

High Point Regional High School

FRENCH III/IV

Curriculum Guide

Area:	World Languages
Course Number:	513 and 514
Level:	French III – College Prep A; French IV - Honors; French III/IV – Optional Concurrent Enrollment for Credit at SCCC
Credits:	5 credits
Prerequisites:	French III – Complete French II with a final grade of C or better and pass the French II final exam French IV – Complete French III with a final grade of B or higher
Grade:	11-12
Length:	Full Year
Textbook:	<u>Discovering French Blanc</u> by Jean-Paul and Rebecca Valette, McDougal Littell, 2001 <u>Discovering French Rouge</u> by Jean-Paul and Rebecca Valette, McDougal Littell, 2004

I. COURSE DESCRIPTION

The French III and French IV classes are combined (due to budget constraints) when enrollment for separate classes is below 15 students each. While this is not the ideal learning situation, by using a two-year rotational curriculum, it becomes an effective learning environment for students at these upper levels of language learning. Just as young children learn to read in their native language in grades 1 to 3 and then progress to using reading to learn by fourth grade, students of second languages learn to understand, speak, read, and write in levels I and II, and progress to using the target language in levels III and IV to learn more about the target language and cultures. Thus, the rotational two-year curriculum appropriately allows for development of students' proficiency in French in both levels III and IV.

The French III/IV course is designed to increase students' communicative proficiency in listening, speaking, reading and writing while simultaneously expanding their cultural awareness and knowledge. Students learn and use more sophisticated vocabulary, complex grammatical structures and verb tenses and moods. Instruction of grammar, culture and vocabulary is done in the target language at this level. In levels III/IV, students develop the ability to use the language not only for daily life situations but also to read, discuss, analyze, debate and give opinions on more sophisticated topics such as current events, historical events, controversial issues, literature and technical topics. More emphasis is placed on form as well as content and structure as students are guided to write well-organized and coherent essays. The behavior, beliefs and values of people speaking the language are an integral part of the program. Cultural and career

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awareness continue to be emphasized through a variety of media in levels III/IV.

In French III/IV, a variety of resources are used rather than a single textbook as students are exposed to more authentic written works and media such as newspaper and magazine articles, Internet sources, poetry, literature, official documents, historical and cultural information, music and film. Students participate in teacher-directed as well as student-directed discussions, debates, analyses, paired and small group activities, cooperative learning activities, personalized questions, story telling, real-life situations, practice exercises, total physical response activities, student-led presentations and related reading and writing activities. These activities reinforce newly-learned vocabulary and grammatical structures as students become more proficient in communicating in more complex situations. Students are assessed regularly on their progress in all areas.

High Point Regional High School's curriculum and instruction are aligned with the state's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

II. CORE CURRICULUM CONTENT STANDARDS

Standard 7.1 (Communication)

All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

Standard 7.2 (Culture)

All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

III. COURSE PROFICIENCIES

Students will demonstrate the ability to express themselves in the following areas:

Speaking

1. Students can initiate, sustain and bring to a close a conversation based primarily on previously learned material.
2. Students can use synonyms, antonyms, substitutions, and/or circumlocution to compensate for the lack of control of specific vocabulary and structures.
3. Students can converse in present, past and future tenses as well as in the conditional and subjunctive moods.

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4. Students can use materials, resources and technology as tools to develop speaking skills.
5. Students can demonstrate the ability to speak for at least twenty minutes on any topic of the students' choice.

Reading

1. Students can demonstrate the ability to read for pleasure as well as uncomplicated authentic prose, such as fictional narratives or cultural information.
2. Students can understand main ideas and details from works such as plays, poetry, short stories, short novels, excerpts and articles.
3. Students can use reading strategies, such as skimming and scanning in order to find meaning from context, expanding vocabulary through word families and using dictionaries.
4. Students can use materials, resources and technology as tools to develop reading skills.

Listening

1. Students can understand the essential elements of basic conversations and events described in the present, past and future tenses.
2. Students can comprehend the basic ideas expressed in conversations on a wide variety of topics.
3. Students can understand the essential elements about a variety of topics from materials produced by and for native speakers.
4. Students can use materials, resources and technology as tools to develop listening skills.

Writing

1. Students can write a journal in the native language describing their travels.
2. Students can write a guided essay concerning a topic covered during the course of the year.
3. Students can complete personal and/or routine forms intended for travel or employment.
4. Students can create idiomatically comprehensible texts using word choice, syntax and structure appropriate for this level.
5. Students can use materials, resources and technology as tools to develop writing skills.

Cultural Knowledge

1. Students develop more in-depth knowledge and understanding of a variety of cultural topics including historical events; current events and political issues; authentic literature, poetry, film, art and music.

IV. UNITS

The material learned in the French IV course is organized in thematic, interdisciplinary units. Proficiency in the following skills is integrated throughout these units using a communicative

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approach: listening comprehension, speaking, reading comprehension, writing, cultural knowledge and understanding, and use of multimedia and technology. When the French III/IV classes are combined, a two-year rotational curriculum is used so that both years of study are unique and appropriately guide students to increased proficiency and knowledge of culture. While most of the learning experiences are shared as a whole class, there are times when the French III and French IV students are engaged in different learning activities to appropriately expand their knowledge of grammar and vocabulary. For certain projects, requirements and expectations are different for French IV students than for French III students based on their levels of proficiency.

