

Wilson Area School District Planned Course Guide

Title of planned course: French 4 (Honors)

Subject Area: World Language

Grade Level: 11-12

Prerequisites: French 3 or French 3H with teacher permission. This course can be taken before, after, or concurrently with AP French.

Course Description: French 4 builds upon the development of reading, writing, speaking, and listening skills through authentic, thematic content and increasingly complex grammatical structures. Students will engage with francophone cultures and current events while refining communicative proficiency. The course uses *T'es branché? 3* and targets ACTFL Intermediate Mid to High proficiency levels. Emphasis is placed on real-world application and cultural appreciation.

Reading materials are diversified, and writing skills are expanded. Cultural activities, as well as individual research and study, are part of the program.

Time/Credit for this Course: 1.0 Credits 1.2 Weight Factor

Curriculum Writing Committee: Pana Barova-Ozcan, Ph. D.

Curriculum Map

August:

- Introduction
- Review: key grammar and vocabulary from French 3

September:

- Grammar (review):
 - Present tense of regular and irregular verbs
 - Depuis + present tense
 - Compound tenses
 - Conditional
 - Future tense
- Topics:
 - Friendship
 - Emotions
 - Marriage and types of families
 - Childhood games and activities
- Writing:
 - Personal narrative

October:

- Grammar Review:
 - Interrogative pronouns
 - C'est vs il/elle est
 - Direct and indirect object pronouns
 - Relative pronouns qui and que
- Topics:
 - Shapes, sizes, materials, and usage
 - Kitchen utensils
 - Small talk
- Writing:
 - The importance of table manners and social etiquette in the Francophone world; comparison and contrast with the U.S.

November:

- Grammar (review):
 - Pronouns *y* and *en*
 - Double object pronouns
 - Pronominal verbs
 - Comparing adverbs
 - Superlative of adverbs
 - Relative pronouns, past participles with *être* (to be) and *avoir* (to have)
- Topics:
 - Families and ancestors
 - Francophone fairy tales and literary genres
 - Types of housing
- Writing:
 - Using transitions to create a fictional story

December:

- Grammar:
 - Present participle
 - Negation (review)
 - Negative expressions
 - Savoir vs. connaître (revision)
 - Subjunctive of regular and irregular verbs
- Topics:
 - Christmas and New Year in the Francophone world
 - Winter sports and outdoor activities
- Writing: Travel and seasons

January:

- Grammar:
 - Subjunctive with wish, will, and desire
 - Subjunctive with expressions of emotion
 - Subjunctive after expressions of doubt and uncertainty
 - Interrogative adjective quel
 - Interrogative pronoun lequel
- Topics:
 - How to book a trip
 - Checking into a hotel
 - Going to the movies
- Writing: Pros and cons of different types of travel

*Mid-term review and examination.

February:

- Grammar:
 - Future tense in sentences with *si* (if)
 - Future tense with *quand*
 - Relative pronoun *dont* (about which)
 - Demonstrative adjectives (review)
 - Demonstrative pronouns
- Topics:
 - Getting around in francophone countries (going to the bank, to college, to the post office, and to the library)
- Writing: Writing a persuasive essay

March:

- Grammar:
 - Agreement and position of adjectives (review)
 - Comparative and superlative of adjectives (review)
 - Irregular verb *plaire*
 - Subjunctive after *pour que* (in order to, so that)
- Topics:
 - Francophone art - visual arts, music, and literature
 - Artistic and literary movements
 - French poetry
- Writing:
 - A comparison and contrast essay

April:

- Grammar:
 - Expressions with the verb *faire* (to do) (review)
 - *Faire* (to do) + infinitive
 - Expressions with the verb *avoir* (to have) (review)
 - Expression with the verb *être* (to be) (review)
 - Pluperfect tense
 - Past infinitive
- Topics:
 - French history, the French Revolution
 - Employment and healthcare
- Writing: Writing a résumé in French

May:

- Grammar:
 - The past conditional
 - Possessive adjectives (review)
 - Possessive pronouns
 - Indefinite adjectives (review)
 - Indefinite pronouns
- Topics:
 - What we feel and what we try to avoid
 - How to describe a person
 - Emotions and reactions
- Writing: Telling a story through pictures (storyboard)

*Final Exam Review and Preparation

Final exams and reflections

June:

- Francophone Film

Wilson Area School District Planned Course Materials

Course Title: French 4

Textbook: *T'es Branché 3*

Supplemental Books:

Le Petit Prince by Antoine de Saint-Exupéry

Supports: Unit on relationships, philosophy, and imagination

Why: Rich in vocabulary, metaphor, and moral reflection. Widely accessible and deeply thematic.

