



World Language |  
French Honors 4/AP5 Cycle2  
Intermediate High Performance  
level



QTR	ORGANIZING THEME/TOPIC	FOCUS STANDARDS & SKILLS
1	<p><b>UNIT 1: LES VACANCEES DU PETIT NICOLAS</b> (AP: Contemporary Life )</p> <p><b>Time Frame:</b> 4 weeks                      August-mid September</p> <p><b>Vocabulary Focus:</b> literary and descriptive vocabulary to describe setting, characters, story line, themes, symbols; idiomatic and culturally authentic expressions.</p>	<p><b>1.1 INTERPERSONAL SPEAKING.</b> Converse about every day and global topics, using a variety and series of sentences in various time frames. (IH)</p> <ul style="list-style-type: none"> <li>• <b>Maintain 4-minute conversations</b> about events that occur in <u>du Petit Nicolas</u>. (1.1)</li> <li>• <b>Discuss</b> the relevance of Petit Nicolas in French culture. (1.1)</li> </ul> <p><b>1.2 INTERPERSONAL WRITING.</b> Correspond on every day and some global topics using short, organized paragraphs, using various time frames. (IH)</p> <ul style="list-style-type: none"> <li>• <b>Write an informal email.</b> (1.1)</li> </ul> <p><b>1.2 INTERPRETIVE READING.</b> Read, comprehend, state and cite textual evidence to support main idea, details, meaning from context, author’s and cultural perspectives and make inferences from multiple authentic text and genres. (IH)</p> <ul style="list-style-type: none"> <li>• <b>Read and identify main idea, supporting details, perspectives and make inferences</b> in about the characters and storyline in <u>du Petit Nicolas</u>. (1.2)</li> </ul> <p><b>1.3 PRESENTATIONAL SPEAKING.</b> Present on topics of personal and global interest and give speeches in organized, paragraph-length style in various times frames, integrating multiple authentic sources. (IH)</p> <ul style="list-style-type: none"> <li>• <b>Retell events</b> from <u>du Petit Nicolas</u>. (1.3)</li> </ul> <p><b>1.3 PRESENTATIONAL WRITING.</b> Write on topics of personal and global interest in organized paragraphs in various time frames, integrating multiple authentic sources. (IH)</p> <ul style="list-style-type: none"> <li>• <b>Write to narrate a sequence of events</b> in <u>du Petit Nicolas</u>. (1.3)</li> </ul>

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2

**UNIT 2: BON VOYAGE**

(AP: Contemporary Life > travel)

**Time Frame:** 6 weeks mid-September-end of October

**Vocabulary Focus:** travel and vacation practices, activities, lodging options, destinations

**1.1 INTERPERSONAL SPEAKING.** Converse about every day and global topics, using a variety and series of sentences in various time frames. (IH)

- **Maintain 4-minute conversations about future and hypothetical situations** with respect to travel and vacation habits and experiences. (1.1)

**1.2 INTERPRETIVE LISTENING.** Listen to comprehend and identify purpose, supporting details, inferences, speaker's and cultural perspectives in a variety of authentic spoken genres and conversations, sometimes supported by visuals. (IH)

- **Listen and identify main ideas, supporting details, and perspectives** in passages about vacation and travel experiences in Francophone various cultures. (1.2)

**1.2 INTERPRETIVE READING.** Read, comprehend, state and cite textual evidence to support main idea, details, meaning from context, author's and cultural perspectives and make inferences from multiple authentic text and genres. (IH)

- **Read and identify main idea, supporting details, perspectives and make inferences** in texts about travel and vacation habits in Francophone and American cultures. (1.2)

**1.3 PRESENTATIONAL SPEAKING.** Present on topics of personal and global interest and give speeches in organized, paragraph-length style in various times frames, integrating multiple authentic sources. (IH)

- **Present organized, detailed information** about personal travel and vacation experiences. (1.3)

**1.3 PRESENTATIONAL WRITING.** Write on topics of personal and global interest in organized paragraphs in various time frames, integrating multiple authentic sources. (IH)

- **Write to compare and contrast** vacation habits and preferences of Francophones and Americans. (1.3)

## 2

### UNIT 3: HUMAN RIGHTS & HUMANITARISM

(AP: Global Challenges > human rights)