For the purposes of the curriculum guide, the two years of study are referred to as the “A Year” and the “B Year”. They are designed so that a French III student can enter the curriculum in either the A or the B year.

A YEAR

Unit 1 – Un autre été...pas comme les autres (Ongoing throughout first quarter – French IV only)

Goals: Incoming French IV students start this novel during the summer and continue reading it throughout the first quarter. Using guided vocabulary lists, comprehension questions and related activities as well as numerous cultural expansion activities including French Internet sites for research, students will demonstrate increased language proficiency and cultural knowledge.

Objectives:

1. Students will demonstrate the ability to use new vocabulary including idiomatic expressions and correct structures in conversations about story events and in various related oral and written activities.
2. Students will demonstrate reading comprehension proficiency as they answer questions about the story, retell story events, and place events in chronological order.
3. Students will apply existing knowledge of French geography and use research skills to expand that knowledge as they plot sites visited by the characters in the book on a map of Paris and on a map of France. In addition, they will be able to describe these places including historical and cultural significance after seeing teacher-created and student-created Power Point and other oral and visual presentations about these places.
4. Students will demonstrate increased knowledge of numerous cultural aspects of France as they participate in expansion activities related to the reading including the following:
 - * Select, research, and present an oral report as well as a short written report about a site in Paris.
 - * Using French Internet sites, learn more about different types of Eurail passes; compare and contrast them.
 - * Skim current events articles from various French newspapers and magazines (Express, Paris Match, Marie-Claire, le Nouvel Observateur, Elle, Le Figaro,

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- Phosphore), select an article to summarize orally and to discuss with the class.
- * Expand exposure to French folksongs by reading the lyrics to, discussing and singing “Au clair de la lune”.
 - * Use French météo (weather report) Web sites to research weather conditions in a selected city of France and give a detailed mock TV weather report.
 - * Follow a French recipe to make a culinary specialty (such as bouillabaisse, calissons, ratatouille, or petits farcis niçois) mentioned in the story.
 - * Be able to explain the significance of Molière’s works to French language, literature, and theater after learning about his life (Molière DVD) and reading excerpts of his works.
 - * Create a mini-museum in the classroom of Cézanne’s works and prepare oral presentations to explain his life and works to other French classes.
 - * Explain the significance of Georges Brassens’ song about the story of Antonin and Ulysse.
 - * Demonstrate understanding of the rules of pétanque by participating in a pétanque tournament.
5. Students will apply language and cultural knowledge gained from reading the book with research skills to create an individualized travel itinerary for the trip of their dreams to France.

Unit 2 –La Rentrée (12 days) (French III/IV)

Goals: Imagining that they are journalists writing an article for a French school newspaper and giving a TV report about typical students and what they did during summer vacation, French III students will be paired with French IV students as they prepare interview questions, interview their partners, conduct a mock TV report, and write a mock newspaper article giving a short biography about their partners and what they did during summer vacation.

Objectives:

1. Review and use vocabulary and grammar structures to interview a classmate including review of question formation, direct and indirect object pronouns, and the passé composé.
2. French III students will be exposed to the imparfait (formation and usage) and begin to identify when to use the imparfait vs. the passé composé; French IV students will review usage and formation.
3. Practice using a bilingual dictionary to understand abbreviations, notations, and how to select the correct choice for the context; apply as needed to interviews.
4. Compile results of interview to orally describe to the class a short biography of their partner and what they did over summer vacation. Answer expansion questions from classmates.
5. Demonstrate writing proficiency in a written summary of interview results.
6. French III students will demonstrate knowledge of verb tenses as they start verb books which will be used throughout the year and be expanded as new tenses and moods are learned and added.

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7. Students will read lyrics and listen to Johnny Halliday's song, "Prends ma vie" to discuss the song and singer as well as to identify uses of direct and indirect object pronouns in the song.
8. Students will read lyrics and listen to Claude François' songs, "Le téléphone pleure" and "Cette année là" to discuss the songs, the singer, and uses of the passé composé vs. the imparfait.

Note: The first two units are done in both the A and B years. However, in the B Year, other songs will be used such as Francis Cabrel's "Le Noceur" and "Assis sur le rebord du monde".

Unit 3 – Au jour le jour (Unité 1 – Rouge) (30 days) (French III/IV)

Goals: Students will be able to describe people's physical traits and personal sense of style in detail as well as their feelings and emotions. Using reflexive verbs and related vocabulary, they will be able to describe theirs/others' daily routines. They will also compare/contrast various cultures' concepts of beauty. In addition, students will be able to identify and describe various Francophone artists and their works along with the artistic movements to which they belong. Each student will select a specific artist to research further, write a formal research paper, and conduct an oral presentation to the class about their chosen artist. They will apply what they learned to reproduce selected works on ceiling tiles.