Le Petit Nicolas by René Goscinny & Jean-Jacques Sempé

Supports: Units on friendship, childhood, and humor

Why: Short, humorous stories with relatable characters; accessible yet authentic.

Teacher Resources:

- **Books:**

- *French Grammar for Intermediate Level: The most complete textbook and workbook for French learners* (Frederic Bibard, 2020)
- Barron's 501 French Verbs
- *L'orthographe pour tous* (Bescherelle)
- *La grammaire pour tous* (Bescherelle)
- *La conjugaison pour tous* (Bescherelle)
- *Le bon usage* (Grevisse)

- **Websites:**

- <https://frenchified.com/>
- <https://www.espaceproffle.com/>
- <https://fr.brainpop.com/subject/francais/>
- <https://www.1jour1actu.com/espace-enseignants>
- <https://enseigner.tv5monde.com/fiches-pedagogiques-fle>
- <https://resources.frenchteachers.org/shared-resources/>

Curriculum Scope & Sequence

Planned Course: French 4

Unit 1: Major moments in a lifetime

Time frame: 9 blocks (90 min each)

State Standards:

12.1.1.S2 – Responding appropriately in basic interpersonal communication (listening/speaking)

12.1.1.S3 – Reading and writing words and short sentences on familiar topics

12.3.1.S2 – Making interdisciplinary connections

12.3.1.S3 – Recognizing cultural perspectives and behaviors

ACTFL Intermediate Mid–High

Essential content/objectives: At the end of the unit, students will be able to:

- Describe types of families and childhood activities in French
- Discuss friendship and emotions using the present, future, and conditional tenses
- Write and revise a personal narrative incorporating reflective vocabulary and transitional phrases

Core Activities: Students will complete/participate in the following:

- Read 2–3 authentic or adapted biographies of young people and identify key life events
- Write a one-paragraph personal narrative about a meaningful childhood memory using a narrative writing guide
- Participate in a structured small-group storytelling activity and compare cultural practices using a discussion guide

Extensions:

- An extended conversation element for advanced and native speakers
- Interview a family member or friend and present their childhood memories in French

Remediation:

- Scaffolded vocabulary and verb conjugation support
- Peer tutoring and small group grammar review
- <https://www.lawlessfrench.com/>

Instructional Methods:

- Explicit instruction and modeling
- Peer collaboration
- Guided writing and editing sessions
- Think-pair-share practice
- Small group instruction
- Independent practice

Materials & Resources:

- Warm-ups
- Google Slides
- Project presentations
- 501 French Verb book

Assessments:

- Grammar function activities
- Personal narrative (written)
- Grammar and vocabulary quizzes
- Speaking task: childhood storytelling
- Oral discussion

Curriculum Scope & Sequence

Planned Course: French 4

Unit 2: Personal Relationships

Time frame: 9 blocks (90 min each)

State Standards: 12.1.1.S2, 12.1.1.S3, 12.3.1.S2, 12.3.1.S3
ACTFL Intermediate Mid–High

Essential content/objectives: At the end of the unit, students will be able to:

- Describe objects using shape, size, material, and function
- Engage in small talk and polite conversation in formal/informal settings
- Use relative (qui, que) and object pronouns accurately in writing and speech

Core Activities: Students will complete/participate in the following:

- Play an object description guessing game in pairs using sentence frames
- Role-play conversations using scripted polite expressions and informal greetings
- Write a 6–8 sentence paragraph comparing etiquette in France and the U.S., using a checklist of formal expressions

