

French 4 Curriculum

Content Standard 2: Communication (Interpretive Mode) – How do I understand what others are trying to communicate in French?

Students will understand and interpret spoken and written French on a variety of topics.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Understand the main ideas and relevant details of extended discussions, lectures and formal presentations on topics related to daily life and/or historical or contemporary themes in the target culture. • Understand the main idea or plot and relevant details or subplots of radio or television programs, films or other forms of media designed primarily by native speakers of the target language. • Comprehend the main ideas and relevant details of live and recorded presentations of culturally significant songs, folktales, plays, comedies and anecdotes. • Recognize the characters and the significance of their roles when reading authentic literary texts and comprehend the main plot and relevant subplot(s). 	<ul style="list-style-type: none"> • Fleur de Lis: Jeanne d’Arc • Activities I and II • View “The Necklace” and produce film review in French. • Zyde.com - "The Internet Magazine for Louisiana Music" dedicated to preserving and promoting Cajun, Jazz, Blues, Rock and all Louisiana music. • MTV segments recorded from Canadian TV • La Parure: questions orales 	<ul style="list-style-type: none"> • Students will demonstrate an understanding of French history surrounding English occupation and France’s struggle for autonomy through the story of Joan of Arc. • Prompts for discussion and/or written student response • Quizzes / Test • Students will write in French a film review detailing plot, character, setting, and reaction to the film created for Native Speakers and viewed in French. • Students will study some lyrics and listen to songs from MULATS festival. • Students will be exposed to popular music / music videos and identify main ideas and details of a song. • Students will identify characters and their roles in a novel. Students will describe how Maupassant uses enumeration in his short stories. 	<ul style="list-style-type: none"> • Contes Sympathiques pp. 78-80 • Teacher generated materials • La Parure (The Necklace) Video • www.mp3.com • MTV recordings from French TV stations (local) • Nouvelles lectures libres pp. 117-129

- Comprehend the main ideas and significant details of full length feature articles in newspapers, magazines and websites on topics of current or historical importance in the target culture.

- **Le monde** francophone -- online current event driven site where students can experience the French-speaking world.

- Students will identify the main purpose of various articles presented via this magazine format on-line source.

- Le Monde
- www.french.mhhe.com

French 4 Curriculum

Content Standard 3: Communication (Presentation Mode)-- How do I present information, concepts and ideas in French in a way that is understood?

Students will present information, concepts and ideas to listeners or readers in French on a variety of topics.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Prepare oral presentations and/or written summaries on topics of current or historical interest in French. • Perform scenes from plays and/or recite poems or excerpts from short stories in the French. • Prepare oral and/or written analyses in French of the plot, character, descriptions and development, and themes found in authentic literary works, including poems, plays, short stories and short works of fiction or non-fiction. • Describe, explain, express opinions about and analyze stories, plays, poems or other literature, as well as radio programs, music, films, art and websites. • Write letters in French to peers in the target culture, describing and analyzing current events of mutual interest. 	<ul style="list-style-type: none"> • <i>Cette Année-là...</i> compositions guidées • <i>La Nuit</i>, Guy d’Maupassant, Subjects de discussion et de composition • <i>Aux Champs</i>,Maupassant, Questionnaire littéraire #s 1-10 • <i>Jeanne</i> , Albert Camus understanding style -- monologue • Pen Pal links facilitated by French Club activities 	<ul style="list-style-type: none"> • Students will write a composition discussing rebellion during the period of German Occupation of Paris • With a classmate, students will prepare and present a scene from the story. • Student written analysis pertaining to <i>Aux Champs</i> and literary questions chosen by the teacher • Students will identify how they can reflect on personal experiences and relate them to the story. • Students will analyze Camus with special attention to the use of monologue in description of emotion related to a lost love. • Teacher monitored writing process and record of correspondence. 	<ul style="list-style-type: none"> • Nouvelles lectures libres pp. 2-5 • Douze Contes de Maupassant pp. 123-134 • Douze Contes de Maupassant pp.134-147 • Nouvelles lectures libres pp. 96-101 • EMF Foundation; other Internet websites for correspondence with native speakers.

- Use a dictionary or thesaurus written entirely in French, as appropriate, to select words for use in preparing written and oral reports.

- *Vers la lecture libre*
Understanding Vocabulary

- Students will prepare vocabulary study guides in French only and use the appropriate word to complete full sentences in French.