Objectives:

1. Upon reading what is important to French teenagers to create a personal fashion style and examples of beauty from various cultures, students will be able to describe their/others' personal styles of dress and discuss the concept of beauty.
2. Using newly-acquired vocabulary related to body parts and physical descriptions, students will be able to describe themselves and others in detail.
3. Students will be able to describe their/others' daily routines using vocabulary related to toiletry items and reflexive verbs (using present, passé composé, near future, and command forms).
4. Students will review and expand using the definite article in various situations including with days of the week, geographical names, certain titles, body parts, and quantities.
5. Students will demonstrate correct use of même with stress pronouns to talk about things various people do.
6. Using newly-acquired vocabulary (adjectives) and grammar structures (sentir; avoir l'air; sembler), students will be able to describe their/others' feelings and emotions in detail.
7. After reading the short story, "Conte pour enfants de moins de trois ans", students will demonstrate reading and speaking proficiency as they answer questions about the story, discuss it, and describe the significance of Ionesco's works.
8. After an exposure to Francophone art and artists through readings and instructor presentations, students will be able to name famous artists, describe the movement to which their works belong, and select an artist they would like to learn more about.
9. Students will be able to explain how movements such as impressionism and surrealism also affected literature and music after reading Desnos' poem, "La Fourmi", Prévert's

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poem, “Pour faire le portrait d’un oiseau”, and hearing some classical music selections by Ravel and Debussy. They will also read some of Apollinaire’s caligrammes and create an original caligramme. Students will have the opportunity to submit their original calligramme for publication in the school’s literary magazine.

10. Each student will become an “expert” about his or her chosen artist by doing further research using target language books and French Internet sites, writing a research paper about the life and works of the artist, and describing in detail their favorite work. They will share their findings with classmates during an oral presentation using Power Point.
11. From each student’s favorite work, the class will select two or three paintings to reproduce on a ceiling tile during the fourth quarter as a culminating project.

Unit 4 – Le Placard (film) (8 days) (French III/IV)

Goals: After watching the French film, “Le Placard”, students will be able to discuss the film, retell events, and describe their personal reactions to the movie. They will also be able to describe the history and role of film as art in French culture.

Objectives:

1. Students will demonstrate listening and speaking proficiency as they watch the French film, “Le Placard”, and apply newly-learned vocabulary to answer questions, discuss the film, retell events and describe their personal reactions to the movie.
2. Students will be able to explain the importance of film as art in French culture including discussing the Lumière brothers’ role in film history and the significance of the annual Cannes film festival. They will also be able to name and recognize a number of famous French actors and actresses.

Unit 5 – Les Actualités (8 days) (French III/IV)

Goals: Students will skim current events articles from French publications, select an article of interest, and present an oral summary of the article to the class. They will include an appropriate activity to involve the class (discussion questions, a debate, a word game, etc.). Students will also analyze and discuss cultural trends presented in the various articles.

Objectives:

1. Students will apply reading and speaking proficiency to read and summarize a current events article from an authentic French publication. They will give an oral presentation to the class about their article.
2. As students read their articles, they will identify unfamiliar vocabulary, try to figure it out from context, verify it by using a bilingual dictionary, and create a vocabulary list to be shared with other students.
3. Students will create a supplementary activity to involve class members during their oral presentation on their chosen topic.
4. Students will demonstrate comprehension of all articles presented in oral and written

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culminating activities.

Unit 6 – Vive la nature (Unité 3 – Rouge) (20 days) (French III/IV)
Interludes culturels (Unités 2-3 Rouge)

Goals: Students will be able to describe past events appropriately using the passé composé and imparfait and a variety of idiomatic expressions. They will be able to describe French attitudes toward the environment comparing/contrasting them to those of Americans. French IV students will also be able to describe past events using the plus-que-parfait.

Objectives:

1. After reading articles related to French perspectives on nature, camping, and the environment as well as the work of Jacques Cousteau, and the poem, “Soyez polis” by Jacques Prévert, students will compare and contrast French and American attitudes toward environmental issues.
2. Students will expand their vocabulary to talk about various activities they/others do outdoors.
3. Students will form and use the imperfect tense to describe past habitual or repeated events, progressive actions and circumstances; and demonstrate that they know when to use the passé composé vs. the imparfait as they describe their childhood and recent events.
4. Students will demonstrate proficiency in oral skits using various idiomatic expressions such as “Quoi de neuf?” to naturally talk about past events.
5. French IV students will learn and use the plus-que-parfait to describe past events which occurred prior to other past events.
6. After reading lyrics and listening to some of Yannick Noah’s songs (“Donne-moi une vie”, “Je suis tombé”, “Aux arbres citoyens”), students will be able to talk about the themes in these songs, identify who Yannick Noah is and explain the use of studied structures in the lyrics.
7. Students will be able to describe significant historical figures and events from France’s early history including Clovis, Charlemagne, and Jeanne d’Arc and describe the Chanson de Roland.
8. Students will be able to discuss and describe the Renaissance châteaux and contributions of Louis XIV.
9. After reading some of La Fontaine’s fables, students will select a fable to act out.

