



French 4

Grade(s):	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input type="checkbox"/> Other _____
Discipline/Course:	Discipline: World Languages Course: French 4		
Course Title:	French 4		
Prerequisite(s):	French 3 <i>or</i> French 3 H <i>or</i> Teacher Recommendation		
Course Description: <i>Program of Studies</i>	The French 4 course deepens students’ linguistic and cultural understanding by exploring identity, storytelling, innovation, and community in Francophone cultures. Students will engage with authentic materials, participate in discussions, and complete project-based tasks to enhance their communication skills. The course focuses on refining students’ ability to express complex ideas, analyze cultural perspectives, and interact meaningfully in French.		
Course Essential Questions:	<ul style="list-style-type: none"> ● What is art to me? ● What is the relationship between art and culture? ● How can art convey ideas, opinions and emotions ● What stories do people tell? ● What do stories reveal about individuals and their cultures? ● How did people tell stories in the past, and how has this changed over time? ● How does technology shape our world? ● What innovations do we need to improve our life and world? ● What limits should we impose on inventions? ● What kinds of events draw people together? 		

	<ul style="list-style-type: none"> • Why do people gather for events? • How do events and celebrations break down barriers? 	
Course Enduring Understandings:	<ul style="list-style-type: none"> • Art reflects and shapes culture, conveying ideas, opinions, and emotions, while fostering personal and cultural connections in francophone communities and our own. • Stories reveal the values, beliefs, and identities of individuals and cultures, evolving in their methods of sharing, while continuing to connect and educate across generations and communities. • Technology shapes our world by driving innovation and improving lives, while raising important questions about invention's ethical limits and societal impacts. • Events and celebrations unite people, fostering connection and understanding while breaking social and cultural barriers. 	
Duration: Credit:	<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Full-Year	<input type="checkbox"/> 0.5 Credit (s) <input checked="" type="checkbox"/> 1.0 Credit(s) <input type="checkbox"/> 1.5 Credit(s) <input type="checkbox"/> N/A
Course Materials/Resources:	EntreCultures 4	
FPS Course Academic Expectation(s):	<input type="checkbox"/> Exploring and Understanding (EU) <input checked="" type="checkbox"/> Synthesizing and Evaluating (SE) <input type="checkbox"/> Creating and Constructing (CC) <input checked="" type="checkbox"/> Conveying Ideas (CI) <input type="checkbox"/> Collaborating Strategically (CS) <input type="checkbox"/> Using Communication Tools (UCT)	
Year at a Glance (Units):	Unit 1 - L'art et la vie (Art and life) (~10 weeks) Unit 2 - Racontez-nous (Tell us about it) (~10 weeks) Unit 3 - Ca reste à inventer (It remains to be invented) (~10 weeks) Unit 4 - Tous ensemble (All together) (~10 weeks)	

Unit Number and Title:	Unit 1: L'art et la vie (Art and life)
Duration:	~10 weeks
Resource(s):	EntreCultures 3, Unit 6
Unit Overview:	This unit explores how art influences and reflects culture in Francophone communities and beyond. Students will examine different forms of artistic expression, discuss how art conveys messages and emotions, and analyze its role in shaping identity and society. Through discussions, research, and creative projects, they will develop their ability to interpret, express, and defend ideas about the relationship between art and culture.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpretive Communication (Standard 1.2) ● Interpersonal Communication (Standard 1.1) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2)

	Communities (Using Language Beyond the Classroom & Lifelong Learning) <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)
Essential Question(s):	<ul style="list-style-type: none"> ● What is art to me? ● What is the relationship between art and culture? ● How can art convey ideas, opinions, and emotions?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Art reflects and shapes culture, conveying ideas, opinions, and emotions, while fostering personal and cultural connections in francophone communities and our own.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	Content: (Students will know...) <ul style="list-style-type: none"> ● vocabulary related to works of art. ● adjectives to describe artwork. ● the indicative and subjunctive with verbs of opinion and doubt (regular verbs). ● the Indicative and Subjunctive with expressions of feeling and will (regular verbs). ● object pronouns to describe art. Skills: (Students will be able to...) <ul style="list-style-type: none"> ● define art and provide specific examples. ● articulate the importance of art. ● explain how art and culture intertwine. ● express opinions about art. ● express desires and emotions. ● avoid repetition with “me, te, nous, vous, le, la, les, lui, and leur.” ● compare artwork from different cultures.

