

French Level 4

Organization French IV

In this yearlong course, students will further their understanding of French culture and advance their language skills and proficiency in French in the domains of Reading, Writing, Listening, and Speaking. Leçons (Units) are organized around themes through which students will be able to explore, practice, and achieve language abilities and skills for the 21st century skills through ACTFL's Standards for Foreign Language Learning: **Communication, Cultures, Connections, Comparisons, and Communities**.

Proficiency goals for students completing this course are aligned with ACTFL Proficiency Guidelines 2012 – Intermediate Level. Students achieving excellence in this course are expected to show minimum proficiency to the following ACTFL Proficiency levels in the four domains (See Appendix A: Proficiency Goals for detailed descriptors):

- Reading: Advanced-Mid
- Writing: Advanced-Mid
- Listening: Advanced-Low
- Speaking: Advanced-Low

Performance Expectations:

- **Pronunciation and delivery:** Student attempts to approximate native-like pronunciation and can be easily understood by interlocutors who are accustomed to dealing with non-native speakers of French.
- **Grammar and language structures:** Student uses and understands a variety of complex grammar structures which have been learned in the prior course sequence, can understand all of the grammar structures covered in the leçon/unit, and can use those structures to a degree of accuracy that does not impede the interlocutor's comprehension nor force interpretation of meaning on the part of the interlocutor.
- **Vocabulary:** Students can understand the meaning and connotation of all vocabulary included in the unit in supported contexts. Students can use any of the unit's vocabulary in appropriate contexts.
- **Organization:** Students' speech and writing shows conventions of organization, detail, supported argumentation, elaboration, and depth appropriate to their grade level, and facilitates understanding of the author's meaning and intent.

Bien Dit! Chapter 7: Notre planète

<p>LEARNING OUTCOMES: Students will be able to independently and collaboratively use their learning to... <i>(What kinds of long-term independent accomplishments are desired?)</i></p>		
<ul style="list-style-type: none"> participate in basic conversations on a variety of familiar and predictable topics using isolated words and learned phrases comprehend short exchanges that use learned vocabulary and grammatical structures on familiar topics present using learned and simple phrases or expressions on very familiar topics; reproduce common practices of the cultures studied; describe familiar products of the cultures studied summarize information gathered from target language resources connected to other content areas organize information acquired from authentic resources expand knowledge of similarities and differences of basic patterns of language through comparisons of the student's own language and the language studied investigate the nature of culture through comparisons of the target culture(s) and the student's own culture and how the two cultures interact. 		
<p>CHAPTER OBJECTIVES</p>		
<p>VOCABULARY:</p> <ul style="list-style-type: none"> natural phenomena, environmental issues and solutions express caution express and support an opinion 	<p>GRAMMAR:</p> <ul style="list-style-type: none"> review the comparative and the superlative, subjunctive with conjunctions, éteindre v 	<p>CULTURE:</p> <ul style="list-style-type: none"> the climate, Kyoto treaty for Environmental protection, electric cars, la minuterie, Le français et le monde de la recherche

<p>MEANING</p>	
<p>ENDURING UNDERSTANDINGS: Students will understand that... <i>(What specifically do you want students to understand? What inferences should they make?)</i></p>	<p>ESSENTIAL QUESTIONS: Students will keep considering... <i>(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)</i></p>
<ul style="list-style-type: none"> that the Subjunctive is also used after certain conjunctions different communities react differently and take different measures concerning weather related phenomena 	<ol style="list-style-type: none"> How do you warn someone about an imminent catastrophe? How do you help someone prepare for a weather related catastrophe? How is everyday life affected by weather and geography depending on where you live? What are some things we can do to preserve the planet?
<p>ACQUISITION</p>	
<p>ACQUIRED KNOWLEDGE: Students will know... <i>(What facts and basic concepts should students know and be able to recall?)</i></p>	<p>LANGUAGE SKILLS: Students will be skilled at... <i>(What discrete skills and processes should students be able to use?)</i></p>
<ul style="list-style-type: none"> expressions for caution in relation to weather vocabulary for natural phenomena ways to express cause and consequence expressions to support an opinion/argument 	<ul style="list-style-type: none"> reporting and comment on natural catastrophes making connections between natural phenomena and geography in the world making predictions, expressing an opinion supported by arguments