Unit 7 – Le Petit Nicolas (35 days) (French III/IV)
Le futur et le conditionnel

Goals: Students will expand their vocabulary and overall target language proficiency as they read the French novel, Le Petit Nicolas, and participate in numerous related activities including writing a character analysis and reenacting a scene from the book in an oral skit. They will recognize verbs in the passé simple and use the

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future tense and conditional mood in a variety of communicative activities. They will also begin to use the present subjunctive after “il faut que” and “vouloir que”. French IV students will begin to use the compound tenses, futur antérieur and conditionnel passé.

Objectives:

1. Students will recognize the passé simple in formal writing and be able to identify the verbs used.
2. Students will apply and expand target language proficiency as they read the French novel, Le Petit Nicolas, and engage in a number of varied activities related to the novel.
3. They will write a character analysis of one of the characters in the book.
4. Students will plan and perform an oral skit reenacting a favorite scene from the book.
5. Students will use the future tense to describe future events including si clauses and after quand.
6. Students will use the conditional mood and si clauses to talk about what they/others would do in various situations.
7. French IV students will demonstrate proficiency in compound tenses adding the futur antérieur and conditionnel passé.
8. After reading lyrics and listening to Jacques Brel’s song, “Madeleine”, students will create their own adapted version of the song. They will also hear Dalida’s song, “Paroles, paroles” and Brel’s “Ne me quitte pas”, be able to discuss the songs and artists, and identify studied structures used in the songs.

Unit 8 – Film – “Paris, je t’aime” (25 days) (French III/IV)
“La Haine” (film)
Interludes culturels (Rouge – Unités 7 & 9)

Goals: Students will apply target language proficiency to watch and discuss segments of the French film, “Paris, je t’aime” and the film, “La Haine”. They will be able to locate on a map and describe various arrondissements presented in the movies. They will also demonstrate understanding of the controversy over Muslims wearing veils in public in France by participating in a debate on the topic; and be able to describe the societal challenges in France resulting from increased immigration from northern Africa.

Objectives:

1. Students will be able to describe and discuss the history of French colonization of northern Africa and discuss the challenges of assimilation of northern African immigrants to French society after reading various selections including excerpts of Senghor’s works, and an African fable, song, and legend.
2. Students will apply listening and speaking proficiency to watch and discuss segments of the French film, “Paris, je t’aime” and the French film, “La Haine”.
3. After learning more about the controversy over Muslims wearing veils in public in France, and learning vocabulary related to debates (including the verb croire and

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- structures with relative pronouns), students will participate in a debate on the topic.
4. Students will plot on a map of Paris various arrondissements presented in the films. They will select one arrondissement to research using French Web sites and create an illustrated brochure describing a tour of the arrondissement.
 5. Students will be able to describe the life of Carole Fredericks and her connection to Jean-Jacques Goldman as well as discuss the themes of racism and intolerance in her song, “Né en 17 à Leidenstadt” after hearing the song and watching a music video. They will also be exposed to her songs, “Un, deux, trois” and “Respire”.
 6. If students are interested, an afternoon or evening film night will be scheduled to watch “Persepolis” based on Marjane Satrapi’s autobiographical graphic novel about growing up in Iran. Students will then make comparisons between her experiences living in Iran and in France with those presented in the two other films watched during this unit. Depending upon the year, this film may be included in an interdisciplinary learning experience working jointly with an AP Language class and a Social Studies class.

Unit 9 – La Chanson française (Interlude culturel – Unité 4 Rouge) (10 days)

Goals: After reading about various Francophone singers, reading lyrics and listening to some of their songs, and watching the French film, “La vie en rose”, students will be able to describe the history of Francophone music, name some Francophone singers and describe their works and their lives, including comparing and contrasting their music and giving their personal reactions to that music.

Objectives:

1. Students will be able to describe the history of French music, name several famous Francophone singers giving examples and descriptions of their songs, compare and contrast these singers’ works and talk about their personal favorites. Singers include Joséphine Baker, Yves Montand, Georges Brassens, Jacques Brel, Charles Aznavour, Johnny Halliday, and Manu Chao.
2. After watching the French film, “La vie en rose”, and hearing some of her songs, students will be able to describe the life and works of Édith Piaf.

Unit 10 – Vers la vie active (Unité 10 – Rouge) (15 days) (French III/IV)

Goals: Students will expand and apply vocabulary related to university studies, professions, and the workplace to prepare a Curriculum vitae and participate in a mock job interview. They will be able to describe how the BAC is administered and its importance in the lives of French adolescents.

Objectives:

1. Students will be able to describe the BAC (including different types and how it is administered) and its importance in the lives of French adolescents.
2. After expanding their vocabulary related to university studies, professions, and the workplace; and reading tips on interviewing and sample French resumes; students will

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- prepare a Curriculum vitae and participate in a mock job interview.
3. Students will demonstrate proficiency in using grammar constructions with preposition + infinitive, past infinitives and present participles as well as using the subjunctive after various conjunctions in a number of communicative activities.