**Time Frame:** 5- 6 weeks end October- November

**Vocabulary Focus:** human, political and religious rights; advocacy for children and disadvantaged,; animal rights; humanitarian efforts

**1.1 INTERPERSONAL SPEAKING.** Converse about every day and global topics, using a variety and series of sentences in various time frames. (IH)

- **Express and support opinions in 4-minute conversations** about human rights issues and humanitarian efforts. (1.1)
- **Express emotions and preferences** regarding humanitarian initiatives about which one is most passionate. (1.1)

**1.2 INTERPRETIVE LISTENING.** Listen to comprehend and identify purpose, supporting details, inferences, speaker's and cultural perspectives in a variety of authentic spoken genres and conversations, sometimes supported by visuals. (IH)

- **Listen and identify main ideas, supporting details and make inferences** from passages about human rights issues and humanitarian efforts both in the United States and abroad. (1.2)

**1.2 INTERPRETIVE READING.** Read, comprehend, state and cite textual evidence to support main idea, details, meaning from context, author's and cultural perspectives and make inferences from multiple authentic text and genres. (IH)

- **Read and identify main idea, supporting details, perspectives and make inferences** in texts about human rights issues and humanitarian efforts both in the United States and abroad. (1.2)

**1.3 PRESENTATIONAL SPEAKING.** Present on topics of personal and global interest and give speeches in organized, paragraph-length style in various times frames, integrating multiple authentic sources. (IH)

- **Present organized, detailed information** about global humanitarian efforts, political and human rights issues.(1.3)

**1.3 PRESENTATIONAL WRITING.** Write on topics of personal and global interest in organized paragraphs in various time frames, integrating multiple authentic sources. (IH)

- **Write to compare and contrast** US American vs other countries support and advocate for human rights. (1.3)
- **Write an essay**, identifying describing humanitarian efforts needed during a real-life crisis.

# 3

## UNIT 4: CINEMA

(AP: Beauty & Aesthetics > performing arts)

**Time Frame:** December

**Vocabulary Focus:** film making, genres, film professions, descriptive vocabulary to critique films

**1.1 INTERPERSONAL SPEAKING.** Converse about every day and global topics, using a variety and series of sentences in various time frames. (IH)

- **Discuss** cinema as an art form and the status of France in the film making industry. (1.1)
- **Discuss** the history of French film making and film makers.

**1.2 INTERPRETIVE LISTENING.** Listen to comprehend and identify purpose, supporting details, inferences, speaker's and cultural perspectives in a variety of authentic spoken genres and conversations, sometimes supported by visuals. (IH)

- **Listen and identify main ideas, supporting details, perspectives and inferences** in passages about the history of French cinema and French film makers. (1.2)
- **Listen and identify main ideas, details and perspectives** of characters in authentic French film. (1.2)

**1.3 PRESENTATIONAL SPEAKING.** Present on topics of personal and global interest and give speeches in organized, paragraph-length style in various times frames, integrating multiple authentic sources. (IH)

- **Present organized information** about a the history of French cinema and French film makers.(1.3)

**1.3 PRESENTATIONAL WRITING.** Write on topics of personal and global interest in organized paragraphs in various time frames, integrating multiple authentic sources. (IH)

# 3

## UNIT 5: ADVANCES IN MEDICAL RESEARCH AND ETHICAL ISSUES

(AP: Science & Technology > current research topics, ethical questions)

**Time Frame:** 5 weeks February –early March

**Vocabulary Focus:** medical advances, medical research, ethical issues related to medical research

**1.1 INTERPERSONAL SPEAKING.** Converse about everyday and global topics, using a variety and series of sentences in various time frames. (IH)

- **Maintain 4-minute conversations** about medical advances and related ethical issues (1.1)

**1.2 INTERPERSONAL WRITING.** Correspond on everyday and some global topics using short, organized paragraphs, using various time frames. (IH)

- **Write an informal email** about an ethical concern. (1.1)

**1.2 INTERPRETIVE LISTENING.** Listen to comprehend and identify purpose, supporting details, inferences, speaker’s and cultural perspectives in a variety of authentic spoken genres and conversations, sometimes supported by visuals. (IH)