Extensions: Create a video skit demonstrating etiquette at a French dinner

Remediation:

- Pronoun usage worksheets
- Sentence frame templates for polite conversation
- Pronoun reference guides
- <https://www.lawlessfrench.com/>

Instructional Methods:

- Explicit instruction
- Small group practice
- Small group instruction
- Independent practice
- Student-led discussion

Materials & Resources:

- Teacher notes
- Text
- Internet
- Video examples of etiquette
- Graphic organizers

Assessments:

- Grammar function activities
- Grammar quiz (pronouns)
- Short essay: Etiquette Comparison (one paragraph)

Curriculum Scope & Sequence

Planned Course: French 4

Unit 3: Storytelling in the Francophone world

Time frame: 9 blocks (90 min each)

State Standards: 12.1.1.S2, 12.1.1.S3, 12.3.1.S2, 12.3.1.S3
ACTFL Intermediate Mid–High

Essential content/objectives: At the end of the unit, students will be able to:

- Write a fictional story using transitions and descriptive language
- Compare literary genres and traditions in the Francophone world using vocabulary from the unit
- Accurately use pronominal verbs and relative pronouns orally and in writing

Core Activities: Students will complete/participate in the following:

- Read three fairy tales from different francophone regions and complete guided comparison charts
- Use a story mountain graphic organizer to write an original tale using descriptive vocabulary
- Present short slide shows comparing types of homes in Québec, Senegal, and France

Extensions: Rewrite a fairy tale from a different perspective with illustrations

Remediation:

- Vocabulary and grammar scaffolding using chunking and visual aids
- Peer editing with templates

Instructional Methods:

- Explicit instruction
- Small group discussions
- Literature circles
- Guided composition

Materials & Resources:

- TB3, TV5MONDE, France24, Edpuzzle
- Teacher notes
- Text
- Internet
- Fairy tale texts, video, and audio
- Graphic organizers

Assessments:

- Oral discussion
- Grammar quiz
- Original fictional story
- Vocabulary and grammar quizzes
- Cultural comparison paragraph

Curriculum Scope & Sequence

Planned Course: French 4

Unit 4: Organizing a Trip and Getting Ready for Departure

Time frame: 9 blocks (90 min each)

State Standards: 12.1.1.S2, 12.1.1.S3, 12.3.1.S2, 12.3.1.S3
ACTFL Intermediate Mid–High

Essential content/objectives: At the end of the unit, students will be able to:

- Describe winter traditions and vacation preferences orally and in writing a four-paragraph essay
- Compare winter sports in Francophone countries through writing and discussion
- Use the subjunctive for expressing desire and emotion orally and in writing

Core Activities: Students will complete/participate in the following:

- Research winter sports in Canada, France, and Switzerland and complete a Venn diagram
- Use a mock travel website to practice booking a trip via role-play with a partner
- Write a short paragraph expressing travel preferences using the subjunctive

Extensions: Create a travel guide for a Francophone destination

Remediation:

- Sentence starters for comparisons
- Subjunctive practice (oral and written)
- <https://www.lawlessfrench.com/>

Instructional Methods:

- Explicit instruction
- Small group instruction
- Peer collaboration
- Independent practice
- Teacher-led and student-led discussion

Materials & Resources:

- Online travel booking websites
- Teacher notes
- Google slides
- Text

Assessments:

- Grammar quiz (subjunctive)
- Four-paragraph essay describing winter traditions and vacation preferences

Curriculum Scope & Sequence

Planned Course: French 4

Unit 5: Essential Knowledge for Travel

Time frame: 9 blocks (90 min each)

State Standards: 12.1.1.S2, 12.1.1.S3, 12.3.1.S2, 12.3.1.S3
ACTFL Intermediate Mid–High

Essential content/objectives: At the end of the unit, students will be able to:

- Use travel-related vocabulary and expressions
- Use demonstrative *ce, cette, ces* (this, that, those) and relative pronouns *qui* and *que* (which, who, that)
- Describe a travel preference in writing

Core Activities: Students will complete/participate in the following:

