

FRENCH IV

LENGTH OF TIME: 90 minutes daily per semester

GRADE LEVEL: 10-12

COURSE STANDARDS:

Students will:

1. When using any of the four language skills (listening, speaking, reading, and writing), in order to insure effective communication:
 - a) Utilize the system of sound-letter correspondences.
 - b) Demonstrate the ability to use/comprehend appropriate vocabulary.
 - c) Exhibit the ability to expand sentences and paragraphs into a variety of communicative tasks of increasing complexity (speaking and writing).
 - d) Expand grammatical structures correctly.
 - e) Employ effective intonation patterns
(FL Standards 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 5.1)
(PA Academic Standards 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8)
2. Understand and retain most key ideas and some supporting detail from a variety of communicative tasks (listening and reading).
(FL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2)
(PA Academic Standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8)
3. Demonstrate comprehension of and sensitivity for the similarities and differences in cultural patterns. (FL Standards 2.1, 2.2, 3.2, 4.2, 5.1, 5.2) (PA Academic Standards 1.1, 1.2, 1.6)
4. Employ the study skills necessary for effective language learning. (FL Standards 3.1, 4.1, 5.1, 5.2)
5. Recognize the importance of language learning to career opportunities.
(FL Standards 5.1, 5.2)
6. Utilize technology as a resource tool, reinforcement/enrichment tool, and for production of oral and written work. (FL Standards 3.1, 5.1, 5.2)

RELATED PA ACADEMIC STANDARDS FOR READING, WRITING, SPEAKING AND LISTENING

- 1.1 Learning to Read Independently
- 1.2 Reading Critically in All Content Areas
- 1.3 Reading, Analyzing and Interpreting Literature
- 1.4 Types of Writing
- 1.5 Quality of Writing

- 1.6 Speaking and Listening
- 1.7 Characteristics and Function of the English Language
- 1.8 Research

RELATED WORLD LANGUAGE STANDARDS: ACTFL

Communication 1.1, 1.2, 1.3
Cultures 2.1, 2.2
Connections 3.1, 3.2
Comparisons 4.1, 4.2
Communities 5.1, 5.2

PERFORMANCE ASSESSMENTS:

Students will be able to use the language at an intermediate mid to high range according to the ACTFL (American Council on the Teaching of Foreign Languages) guidelines.

Intermediate-Mid

Students are able to satisfy some survival needs and some limited social demands and are able to formulate some questions. Vocabulary permits discussion of topics beyond basic survival needs such as personal history and leisure time activities. Some evidence of grammatical accuracy in basic constructions is apparent (subject-verb agreement, noun-adjective agreement, and some notion of inflection).

Intermediate-High

Students are able to satisfy most survival needs and limited social demands and show some spontaneity with uneven fluency. Students are able to produce some narration in past or future. A developing flexibility in circumstances beyond immediate survival needs is evident, but limited vocabulary necessitates much hesitation. The commoner tense forms occur but errors are frequent in formation and selection. Students can use question forms. Errors still occur in more complex word order patterns. Students cannot sustain coherent structures in longer utterances or unfamiliar situations. The ability to describe and give precise information is limited. Articulation is comprehensible to native speakers used to dealing with foreigners.

Students will demonstrate achievement of the standards by:

1. Utilize in the target language acquired vocabulary and structures by identifying them and incorporating them in oral and written communication. (**Course Standards 1, 2, 4**)

- Healthy / unhealthy habits
- Maladies
- Body and face
- Sports and activities
- Childhood habits
- Town vs. city
- Adjectives for places
- Clothing
- Adjectives for emotions
- Story telling phrases
- Advice giving
- Excuse making
- Opinions
- Summarizing
- Animals