- Nouvelles lectures
libres pp. 108-9

French 4 Curriculum

Content Standard 4: Cultures -- How do I use my understanding of culture to communicate and function appropriately in another culture.

Students will demonstrate an understanding of the traditions, products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive, and presentational communication.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Identify and analyze products and practices of the target culture, (e.g., social, economic, legal and political) and explore the relationships between these products and practices and the perspectives of the culture. • Identify, experience or read about, and discuss expressive forms of the culture, including but not limited to literature, periodicals, films, television, websites and the fine arts, in order to explore their effects on the larger community. • Interact in a variety of cultural contexts that reflect both peer group and adult activities within the target culture, using the appropriate verbal and nonverbal clues. 	<ul style="list-style-type: none"> • <i>Handbook of French Popular Culture</i> • Writings of Alexandre Dumas • Games in class – Jeopardy, Scrabble, Pictionary, Charades... 	<ul style="list-style-type: none"> • Students will explore French tastes in popular literature and other reading matter, including comics, cartoons, mystery and spy fiction, newspapers and magazines, and science fiction. • Students will read about the French novelist and dramatist • Students will view examples of Dumas’ work • Students will interact and respond in French to verbal and non-verbal cues in a playful and engaging way. 	<ul style="list-style-type: none"> • Handbook of French Popular Culture • The Count of Monte Cristo • The Man in the Iron Mask • www.literature.org/authors/dumas-alexandre • board games in class • Contes Sympathiques pp. 66-68

<ul style="list-style-type: none"> • Identify, discuss and analyze various patterns of behaviors or interactions that are typical of the target culture. • Identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the target culture. 	<ul style="list-style-type: none"> • <i>Une femme de mauvaise humeur</i> • #22. activities for discussion pp.29-30 • Amour: the theme of love in Literature 	<ul style="list-style-type: none"> • Students will discuss in French funeral customs in France and how they differ from those in the Unites States. • Teacher generated quizzes • Students will identify the persistence of the love theme in French literature. 	<ul style="list-style-type: none"> • Teacher's guide p. 30 • <i>Amour</i>, Guy d'Maupassant • <i>La Jalousie</i>, Alain Robbe-Grillet
---	--	---	--

French 4 Curriculum

Content Standard 5: Connections (Interdisciplinary Mode) -- How do I use my understanding of French and Francophone culture to reinforce and expand my knowledge of other disciplines.

Students will reinforce and expand their knowledge of other areas of study through the study of French.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Use information acquired from other school subjects to complete activities in the world language classroom. • Acquire more complex and abstract information from a variety of authentic sources in the world language classroom and integrate it with other school subjects. • Analyze similarities and differences among sources, purposefully selecting the most appropriate information. • Use new information and perspectives through world language study to expand personal knowledge and interdisciplinary connections. 	<ul style="list-style-type: none"> • Review of literary terms and other studies from English class to assist in study of French literature. • Study notable architectural elements prominent in French cathedrals and castles. • Preparing projects for presentation to class on student selected topics • <i>La mode</i> • <i>Un vrai soldat</i> 	<ul style="list-style-type: none"> • Students will identify literary elements of suspense, foreshadowing, story within a story, point of view, humor. • Students will discuss literary themes (i.e., prejudice, generational conflict) as they recur in the study of works by various authors. • Students will create their own visual representation to demonstrate their familiarity with quintessentially French national monuments. • Students will use various Internet and library sources to choose what to share with class in an oral presentation. • Students will discuss generational opinions with respect to clothing and fashion. • Students will better understand practices of French speaking 	<ul style="list-style-type: none"> • <i>Pages Choisies: Nine famous stories</i> • <i>AMSCO: French Three Years</i> pp. 470-534 • Internet resources and Media Center resources • Internet resources and Media Center resources • <i>Contes Sympathiques</i> pp. 53-55; 84-86 • <i>Contes Sympathiques</i>

		countries with respect to armed services.	(teacher's guide) pp. 36-37
--	--	---	--------------------------------

French 4 Curriculum

Content Standard 6: Connections (Intradisciplinary Mode) -- How do I use my understanding of another language and culture to broaden and deepen my understanding of French and Francophone culture and access and use information that would otherwise be unavailable to me.