Bien Dit! Chapter 8: *La Société*

LEARNING OUTCOMES:
Students will be able to independently and collaboratively use their learning to... *(What kinds of long-term independent accomplishments are desired?)*

- participate in basic conversations on a variety of familiar and predictable topics using isolated words and learned phrases
- comprehend short exchanges that use learned vocabulary and grammatical structures on familiar topics
- present using learned and simple phrases or expressions on very familiar topics; reproduce common practices of the cultures studied; describe familiar products of the cultures studied
- summarize information gathered from target language resources connected to other content areas
- organize information acquired from authentic resources
- expand knowledge of similarities and differences of basic patterns of language through comparisons of the student's own language and the language studied
- investigate the nature of culture through comparisons of the target culture(s) and the student's own culture and how the two cultures interact.

CHAPTER OBJECTIVES

<p>VOCABULARY:</p> <ul style="list-style-type: none"> • types of government, elections, civic education, public services • express a political point of view • ask for assistance • relate information • discuss types of government • discuss outcomes of elections 	<p>GRAMMAR:</p> <ul style="list-style-type: none"> • contractions with <i>lequel</i>, • past subjunctive, • Chacun/chacune, • review conditional 	<p>CULTURE:</p> <ul style="list-style-type: none"> • Traveling in the EU, • Belgium's three cultures, • Les juges en France, • le français et les organisations internationales, • the Swiss government
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MEANING

<p>ENDURING UNDERSTANDINGS: Students will understand ... <i>(What specifically do you want students to understand? What inferences should they make?)</i></p>	<p>ESSENTIAL QUESTIONS: Students will keep considering... <i>(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)</i></p>
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<ul style="list-style-type: none"> • how French elections are conducted • the structure of the French government • there are different public services in French speaking communities and where they are located and simple expressions to identify them 	<ol style="list-style-type: none"> 1. What are similarities and differences in the electoral process in France and US? 2. Compare similarities and differences in community services in France and US? 3. How do you call for help? 4. What steps do you take in case of an emergency? 5. What do you do if you witness/ are part of an accident? 6. How can we make cities better places to live? 7. How are our values reflected in where we choose to live? 8. How are our values reflected in the layout and composition of our cities? 9. Do we always know what we want?*<i>Savons-nous toujours ce que nous désirons?</i> 10. Who is responsible for a city's evolution and the quality of life therein? <i>Qui est responsable pour l'évolution des villes et la qualité de vie en ville?</i> 11. With all the technology that allows us to "travel" virtually and "meet up" virtually, is it necessary any longer to physically se déplacer? 12. <i>Les villes devraient-ils être "mondiales"? Qu'est-ce qu'une ville "mondiale"?</i>
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ACQUISITION

<p>ACQUIRED KNOWLEDGE: Students will know... <i>(What facts and basic concepts should students know and be able to recall?)</i></p>	<p>LANGUAGE SKILLS: Students will be skilled at... <i>(What discrete skills and processes should students be able to use?)</i></p>
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<ul style="list-style-type: none"> • vocabulary for public services • vocabulary for types of governments 	<ul style="list-style-type: none"> • speculating on the outcome of upcoming elections • expressing political point of view and support it • using indirect speech to relate information
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Bien Dit! Chapter 9: L'Art

<p>LEARNING OUTCOMES: Students will be able to independently and collaboratively use their learning to... <i>(What kinds of long-term independent accomplishments are desired?)</i></p>		
<ul style="list-style-type: none"> participate in basic conversations on a variety of familiar and predictable topics using isolated words and learned phrases comprehend short exchanges that use learned vocabulary and grammatical structures on familiar topics present using learned and simple phrases or expressions on very familiar topics; reproduce common practices of the cultures studied; describe familiar products of the cultures studied summarize information gathered from target language resources connected to other content areas organize information acquired from authentic resources expand knowledge of similarities and differences of basic patterns of language through comparisons of the student's own language and the language studied investigate the nature of culture through comparisons of the target culture(s) and the student's own culture and how the two cultures interact. 		
<p>CHAPTER OBJECTIVES</p>		
<p>VOCABULARY:</p> <ul style="list-style-type: none"> vocabulary to describe works of art and the performing arts describe and give an opinion about art/theater/show/ fine arts and performing arts 	<p>GRAMMAR:</p> <ul style="list-style-type: none"> Review of all tense/ concepts from level 3 	<p>CULTURE:</p> <ul style="list-style-type: none"> les musées en France, le français et la musique, music of the Antilles and Tahitian song and dance