Optional Unit 11 – Le Québec (4 weeks) (French III/IV)

Note: This unit is designed to be added if the class moves quickly through the other units or to replace another unit depending upon students' interests.

Goals: Upon completion of this unit, students will be able to describe the Francophone history and influence in Quebec province. They will be able to give examples of tourist sites in Quebec (after watching a TL video) and give examples / describe the Carnaval, québécois poetry, literature, and music and explain how they relate to the culture and history of Québec. In addition they will describe a cabane à sucre, typical québécois food and some language differences from that spoken in France. Unit proficiency will be demonstrated in written assessments and by a culminating project (written and oral) in which students write and perform an original skit using French language expressions typical to Quebec or write and recite an original poem or song. Vocabulary is expanded and grammar topics are reinforced throughout this unit as students analyze and use a variety of tenses in their readings, writing and oral work.

Objectives:

1. After applying language proficiency to read Roch Carrier's children's book, Le Chandail and to watch the animated video (without subtitles), students will demonstrate ability to retell the story in the target language.
2. Students will be able to explain how Le Chandail represents aspects of québécois culture.
3. Students will demonstrate that they have gained more knowledge about québécois culture as they give examples of the geography, climate, sites, history, leisure activities, and products after watching an informational video about the province.
4. After reading about the history of Québec as well as the Acadiens, students will demonstrate historical knowledge by answering comprehension questions and by relating themes of literary and musical works to the history and culture of Québec.
5. Students will apply target language skills to read an overview about the history of poetry in Québec, selected poems, and a short story relating their themes to the history and culture of the province.
6. After reading about québécois music and various singers as well as listening to some of their songs (including works by Céline Dion, Gilles Vigneault, Garou, and Josée Vachon), students will be able to give examples of and describe music (including themes) of Québec. Depending upon the availability, students may be able to attend a concert of Josée Vachon.
7. After seeing a Power Point presentation with pictures of typical culinary specialties, reading some recipes, and seeing short Internet videos of cabanes à sucre, students will

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- be able to describe some culinary specialties of Québec. They will select one or two of these specialties to make, follow the recipe in the target language, and sample the dishes.
8. After learning a number of French vocabulary words and expressions that are different in Québec than in France, students will select and create a culminating project: either plan, write, and perform an oral skit in which they use language typical of Québec or write and recite an original poem or song that reflects québécois language and culture.

Optional Unit 12 – Les Bandes dessinés

Note: This unit is designed to be added if the class moves quickly through the other units or to replace another unit depending upon students' interests.

Goals: Students will be able to describe the popularity of comic books in Francophone culture, summarize the events and describe the characters in an Astérix movie as well as a comic book they personally choose to read.

Objectives:

1. Students will be able to describe the popularity of comic books in Francophone culture and name and describe some well known authors and their comic book series.
2. After watching an animated DVD of Astérix, students will be able to summarize events of the film and relate them to French history.
3. After each student selects a comic book to read, they will summarize the events and describe the characters in an oral presentation to the class. The class will then discuss, compare, and contrast the different series presented.

B YEAR

Unit 1 – Un autre été...pas comme les autres (Ongoing throughout first quarter – French IV only) – See goals and objectives under A YEAR heading.

Unit 2 –La Rentrée (12 days) (French III/IV) – See goals and objectives under A YEAR heading.

Unit 3 – Bon voyage! (Unité 5 – Rouge) (30 days) (French III/IV)

Goals: Upon completion of this unit, students will use vocabulary related to travel to make plane, train, and hotel reservations and to manoeuver getting through security points and customs. They will be able to use the future tense to talk about future plans as well as the conditional mood to talk about things they would do in various situations. French IV students will be able to talk about various events using compound tenses (futur antérieur and conditionnel passé). French III students will create and present original oral skits related to travel. Students

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will be able to describe typical vacation activities of the French.

Objectives:

1. Demonstrate reading comprehension and speaking proficiency as they read, answer questions about, and discuss articles about how the French spend their vacation time including their favorite destinations and French teenagers' impressions of the U.S.
2. Students will demonstrate listening comprehension proficiency as they retell and discuss events in video segments of native speakers.
3. Expand vocabulary to talk about traveling including going through customs and security, and making plane and train reservations.
4. Use expressions of negation such as ne...nulle part and ne...aucun with correct structural placement.
5. Describe how the French train system works, the TGV, the Eurotunnel, and demonstrate ability to read a train schedule.
6. Discuss future plans and events using the future tense including si clauses and after quand, lorsque, dès que and aussitôt que.
7. Use the conditional mood to talk about things they/others would do in certain situations and in courtesy situations, including with si clauses.
8. French IV students will use the compound tenses, futur antérieur and conditionnel passé, in various oral and written activities to talk about past and future events.
9. French III students will demonstrate proficiency in unit vocabulary and grammar as they apply them to create and present an original skit related to travel.
10. Students will be able to describe the music and life of Claude François after reading lyrics and listening to this songs, "Belles, belles, belles" and "Même si tu revenais", as well as identify uses of studied grammar structures and tenses in the songs.
11. Apply language proficiency to read the short story, "Le mystérieux homme en bleu", answer comprehension questions, and discuss.
12. Be able to describe historical figures and events related to the French Revolution and how they affected current French culture including the Déclaration des Droits de l'Homme, le 14 juillet, the French flag, Marianne, Delacroix' works, and the Marseillaise.
13. Students will read lyrics and hear Serge Gainsbourg's song, "Aux armes et caetera" and discuss how it is a mockery of "La Marseillaise".
14. Explain the significance of the works of Victor Hugo and how they are related to the French Revolution after watching the movie, "Les Misérables", and reading one of his poems (Demain, dès l'aube).