Students will acquire and use information from a variety of sources only available in French.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Use multiple media resources to analyze aspects of the target culture(s) and apply their knowledge to new situations. • Access and analyze materials, looking for sources of information for potential use in original work on the target language or culture(s). 	<ul style="list-style-type: none"> • <i>Savants: homes et femmes de science</i> • Preparing projects for presentation to class on finding employment 	<ul style="list-style-type: none"> • Students will research famous men and women of science in the Francophone world and present to the class their findings in the target language. • Teacher/student generated activities and assessments • Students will read classified ads and job descriptions from authentic sources. • Students will demonstrate an understanding of the training and obligations of different careers and professions. • Students will report on findings reflected in the target culture. 	<ul style="list-style-type: none"> • <i>AMSCO: French Three Years</i> pp. 470-534 • Internet resources and Media Center resources • Periodicals in French • <i>AMSCO: French Three Years</i> pp. 470-534

French 4 Curriculum

Content Standard 7: Comparisons Among Languages -- How do I demonstrate an understanding of the similarities, differences and interactions across languages?

Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English. • Evaluate the style of a communicative interaction in French. • Cite evidence to support conclusions, distinguish between fact and opinion, and connect new and previous learning both in written and oral communication. • Read and comprehend longer and more complex texts in abridged and unabridged formats. • Use a writing process in 	<ul style="list-style-type: none"> • <i>El imperfecto</i> ejercicios A y B • <i>Un Episode sous la Terreur</i>, Honoré de Balzac • <i>Le Portrait</i>, Yves Thériault • <i>Astrovision: votre horoscope</i> • <i>La Vie quotidienne</i> • <i>Les Beaux-Arts</i> • <i>Carta de amor</i> (love letter) • Self-description in French 	<ul style="list-style-type: none"> • Students will identify when to use imperfect tense vs. passé composé or other perfect tenses. • Students will identify the tone and style of the piece and note its unique treatment of suspense. • Students will imagine that they are one of the female characters in a reading. They will respond to various questions using support from the reading • Students will report on findings reflected in these readings • Students will list the qualities that 	<ul style="list-style-type: none"> • <i>AMSCO: French Three Years</i> pp. 50-74 • <i>Pages Choisies: Nine famous stories</i> pp.21-35 • <i>Nouvelles lectures libres</i> pp.19-25 • <i>AMSCO: French Three Years</i> p. 546 • <i>AMSCO: French Three Years</i> pp. 509-511 • <i>AMSCO: French Three Years</i> pp. 523-526 • <i>AMSCO: French</i>

<p>producing work that includes self-assessment and discussion with others.</p> <ul style="list-style-type: none">• Produce a range of written work that is coherent, accurate and representative of a variety of literary styles.	<ul style="list-style-type: none">• Reflexive verbs• Concordance of adjectives• <i>La Nuit</i>, Guy d'Maupassant	<p>describe themselves and actions that exemplify them.</p> <ul style="list-style-type: none">• Students will prepare a written response a composition prompt offered at the end of the short story. (i.e., <i>La fin de ce conte ne vous plait pas. Suggérez une autre possibilité.</i>)	<p><i>Three Years</i> pp. 132-151; 346-369</p> <ul style="list-style-type: none">• <i>Douze Contes</i>, pp. 123-133
--	--	---	---

French 5 Curriculum

Content Standard 1: Communication (Interpersonal Mode) – How do I use French to communicate with others?

Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Exchange information about current and past events, as well as aspirations in their personal lives and the lives of their friends, families and others within their community. • Exchange information about international current events based on newspaper or magazine articles, television and radio programs, videos, films and Internet resources, and compare and contrast how information is reported in both the target and their native cultures. • Participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences. • Work in groups to develop solutions to problems that are 	<ul style="list-style-type: none"> • Compound/Perfect tenses • Video segments of news reports from French TV stations • Comparison of inequality, equality and superlative degree • <i>Uses of the Conditional</i> • <i>La Nuit</i>, Maupassant 	<ul style="list-style-type: none"> • Students will talk about themselves, describe situations, people, things and themselves telling what has happened. • Students will bring to class current events information and will have mini discussions in the target language. • Students will compare pop culture magazines and comment on similarities and differences. • Je voudrais... • Exercise 1 on page 100 extend invitations, pose questions, make recommendations for future actions. • Students will work in groups to prepare a dialog between young 	<ul style="list-style-type: none"> • <i>AMSCO: French Three Years</i> pp. 111-124 • Student/teacher provided materials • Teacher provided video segments as appropriate • <i>AMSCO: French Three Years</i> pp. 370-385 • <i>AMSCO: French Three Years</i> p. 100 • <i>Douze Contes</i>, pp. 123-133