2. Provide extended auto and biographical information in the target language by describing in a narration or monologue in oral and written form: **(Course Standards 1, 2, 3, 4, 6)**
 - Exercise likes/dislikes
 - Personal health habits
 - Emotional being
 - Story telling
 - Advice giving
 - Opinions
 - Summarizing
 - Describing life in past
 - Describing life in town vs. city
3. Sustain face-to-face conversations by participating in role-plays and interviews: **(Course Standards 1, 2, 3, 4, 6)**
 - Ask and answer questions about self and others regarding topics described in performance assessments 1, 2, and 3.
4. Narrate and describe using connected sentences and paragraphs in present and other time frames by responding to prompts within their range of vocabulary. **(Course Standards 1, 2, 3, 4, 6)**
 - Discuss, answer questions and summarize information based on topical vocabulary
5. Comprehend main ideas and important supporting details on known topics by using prior knowledge, deduction, and inference by answering questions. **(Course Standards 1, 2, 3, 4)**
6. Analyze cultural patterns and describe their similarities and differences **(Course Standards 1, 2, 3, 4)**
7. Link second language proficiency to career opportunities **(Course Standards 1, 3, 5, 6)**

DESCRIPTION OF COURSE:

In Level IV, the student will demonstrate increased comprehension of longer and more complex authentic sources. The student will expand and refine speaking and writing skills and will be able to summarize, discuss, and express opinions on a variety of themes. The student will also demonstrate a heightened awareness of culturally appropriate behavior.

TITLES OF UNITS:

1. General review of all concepts of French III 1 week
2. *Chapitre 7 En Pleine Forme* 3 weeks
 - A. Communication:
 - Expressing concern for someone and complaining
 - Giving advice, accepting and rejecting advice
 - Expressing discouragement and offering encouragement
 - Justifying your recommendations and advising against something
 - B. Culture:
 - Pharmacies in France
 - Figures of speech with body
 - Teenagers exercise habits in France
 - Staying healthy

- Mineral water
- C. Vocabulary:
- Concern, complaining, advice, encouragement, discouragement
 - Body
 - Ailments
 - Healthy, unhealthy phrases
 - Adverbs of frequency
- D. Structures:
- Reflexive verbs in passé composé
 - “en” with activities
 - verb “devoir”
 - verb “se nourrir”
3. Chapitre 8 *C’était comme ça* 5 weeks
- A. Communication:
- Telling what, whom you miss and reassuring someone
 - Asking and telling what things were like in youth
 - Reminiscing
 - Making and responding to suggestions
- B. Culture:
- Village/city life in the Ivory Coast of Africa (Abidjan)
 - Ethnic groups in Africa
- C. Vocabulary:
- Phrases for what you did when you were young
 - Chores
 - Places in the city
- D. Structures:
- Imparfait tense of être and avoir
 - Formation of the imparfait tense to describe the past
4. Chapitre 9 *Tu connais la nouvelle?* 3 weeks
- A. Communication:
- Wondering what happened and offering explanations
 - Accepting/rejecting explanations
 - Breaking news
 - Beginning, continuing, ending a story
- B. Culture:
- City of Aix-en-Provence
 - Provence region of France
 - Histoires Marseillaises
 - La Marseillaise
 - Friendship
- C. Vocabulary:
- Story telling phrases
 - Accidents and injuries
 - Adjectives to describe emotions

- D. Structures:
- ‘avoir l’air” construction
 - passé composé vs imparfait to describe past tense
 - “être en train de” construction
5. Chapitre 10 *Je peux te parler?* 3 weeks
- A. Communication:
- Sharing a confidence
 - Asking for and giving advise
 - Asking for and granting a favor/making excuses
 - Apologizing and accepting apologies
- B. Culture:
- Artist Paul Cézanne
 - Aix-en-Provence
 - Provence cuisine
 - Talking about personal problems
- C. Vocabulary:
- Confidence, advice, apology, favor phrases
 - Personal happenings
 - Excuse vocabulary
- D. Structures:
- Object pronouns and their placement
 - Direct object pronouns with the past tense
 - Object pronouns before an infinitive
6. Chapitre 11 *Chacun ses goûts* 2 weeks
- A. Communication:
- Identifying people and things
 - Asking for and giving information
 - Giving opinions
 - summarizing
- B. Culture:
- Musical tastes
 - Movie theaters in France
 - The “Minitel”
- Vocabulary:
- Expressions for likes/dislikes, suggestions, giving information
 - Summarizing phrases
- C. Structures:
- Verb ‘connaître’
 - “c’est” vs “il est”
 - “qui”, “que” relative pronouns
7. Chapitre 12 *A la belle étoile* 1 weeks
- A. Communication:
- Asking for and giving information and directions
 - Complaining, expressing discouragement and offering encouragement