Unit 4 – Séjour en France (Unité 6 – Rouge) (35 days)

Goals: Students will apply newly-learned vocabulary to make hotel reservations and interact with hotel staff while traveling. They will demonstrate proficiency in using comparative and superlative structures, interrogative and demonstrative pronouns as well as possessive pronouns during these interactions to describe, compare, and contrast places, objects, and people. Students will also be able to use a Michelin guide to research various places to stay while traveling in France.

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They will apply vocabulary and structures to retell events related to traveling after watching the film, “Décalage horaire”. In addition, after reading historical selections and watching the film, “Au revoir, les enfants”, students will be able to describe significant historical figures and events of the 1900’s in France and the effect of World War II on French culture.

Objectives:

1. After reading several target language selections, be able to describe various places tourists can stay while visiting France including hostels, camping sites, farm stays, inns, and hotels and demonstrate ability to use a French Michelin Guide.
2. Students will demonstrate listening comprehension proficiency as they retell and discuss events in video segments of native speakers.
3. Use vocabulary related to hotels and their services to be able to make a hotel reservation and to create and present an original skit of a tourist interacting with hotel staff.
4. Compare objects and people using comparative and superlative structures with adjectives and nouns.
5. Use demonstrative pronouns (celui, celle, etc.) and interrogative pronouns (lequel, auquel, duquel, etc.) to discuss various objects and people.
6. Use possessive pronouns (le mien, au mien, du mien, etc.) to discuss to whom things belong.
7. After reading lyrics and listening to Serge Gainsbourg’s song, “Le Poinçonneur des Lilas”, and “L’Ami Caouette”, students will be able to discuss the relationship of the first song to the role of the métro in Parisians’ life. They will practice pronunciation and give examples of plays on words in the second song.
8. Apply language proficiency to read and discuss the short story, “Une Étrange aventure”.
9. After reading about historical events in the 1900’s in France and watching the movie, “Au revoir les enfants”, describe significant events and figures including Marie Curie, Jean Moulin, Simone Veil and Charles de Gaulle as well as how World War II affected France.
10. Explain how Paul Éluard’s poem, “Liberté”, reflects French history.
11. After watching the movie, “Décalage horaire”, be able to summarize events of the movie and give a personal reaction to the movie.

Unit 5 – Les Actualités (8 days) (French III/IV) See goals and objectives under A YEAR heading

Unit 6 – Les Sports et la vie quotidienne (Unité 5 – Blanc) (French III/IV)
La Forme et la santé (Unité 7 – Rouge) (French IV)

Goals: Using reflexive verbs and vocabulary related to sports, the body and staying in shape, students will create a photo story or video project about their daily routines. They will also apply newly-learned vocabulary and cultural knowledge to participate in a debate about the drinking age in France. French IV students

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will be able to use vocabulary related to visiting a medical professional, describe the French medical system and begin to use the subjunctive mood.

Objectives:

1. After reading several selections, students will be able to describe popular sporting activities of the French.
2. Students will use newly-acquired vocabulary including the irregular verb *courir* to talk about various sports they/others do.
3. Students will use vocabulary related to body parts and health to describe various ailments and what they do to stay in good health.
4. Students will demonstrate listening comprehension proficiency as they retell and discuss events in video segments of native speakers.
5. Students will correctly use the pronouns *y* and *en* in various conversations and activities.
6. After reading about France's current debate about the drinking age, students will use vocabulary related to giving opinions and the irregular verb *croire* to participate in a debate about the drinking age in France comparing it to drinking habits and laws in the U.S.
7. Students will demonstrate proficiency in using reflexive verbs and related vocabulary to talk about their/others' daily routines and to complete a video project or photo story about their daily routine. (Fr. III)
8. Students will demonstrate proficiency in using reflexive verbs in affirmative and negative commands by appropriately responding to classmates' commands.
9. Students will describe their morning routine using the *passé composé* of reflexive verbs.
10. French IV students will expand and apply vocabulary related to illnesses and accidents and visiting a medical professional/hospital to create a video of a simulated medical situation.
11. After reading and learning about the French medical system and *Médecins sans frontières*, French IV students will orally summarize what they learned to share with the French III students.
12. French IV students will be able to form the present and past subjunctive mood of verbs and use them appropriately after expressions of emotion, desire, and doubt.
13. French IV students will demonstrate proficiency in using the subjunctive as they add it to their verb books and include its use in their videos.
14. Students will identify uses of the pronoun *y* after reading lyrics and listening to Claude François' song, "J'y pense et puis j'oublie", Patricia Kaas' song, "Mon mec à moi", and Vanessa Paradis' song, "Joe le taxi".