- Participate in a simulated public transportation scenario with scripted dialogues
- Write a formal travel agency recommendation letter using a model and a graphic organizer
- Present your travel preferences orally to the class or in a smaller group

Extensions: Create an informational brochure about a Francophone location

Remediation:

- Sentence starters for persuasive writing
- Grammar review games
- <https://www.lawlessfrench.com/>

Instructional Methods:

- Explicit instruction
- Independent writing with teacher feedback
- Role-play

Materials & Resources:

- Teacher notes
- Google slides
- Graphic organizer
- Text
- Online educational games

Assessments:

- Written travel agency recommendation letter (two paragraphs)
- Oral travel pitch
- Vocabulary and grammar quiz

Curriculum Scope & Sequence

Planned Course: French 4

Unit 6: Navigating Daily Life in a Francophone Country

Time frame: 9 blocks (90 min each)

State Standards: 12.1.1.S2, 12.1.1.S3, 12.3.1.S2, 12.3.1.S3
ACTFL Intermediate Mid–High

Essential content/objectives: At the end of the unit, students will be able to:

- Describe and compare public services (e.g., banks, libraries, universities) in Francophone countries and the U.S.
- Use future tense with *si* (if) and *quand* (when) in everyday contexts
- Appropriately use demonstrative adjectives and pronouns
- Perform practical tasks such as filling out forms or asking for help in a French-speaking environment

Core Activities: Students will complete/participate in the following:

- Partner role-plays at Francophone public institutions (e.g., banks, libraries, universities).
- Complete mock forms/applications in French (e.g., library card, job application) with teacher support
- Listen to and orally interpret audio dialogues on navigating public services in French
- Compare French and U.S. public services through a discussion and short written response (one paragraph)

Extensions:

- Research how young adults in a Francophone country prepare for higher education or work
- Design an infographic explaining a public service in a Francophone country

Remediation:

- Practice conjugating verbs in the future tense
- Vocabulary support through matching and labeling activities
- <https://www.lawlessfrench.com/>

Instructional Methods:

- Explicit instruction and modeling
- Role-play
- Small group instruction
- Peer collaboration
- Independent practice
- Teacher-led and student-led discussions

Materials & Resources:

- Authentic French forms, documents, and advertisements
- Audio dialogues and listening comprehension tasks
- Online tools: Quizlet, Edpuzzle, Google Docs for collaborative writing
- Teacher notes
- Google slides

Assessments:

- Grammar quiz (future tense, demonstratives)
- Public service scenario role-play
- Listening comprehension
- Written comparison of public services (two paragraphs)

Curriculum Scope & Sequence

Planned Course: French 4

Unit 7: Francophone Art

Time frame: 9 blocks (90 minutes each)

State Standards: 12.1.1.S2, 12.1.1.S3, 12.3.1.S2, 12.3.1.S3
ACTFL Intermediate Mid–High

Essential content/objectives: At the end of the unit, students will be able to:

- Describe and critique works of visual art, music, and literature from the Francophone world
- Use and understand vocabulary related to art forms and artistic professions
- Express preferences and give opinions using appropriate adjectives and comparative forms
- Use the subjunctive mood after expressions like *il faut que* (it is necessary), *pour que* (in order to)
- Discuss the cultural significance and historical context of Francophone art and artists

Core Activities: Students will complete/participate in the following:

- Analyze 3–4 paintings or songs in stations and write short response reflections
- Read and annotate a French poem, identifying metaphor, tone, and theme
- Create and deliver a 3-minute slide presentation featuring an artist, accompanied by visual aids

Extensions:

- Create a visual or multimedia presentation introducing a Francophone artistic movement.
- Write and perform an original poem or short story inspired by a studied artist or style

Remediation:

- Teacher-created worksheets
- Scaffold vocabulary with images and glossaries
- Grammar support for adjective agreement and the subjunctive
- <https://www.lawlessfrench.com/>

Instructional Methods:

- Explicit instruction
- Small group instruction
- Peer collaboration
- Independent practice
- Teacher-led and student-led discussion

Materials & Resources:

- Teacher notes
- Text
- Internet
- Paintings, song clips, poems, and literary excerpts
- Audio interviews and videos featuring Francophone artists
- Online tools: Quizlet, Edpuzzle, Google Slides

Assessments:

- Vocabulary and grammar quizzes
- Written critique of a work of art or poem
- Oral presentation on an artist or artistic genre
- Final creative project (e.g., visual gallery, digital collage)

Curriculum Scope & Sequence

Planned Course: French 4

Unit 8: The Past and Present of France

Time frame: 9 blocks (90 min each)

State Standards: 12.1.1.S2, 12.1.1.S3, 12.3.1.S2, 12.3.1.S3
ACTFL Intermediate Mid–High

Essential content/objectives: At the end of the unit, students will be able to:

- Discuss major historical events and figures in French history
- Compare aspects of French life in the past and now
- Use the *plus-que-parfait* (pluperfect or past perfect) and past infinitive in narration
- Recognize the use of *faire + infinitive* (to do + infinitive) and idiomatic expressions with *avoir* (to have), *être* (to be), and *faire* (to do)
- Interpret texts, interviews, and infographics related to historical and contemporary France
- Describe societal changes and cultural heritage

Core Activities: Students will complete/participate in the following:

- Timeline creation of key events in French history on paper or digitally, using Canva or Google Slides
- Reading comprehension of historical biographies and primary sources
- Class debates or discussions comparing past and present social norms
- Practice with storytelling utilizing a mix of past tenses (*passé composé*, *imparfait*, *plus-que-parfait*)
- Writing historical summaries using past narration structures
- Role-play historical interviews or reenactments

Extensions:

- Research project on a key historical figure or event in French history
- Create a short documentary-style video comparing historical and modern France

Remediation:

- Past tense review (*passé composé*, *imparfait*, *plus-que-parfait*) with structured notes
- Sentence starters and transition phrases for narrative writing
- Listening supports using transcripts and graphic organizers

Instructional Methods:

- Explicit instruction
- Small group instruction
- Peer collaboration
- Independent practice
- Teacher-led and student-led discussion

Materials & Resources:

- Primary sources (excerpts), biographies, and timelines
- Infographics, maps, and historical photographs
- Online tools: Google Slides, Padlet, Quizlet

Assessments:

- Grammar quizzes (past tenses)
- Reading comprehension of a historical event
- Oral presentation or skit on a historical topic
- Final written task: compare and contrast one aspect of French society in the past and now in a short essay (three paragraphs)

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Unit 9: Contemporary Life Stories

Time frame: 9 blocks (90 min each)

State Standards: 12.1.1.S2, 12.1.1.S3, 12.3.1.S2, 12.3.1.S3
ACTFL Intermediate Mid–High

Essential content/objectives: At the end of the unit, students will be able to:

- Narrate personal stories using conditional and past conditional in oral and written formats
- Use the past conditional to express regret or hypothetical outcomes
- Use possessive and indefinite adjectives and pronouns to refer to people and things
- Express empathy and other emotional reactions to situations and events

Core Activities: Students will complete/participate in the following:

- Create 6–8 visual storyboards to sequence a personal or fictional narrative
- Participate in pair storytelling activities with provided visuals
- Read and respond to contemporary Francophone life narratives
- Work in pairs or groups to rewrite events from different perspectives

Extensions:

- Create a multimedia storytelling project (comic strip, short film, or digital diary)
- Interview a classmate and present their story in narrative form using target grammar

Remediation:

- Review activities for conditional and adjective agreement
- Guided writing outlines and sentence frames

Instructional Methods:

- Explicit instruction
- Small group instruction
- Peer collaboration
- Independent practice
- Teacher-led and student-led discussions

Materials & Resources:

- Visual prompts (photos, comic strips, storyboard templates)
- Audio interviews and short narrative videos
- Google slides
- Teacher notes
- Text
- Online tools: Canva, Pixton, Edpuzzle

Assessments:

- Grammar quiz (past conditional, possessive/indefinite adjectives and pronouns)
- Visual storytelling project
- Written reflection or short story using unit structures and vocabulary