Unit Number and Title:	Unit 2: Racontez-nous! (Tell us)
Duration:	~10 weeks
Resource(s):	EntreCultures 4, Unit 1
Unit Overview:	This unit explores the role of storytelling in shaping and preserving cultural identity across generations. Students will examine the structure of stories, their cultural significance, and how storytelling methods have evolved. Through discussions, analysis, and creative projects, they will interpret and share stories while reflecting on their deeper meanings and impact on individuals and societies.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpretive Communication (Standard 1.2) ● Interpersonal Communication (Standard 1.1) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1)

	<ul style="list-style-type: none"> ● Lifelong Learning (Standard 5.2)
Essential Question(s):	<ul style="list-style-type: none"> ● What stories do people tell? ● What do stories reveal about individuals and their cultures? ● How did people tell stories in the past, and how has this changed over time?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Stories reveal the values, beliefs, and identities of individuals and cultures, evolving in their methods of sharing, while continuing to connect and educate across generations and communities.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● parts of a story. ● cultural aspects of stories. ● multiple ways of telling a story / Media for sharing stories. ● cognates related to stories. ● the pluperfect “ plus-que-parfait” to express an action that occurred before another action. ● stories that are popular in the French-speaking world. ● morals associated with certain types of stories/tales. ● traditional stories in francophone cultures. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● express an action that occurred before another action in the pluperfect “le plus-que-parfait.” ● exchange information about stories, their origins, and how they reflect culture. ● read authentic sources such as stories, cartoons, blogs, infographics, videos, and interviews to learn about the importance of stories in the cultures of the French-speaking world. ● tell and retell stories in spoken and written form. ● examine how stories are shared in the French-speaking world. ● read important stories in francophone cultures.

Unit Number and Title:	Unit 3: Ça reste à inventer (It remains to be invented)
Duration:	~10 weeks
Resource(s):	EntreCultures 4, Unit 3
Unit Overview:	This unit explores how technology and innovation shape our daily lives, influence the future, and raise ethical questions. Students will examine the impact of technological advancements, consider the need for new inventions, and debate the limits that should be placed on innovation. Through discussions, research, and creative problem-solving, they will analyze the role of technology in society and propose ideas for future advancements.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpretive Communication (Standard 1.2) ● Interpersonal Communication (Standard 1.1) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p>

	<ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)
Essential Question(s):	<ul style="list-style-type: none"> ● How does technology shape our world? ● What innovations do we need to improve our lives and the world? ● What limits should we impose on inventions?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Technology shapes our world by driving innovation and improving lives, while raising important questions about invention's ethical limits and societal impacts.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● different forms of technology used in everyday life. ● how innovation will change the world of the future. ● ethical questions in innovation. ● cognates related to innovations and inventions. ● present participle “en + le participe present.” ● the future and the future perfect “le futur antérieur” (regular verbs). ● conjunctions “pour que.” <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● express two simultaneous actions using the present participle. ● express one action taking place before another in the future (regular verbs). ● exchange information and opinions about innovation and technology via conversations and emails. ● read authentic sources such as infographics, videos, podcasts, and articles. ● create podcasts, blogs, posters, ads, and suggest a new invention. ● examine what people think about innovation and how they react to it.

Unit Number and Title:	Unit 4: Tous ensemble (All together)
Duration:	~10 weeks
Resource(s):	EntreCultures 4, Unit 4
Unit Overview:	This unit explores how events and celebrations unite people, fostering connection and breaking cultural and social barriers. Students will examine different types of gatherings, their significance in communities, and how they promote unity and understanding. Through discussions, analysis, and personal reflections, they will explore the power of shared experiences in strengthening relationships and cultural ties.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpersonal Communication (Standard 1.1) ● Interpretive Communication (Standard 1.2) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p>

	<ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)
Essential Question(s):	<ul style="list-style-type: none"> ● What kinds of events draw people together? ● Why do people gather for events? ● How do events and celebrations break down barriers?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Events and celebrations unite people, fostering connection and understanding while breaking social and cultural barriers.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● idiomatic expressions. ● disjunctive pronouns with moi, toi, lui, elle, nous, vous, eux et elles ● vocabulary associated with parties and invitations. cognates related to gatherings and events. ● the preposition, which “lequel.” ● idiomatic verbs using “se.” <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● specify something with a preposition, which “lequel.” ● focus on the person speaking or about whom one is speaking using disjunctive pronouns moi, toi, lui, elle, nous, vous, eux et elles. ● invite people and make plans. ● exchange information about gatherings and events via conversations, emails, and texts. ● read authentic sources such as infographics, videos, podcasts, articles and posters. ● present reports, personal accounts, blogs, advertisements, voice messages and posters. ● examine how and why people get together.