Unit 7 – Passions (8 days) (French III/IV)

Goals: After hearing a model oral presentation about a passion of the instructor, students will prepare and present an oral presentation to the class about one of their passions in life, thus demonstrating mastery of new vocabulary as well as of learned structures and overall speaking proficiency.

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Objectives:

1. Using a bilingual dictionary and instructor-provided resources, students will create a vocabulary list of specialized words and expressions related to their chosen passion.
2. Students will plan and present an oral presentation to the class about one of their passions in life.
3. Students will also answer follow up questions posed by classmates.

Unit 8 – La Poésie (5 days) (French III/IV)

Goals: Students will apply and expand reading, listening, and speaking proficiency skills in addition to their knowledge of French poetry as they read selected poems, recite one from memory, and act one out in a small group.

Objectives:

1. After seeing a Power Point presentation with pictures of the actual Pont Mirabeau in Paris, students will apply language proficiency and analytical skills to read and compare/contrast Apollinaire's poem, "Le Pont Mirabeau", and Lamartine's poem, "Le Lac".
2. After pronunciation and intonation practice activities, students will recite Apollinaire's poem from memory using acceptable pronunciation, intonation and expression.
3. In small groups, after skimming five French poems, students will select one of the poems to act out while one of the members reads the poem aloud. Poems include Boris Vian's "Chanson de charme", Arthur Rimbaud's "Le Dormeur du val", Jacques Prévert's "Déjeuner du matin" and "Chez le fleuriste" and La Fontaine's "Le Corbeau et le renard".
4. Students will write an original poem in addition to using WORDL and will have the opportunity to submit their poem for publication in the school's literary magazine.

Unit 9 – Chez nous (Unité 6 – Blanc) (25 days) (French III/IV)

Goals: Students will apply newly-learned vocabulary related to furniture and houses to select furniture from French stores' Web sites to create and describe their own dream house. They will also differentiate between when to use passé composé or imparfait as they orally describe their childhood and past events. French IV students will demonstrate proficiency in using the plus-que-parfait to describe past events.

Objectives:

1. Students will compare and contrast housing in France and the U.S. after reading and seeing pictures of houses in various regions of France.
2. Students will demonstrate listening comprehension proficiency as they retell and discuss events in video segments of native speakers.

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3. Students will apply newly-learned vocabulary related to houses and furniture as they use French Web sites of various stores to select furniture to furnish a house and describe the rooms they have furnished. Their finished projects may be three dimensional, computer-created or computer-assisted in the form of booklets or poster displays.
4. Students will demonstrate proficiency in using irregular verbs like ouvrir, éteindre, and vivre in various tenses.
5. Students will correctly use clauses with the relative pronouns qui and que, and past participle agreement when necessary.
6. Students will demonstrate the ability to form and use the imparfait to describe past habitual or repeated events, progressive actions and circumstances; and show that they know when to use the passé composé vs. the imparfait with increasing proficiency as they describe their childhood and recent events in various activities and individual oral assessments.
7. French IV students will learn and use the plus-que-parfait to describe past events which occurred prior to other past events.
8. Students will demonstrate listening comprehension and speaking proficiency as they watch and discuss the film, “Dîner de cons”.
9. Students will be able to discuss the background of Charles Aznavour and the themes in his songs, “La bohème” and “Je m’voyais déjà” as well as identify studied structures. They will also discuss Yves Montand’s song, “Les feuilles mortes” and Patricia Kaas’ song, “La Clé”.

Unit 10 – Bonne route (Unité 9 – Blanc) (15 days) (French III/IV)

Goals: Students will be able to discuss driving, getting a drivers’ license and situations related to cars and driving. They will also be able to describe what they/others have to or want someone to do using the present subjunctive.

Objectives:

1. Students will be able to name makes of French cars; describe the process of getting a drivers’ license in France; describe the significance of the Michelin company and the history of its mascot; and describe the Le Mans car race.
2. Students will demonstrate listening comprehension proficiency as they retell and discuss events in video segments of native speakers.
3. Using the irregular verb conduire and vocabulary related to cars and driving, students will be able to talk about their/others’ driving experiences and cars.
4. Students will demonstrate proficiency in using adverbs (Leçon 27), the irregular verbs recevoir and apercevoir (Leçon 30), verbs followed by à or de + infinitive (Leçon 30), adjectives + de + infinitive, and en + present participles in a variety of oral and written activities.
5. Students will be able to describe what they/others have to and want to do using il faut que and vouloir que + present subjunctive.