<p>MEANING</p>	
<p>ENDURING UNDERSTANDINGS: Students will understand ... <i>(What specifically do you want students to understand? What inferences should they make?)</i></p>	<p>ESSENTIAL QUESTIONS: Students will keep considering... <i>(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)</i></p>
<ul style="list-style-type: none"> the importance of art in French culture simple ways to describe art basic means to identify well known artworks different art styles and museums where they are located in Paris 	<ol style="list-style-type: none"> When visiting France, what do you see in their everyday life that shows the importance they place on art? When talking about art, beyond your own likes and dislikes, what vocabulary to describe techniques, features and periods do you use? What is the role of art in Iowa City/ the US compared to France? Is it important? What do you see/do/ know that supports this opinion?
<p>ACQUISITION</p>	
<p>ACQUIRED KNOWLEDGE: Students will know... <i>(What facts and basic concepts should students know and be able to recall?)</i></p>	<p>LANGUAGE SKILLS: Students will be skilled at... <i>(What discrete skills and processes should students be able to use?)</i></p>
<ul style="list-style-type: none"> vocabulary associated with describing a painting or other work of art vocabulary to express an opinion about a work of art vocabulary to describe an art performance 	<ul style="list-style-type: none"> naming different periods and styles of art describing techniques and features in a work of art critiquing different performances and make recommendations

Bien Dit! Chapter 10: Le Voyage

LEARNING OUTCOMES:
Students will be able to independently and collaboratively use their learning to... *(What kinds of long-term independent accomplishments are desired?)*

- participate in basic conversations on a variety of familiar and predictable topics using isolated words and learned phrases
- comprehend short exchanges that use learned vocabulary and grammatical structures on familiar topics
- present using learned and simple phrases or expressions on very familiar topics; reproduce common practices of the cultures studied; describe familiar products of the cultures studied
- summarize information gathered from target language resources connected to other content areas
- organize information acquired from authentic resources
- expand knowledge of similarities and differences of basic patterns of language through comparisons of the student's own language and the language studied
- investigate the nature of culture through comparisons of the target culture(s) and the student's own culture and how the two cultures interact.

CHAPTER OBJECTIVES

<p>VOCABULARY:</p> <ul style="list-style-type: none"> • at the airport and travel by car • ask for and give information and clarifications • remind and reassure • ask for and give help • ask for directions 	<p>GRAMMAR:</p> <ul style="list-style-type: none"> • review- prepositions with places, • the subjunctive, • adverb placement, • the future, • the past perfect, • the causative faire 	<p>CULTURE:</p> <ul style="list-style-type: none"> • Les Autoroutes en France, • Le français et les métiers du tourisme, • French driver's license and the point system
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MEANING

<p>ENDURING UNDERSTANDINGS: Students will understand ... <i>(What specifically do you want students to understand? What inferences should they make?)</i></p> <ul style="list-style-type: none"> • how to recognize tense in a question and use it in a response • different words for countries and places and that prepositions change accordingly 	<p>ESSENTIAL QUESTIONS: Students will keep considering... <i>(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)</i></p> <ol style="list-style-type: none"> 1. What is gained in travel to a different country? 2. In what ways can travel be enriching? 3. In what ways does a person's views change with travel? 4. How does one's personality, culture, language, geographic location relate to one's values? 5. Compare the values of the two groups. What conclusions can you draw about human relationships through various states of life? 6. Is it possible to fully understand a culture without understanding/speaking the language? Is it possible to maintain/create meaningful relationships without speaking the same language? Is a translation enough?
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ACQUISITION

