice

I can name the impressionist artists

I can identify different techniques of impressionism paintings

## Stage 3: Activities

Interpretive:

Understand main idea and supporting details of narrative, descriptive and/or straightforward persuasive text from the culturally authentic written or listening source on the topic of the unit

Demonstrate comprehension of spoken and written language as expressed by the native speakers

Infer meaning of unfamiliar words in written and listening authentic sources



Comprehend vocabulary and an expanded number of idiomatic expressions related to the topic of the unit presented in authentic video, audio, and/or written text  
Use linguistic knowledge to understand fully information in an authentic listening or written source  
Synthesize information from oral and written discourse using the vocabulary and idiomatic expressions presented in the unit

Interpersonal:

Participate in a discussion while communicating in a paragraph-length conversation on the topic of the unit  
Share and defend point of view by producing discourse in full oral paragraph that is well organized, cohesive and detailed  
Ask questions on the topic of the unit to probe beyond basic details

Presentational:

Present life and works of an impressionist painter  
Create a story based on the paintings