<p>of contemporary or historical interest in both the target and their native cultures.</p> <ul style="list-style-type: none">• Exchange opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures.	<ul style="list-style-type: none">• La Cuisine• La Religion• Les Sports	<p>people who are “opposites”.</p> <ul style="list-style-type: none">• Students will discuss trends regarding religious practices• Students will comment on the diversity of French food• Students will discuss variety of sports popular in France (i.e., soccer, cycling, Tour de France)	<ul style="list-style-type: none">• <i>AMSCO: French Three Years</i> pp. 510-511
--	---	---	--

French 4 Curriculum

Content Standard 8: Comparisons Among Cultures – How do I demonstrate and understanding of the similarities, differences and interactions across cultures?

Students will demonstrate an understanding of the concept of culture through comparisons across cultures.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Discuss and analyze different forms of communication across cultures such as signs, symbols, advertisements, displays, songs and rhymes. • Compare and contrast the treatment of current issues across cultures by drawing on authentic texts. • Analyze how other cultures view the role of the United States in the world arena. • Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s). 	<ul style="list-style-type: none"> • Nous recherchons des personnes • Les <<Aéroports de Paris>> • <i>Le Corbeau et le Renard II</i> (Chapter 25) • Les politiques • La France et L'Amérique du Nord • <i>Dans la bouche close, la mouche n'entre pas II</i> • Bouche close the boxer vs. Bouche close the spy 	<ul style="list-style-type: none"> • Students will discern purpose of advertisements and identify appropriate audiences for whom the ads may have been intended. • Students will discuss rights of the accused, criminal investigation processes and due process in both France and the United States. • Students will discuss the role of US in politics, film, dance, stage drama, literature, music as viewed by the French. • Students will research boxing and bullfighting in the French speaking world. • Students will debate whether bullfighting (or boxing) is a humane or a cruel sport. 	<ul style="list-style-type: none"> • <i>AMSCO: French Three Years</i> p. 545 • <i>Contes Sympathiques</i> pp. 72-74 • <i>AMSCO: French Three Years</i> pp. 496-497 • <i>Contes Sympathiques</i> pp. 63-66

		<ul style="list-style-type: none"> Students will debate the topic of justifying international and industrial espionage. 	
--	--	--	--

French 4 Curriculum

Content Standard 9: Communities – How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Students will use their world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> Communicate with members of the target culture and interpret information regarding topics of personal, community or world interest. Use their target language skills and demonstrate cultural understanding while participating in career exploration, volunteer experience, school-to-work projects, of school/individual exchanges with homestay. Use various media from the target language and culture for personal enjoyment. Read literature, listen to music and view films and websites in the target language for enrichment. 	<ul style="list-style-type: none"> <i>Les Enfant Savants</i> (Chapitre 13) <i>Les Enfant Savants</i> (Chapitre 13) Music, videos, films, artwork, stories Stories, collections of poetry, music lyrics, magazine articles 	<ul style="list-style-type: none"> Students will use their skills in French to relate a story about younger days that has been told to them by family members. Students will use French to relate their understanding of domestic problems in France. Is there an air pollution problem? Are taxes high? Is there a high rate of inflation? Unemployment? Students will be exposed to various artists, styles, films, and build an appreciation for Francophone talent. Students will be exposed to pop culture, current events media, films and musical selections for enrichment. 	<ul style="list-style-type: none"> Contes Sympathiques pp. 37-39 Contes Sympathiques pp. 37-39 Teacher provided/Student shared materials from varied media. Teacher provided/Student shared materials from varied media.

--	--	--	--

Curriculum

Content Standard:

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>

--	--	--	--

Curriculum

Content Standard:

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>

--	--	--	--

Curriculum

Content Standard:

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>

--	--	--	--

Curriculum

Content Standard:

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>

--	--	--	--

Curriculum

Content Standard:

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>

--	--	--	--

Curriculum

Content Standard:

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>

--	--	--	--

Curriculum

Content Standard:

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>

--	--	--	--