<p>ACQUIRED KNOWLEDGE: Students will know... <i>(What facts and basic concepts should students know and be able to recall?)</i></p> <ul style="list-style-type: none"> • how to define and identify DOM-TOMs for France • prepositions with places • information on different cities in France • how to ask for information about travel • additional uses for structures and vocabulary 	<p>LANGUAGE SKILLS: Students will be skilled at... <i>(What discrete skills and processes should students be able to use?)</i></p> <ul style="list-style-type: none"> • talk about travel plans • use new vocabulary terms to plan for travel • use tense and vocabulary in new ways
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Novels

LEARNING OUTCOMES:

Students will be able to independently and collaboratively use their learning to... *(What kinds of long-term independent accomplishments are desired?)*

- interpret authentic written language by applying appropriate comprehension strategies to extract meaning and use information for personal and/or community enrichment.
- cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- read and comprehend complex literary texts independently and proficiently in French
- read the integral text of an iconic twentieth century French literary work
- apply new vocabulary and reinforce grammatical structures while discussing and analyzing text
- identify major themes of the Little Prince and write an essay on the theme of their choice
- respond to subjective and objective questions about what they have read
- retell various chapters of the book in their own words, orally and in writing.

MEANING

ENDURING UNDERSTANDINGS: Students will understand that... *(What specifically do you want students to understand? What inferences should they make?)*

- How to become independent, engaged readers
- Written & spoken language is meant to be understood & interpreted.
- Presentations of information, concepts, & ideas are meant to be communicated to an audience of listeners or readers.
- World Language is not an isolated academic subject.
- A variety of media is essential for language understanding.
- A new language can be used for personal enjoyment & enrichment.
- There is a world of language beyond the classroom setting.
- Every culture has its own unique aspects and components.
- There is a relationship between the practices & perspectives of a culture and the products & perspectives of a culture.

ESSENTIAL QUESTIONS: Students will keep considering... *(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)*

1. Why is it important to study a language?
2. Why is it important to apply language communication skills outside of the classroom?
3. How can learning a new language be used for personal enjoyment & enrichment?
4. What viewpoints and practices of the studied culture differ from those of your own personal viewpoints and practices and/ or those of the culture in which you live?
5. What is culture and how does it relate to communication?
6. How do we use prior knowledge to further understand a new language and its related cultures?
7. How do you formulate and respond to literature-based questions?
8. What are some tools (punctuation, cognates, etc.) from your own language that you can use to learn a new language?
9. How can your knowledge of plot and character development be used to ameliorate your own oral & written communication?
10. How do geography, political influence, historical events, and personal experiences influence narrative, literary products, and other forms of art or expression?
11. How can we account for the universal appeal of Le Petit Prince, and other similar literary texts?

Novels (continued)

ACQUISITION	
ACQUIRED KNOWLEDGE: Students will know... <i>(What facts and basic concepts should students know and be able to recall?)</i>	LANGUAGE SKILLS: Students will be skilled at... <i>(What discrete skills and processes should students be able to use?)</i>
<ul style="list-style-type: none"> the meaning of spoken French on a variety of familiar topics at an Intermediate-Mid level or higher, and on unfamiliar topics at an Intermediate-Low or higher level how to speak in French on a variety of familiar topics at an Intermediate-Mid or higher level, and to speak in French on unfamiliar topics at an Intermediate-Low or higher level how to use their language knowledge in conjunction with a variety of second language reading strategies to read and comprehend course texts and materials in French at an Intermediate-Mid level or higher, and on unfamiliar topics at an Intermediate-Low or higher level how to write for a variety of basic purposes and audiences in French at an Intermediate-Mid level or higher, and on unfamiliar topics at an Intermediate-Low or higher level a variety of cultural beliefs and customs practiced in the Francophone world and how those practices relate to communication with members of Francophone communities 	<ul style="list-style-type: none"> identifying and comparing cultural customs practiced in the country in which written text identifying geographical and historical facts that may have influenced the themes and content of the written text identifying & describing the main ideas & characters from the text identifying and understanding cognates, idiomatic expressions, and rhetorical or literary devices retelling the plot summary giving an opinion about the content or style of the written text, supported by evidence from the text.