- **Listen and identify main ideas, supporting details and inferences** in passages about medical advances and breakthroughs. (1.2)

**1.2 INTERPRETIVE READING.** Read, comprehend, state and cite textual evidence to support main idea, details, meaning from context, author’s and cultural perspectives and make inferences from multiple authentic text and genres. (IH)

- **Read and identify main idea, supporting details and make inferences** in texts about medical advances, breakthroughs and related ethical issues. (1.2)

**1.3 PRESENTATIONAL SPEAKING.** Present on topics of personal and global interest and give speeches in organized, paragraph-length style in various times frames, integrating multiple authentic sources. (IH)

- **Present organized and detailed information** about recent medical breakthroughs. (1.3)

**1.3 PRESENTATIONAL WRITING.** Write on topics of personal and global interest in organized paragraphs in various time frames, integrating multiple authentic sources. (IH)

- **Write a persuasive paragraph to express and support opinions** about a medical advancement and its related ethical issues (1.3)

4

**UNIT 6: LANGUAGE IDENTIFY AND NATIONALISM**

(AP: Personal & Public Identities > language and identify, multiculturalism)

**Time Frame:** 5-6 weeks      March – mid April

**Vocabulary Focus:** nationalism, cultural identity, patriotism

**1.1 INTERPERSONAL SPEAKING. Converse about every day and global topics, using a variety and series of sentences in various time frames. (IH)**

- **Maintain 4-minute conversations** about the relation between language and culture in defining one's identity (1.1)

**1.2 INTERPRETIVE LISTENING. Listen to comprehend and identify purpose, supporting details, inferences, speaker's and cultural perspectives in a variety of authentic spoken genres and conversations, sometimes supported by visuals. (IH)**

- **Listen and identify main ideas, supporting details and inferences** in passages about patriotism and aspects national and cultural identities. (1.2)

**1.2 INTERPRETIVE READING. Read, comprehend, state and cite textual evidence to support main idea, details, meaning from context, author's and cultural perspectives and make inferences from multiple authentic text and genres. (IH)**

- **Read and identify main idea, supporting details and make inferences** in texts about medical advances, breakthroughs and related ethical issues. (1.2)

**1.3 PRESENTATIONAL SPEAKING. Present on topics of personal and global interest and give speeches in organized, paragraph-length style in various times frames, integrating multiple authentic sources. (IH)**

- **Present organized and detailed information** about the connections of language, nationalism and identity.(1.3)

**1.3 PRESENTATIONAL WRITING. Write on topics of personal and global interest in organized paragraphs in various time frames, integrating multiple authentic sources. (IH)**

- **Write an essay** explaining the interrelationship of the English and French languages. (1.3)

# 4

## UNIT 7: FAMILY , LOVE AND FRIENDSHIP

(AP: Families & Communities > customs, family structures)

**Time Frame:** 5-6 weeks mid-April – early May

**Vocabulary Focus:** immediate and extended family members, descriptions, emotions

**1.1 INTERPERSONAL SPEAKING.** Converse about everyday and global topics, using a variety and series of sentences in various time frames. (IH)

- **Maintain 4-minute conversations** about the importance of friendships, love and supportive relationships with others. (1.1)

**1.2 INTERPRETIVE LISTENING.** Listen to comprehend and identify purpose, supporting details, inferences, speaker’s and cultural perspectives in a variety of authentic spoken genres and conversations, sometimes supported by visuals. (IH)

- **Listen and identify main ideas, supporting details and inferences** in passages about friendship and family relationships. (1.2)

**1.2 INTERPRETIVE READING.** Read, comprehend, state and cite textual evidence to support main idea, details, meaning from context, author’s and cultural perspectives and make inferences from multiple authentic text and genres. (IH)

- **Read and identify main idea, supporting details, perspectives and make inferences** in texts about friendship and traditional and non-traditional family relationships. (1.2)

**1.3 PRESENTATIONAL SPEAKING.** Present on topics of personal and global interest and give speeches in organized, paragraph-length style in various times frames, integrating multiple authentic sources. (IH)

**1.3 PRESENTATIONAL WRITING.** Write on topics of personal and global interest in organized paragraphs in various time frames, integrating multiple authentic sources. (IH)