- Asking for and giving advice
 - Relating a series of events, describing people and places
- B. Culture:
- Canada
 - Endangered animals
 - French-Canadian expressions
- C. Vocabulary:
- Sports and activities
 - Animals
 - Clothing
 - Suggestion phrases
 - Event telling phrases
- D. Structures:
- Verb “emporter”
 - Past tense review

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Differentiated Instruction via Process, Product, Content, Environment
2. Cooperative learning groups
3. Listening/reading activities
4. Discussion/summary
5. Small group activities
6. Process writing
7. Oral presentations
8. Research
9. Models
10. Notebooks/journals/portfolios
11. Audio visual presentations
12. Simulations/role plays
13. Technology assisted learning
14. Posters/charts, etc
15. Problem solving
15. Journals
16. Interviews
17. Guided paragraph writing, short essays
18. Contextual structure, vocabulary activities
19. Quick Writes
20. Guided Essays
21. Creative Writing
22. Picture descriptions

MATERIALS:

1. Allez viens II, Demado, John and D’Uffeau, Emmanuel, Holt, Rinehart and Winston, 1996
2. CD ROMs /audio tapes/ video tapes to accompany texts

3. Supplemental videos and slides
4. Computer software
5. Internet primary sources
6. Miscellaneous realia
7. Magazines
8. Supplemental materials – texts, maps, etc
9. Teacher made materials

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Preassessment to determine differentiated instruction
2. Differentiated Instruction via Process, Product, Content, Environment
3. Reassessment as appropriate
4. Technology-enhanced instruction
5. Peer tutoring
6. Academic tutorial
7. IST, resource room
8. Guest speakers
9. Field trips
10. Interdisciplinary units
11. Reinforcement of study skills: test taking, study, note taking, organizational skills
12. Independent reading
13. World Language Clubs and special events

PORTFOLIO DEVELOPMENT:

Examples of selected performances and products will be maintained in individual student portfolios throughout the year. Portfolios will serve as a vehicle for self-assessment and teacher assessment. Portfolio contents will include samples of student writing, performance assessment, and traditional vocabulary and unit tests. Audio and / or videotapes of student performances are maintained.

METHODS OF EVALUATION:

1. Performance assessments – projects, presentations, charts, maps, posters, etc
2. Oral proficiency interviews and simulations
3. Quizzes
4. Tests
5. Notebooks
6. Journal entries
7. Classwork
8. Participation
9. Homework

INTEGRATED ACTIVITIES:

(Building, refining, and expanding Level IV skills in oral and written forms.)

1. Concepts
 - Complex and compound sentence structure
 - Multiple tense differentiation /Verb conjugations
 - Vocabulary and idioms
 - Pronunciation and intonation
 - Culture of the target language
 - Study skills

2. Communication (spoken or written form)
 - Focus on near-native pronunciation and intonation
 - Use of thematic vocabulary
 - Extemporaneous Speech
 - Extended questions and answers
 - Discussion
 - Summaries

3. Thinking/Problem Solving
 - Formation of questions and extended responses
 - Use of appropriate sentence structure according to the situation (questions/statements/negatives)
 - Interpretation and analysis of written and oral language
 - Deductive reasoning
 - Circumlocution techniques

4. Application of Knowledge
 - Use of newly acquired skills and information to create oral and written performance assessments and products
 - Use of information to understand realia
 - Use of complex grammatical structures to communicate with increased accuracy.

5. Interpersonal skills
 - Sensitivity to cultural differences
 - Cooperative learning groups (paired/group activities)
 - Teamwork
 - Listening skills