Miscellaneous Topics

Throughout the course, various topics are inserted which are timely and vary by year depending upon current events, guest speakers, field trips, and student interest. For example, since we are hosting the French singer, Éric Vincent, in concert in the fall of 2009, students will be exposed to his background and music prior to the concert. During the 2009-2010 academic year, French students will work with art students to plan, design, and paint scenes from France on the classroom walls, thus gradually converting the classroom itself into a work of art and a culturally enticing place to be.

V. ASSIGNMENTS

Homework assignments are given daily to provide students the opportunity to practice, reinforce and apply newly-learned vocabulary and grammar structures. At this level of instruction, some reading, research, and project assignments are long term, allowing students to plan their time as they gradually work to complete the assignment and to prepare them for university level studies. Thoughtful and thorough completion of all assignments in a timely manner is critical to the student's ability to successfully participate in class and to achieve the level of proficiency expected in this course.

VI. ADDITIONAL MATERIALS

Students need regular access to a computer and to the Internet. While computer labs and computers in the library are available before and after school, it is recommended that each student have access to a computer, printer, and travel drive at home. It is helpful for students at this level to have access to a good bilingual dictionary although the instructor's Web site has a link to a good on-line bilingual dictionary. Students will be given the opportunity in class, if they are interested, to buy a recommended bilingual dictionary that is appropriate for this course and for university level French courses.

VII. COURSE MATERIALS

In addition to the textbook, a variety of supplemental materials, realia, authentic texts and publications, Internet sites and Power Point presentations are used in this course. Some or all of the following may be used.

Textbook

Discovering French Blanc by Jean-Paul and Rebecca Valette, McDougal Littell, 2001

Discovering French Rouge by Jean-Paul and Rebecca Valette, McDougal Littell, 2004

Text Resources

1. À Bord by Conrad J. Schmitt and Katia Brillié Lutz, Glencoe, 1998
2. Reprise (Grammar review workbook), National Textbook Company, 1997
3. French Three Years Workbook, Second Edition, by Eli Blume and Gail Stein, AMSCO

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- School Publications, 2006
4. French Four Years, Advanced French with AP Component by Françoise Shein, AMSCO School Publications, 2006
 5. Images - Trois by Marie-Claire Antoine, Jean-Paul Valette and Rebecca Valette, McDougal Littell, 1999
 6. Tout Ensemble by Raymond F. Comeau and Normand J. Lamoureux, Holt, Rhinehart and Winston, 1996
 8. Sur le vif by Hannelore Jarausch and Clare Tufts, Thompson Heinle, 2006
 9. AP French by Richard Ladd and Colette Girard, Scott Foresman Addison Wesley, 1998

Authentic Literature and Reading Material

A variety of authentic literature and reading material is used including magazines, newspapers, literary excerpts, poetry, short stories, plays, novels, comic books and cookbooks including some of (but not limited to) the following.

1. Un autre été...pas comme les autres, Huguette Zahler
2. La Belle et la bête, Jeanne Marie Leprince de Beaumont
3. La Parure, Guy de Maupassant
4. Le Chandail, Roch Carrier
5. Authentik
6. Champs-Élysées
7. Babar, Jean de Brunhoff
8. Le Petit Nicolas, Sempé, Goscinny
9. Le Petit Prince, Saint-Exupéry
10. Le Bourgeois gentilhomme, Molière
10. Candide, Voltaire
11. L'Étranger, Camus
12. Various comic book series including Astérix, Tintin, Lucky Luke, Soda
13. A variety of poetry from Quebec and France including works by Prévert, Apollinaire, Hugo, Rimbaud, and Lamartine
14. Fables by La Fontaine

Authentic Music

A variety of authentic French popular and classical music is used in this course including works by Bizet, Chopin, Debussy, Lully, Ravel, Patricia Kaas, Céline Dion, Jacques Brel, Édith Piaf, Johnny Halliday, Dalida, Indochine, Superbus, Yannick Noah, Vanessa Paradis, Youssou N'Dour, Claude François, Carole Fredericks, and Éric Vincent.

Art

Numerous art books written in the target language are used as students research various Francophone artists such as David, Delacroix, Rodin, Camille Claudel, Monet, Manet, Degas, Renoir, Seurat, Morisot, Cézanne, Gaughin, Toulouse-Lautrec, Caillebotte, Morisot, Matisse, Magritte and Chagall.

Film

Students are exposed to excerpts of French films as well as watching films in their entirety including some of the following.

1. *Le Placard*
2. *Dîner de cons*
3. *La Haine*
4. *Le Chandail*
5. *Le Battement d'ailes du papillon*
6. *Les Choristes*
7. *Décalage horaire*
8. *Les Misérables*
9. *Au revoir, les enfants*
10. *Paris, je t'aime*
11. *La Vie en rose*
12. *Cyrano de Bergerac*
13. *Molière*
14. *Astérix*
15. *Entre les murs*
16. *Marcel Marceau*
17. *Persepolis*
18. *Coco Chanel*

VIII. EVALUATION

The evaluation of skills is accomplished through oral assessments as well as written quizzes, tests, essays, and research projects throughout the year. The oral proficiency level of each French III/IV student is assessed at the end of the year by means of an Oral Proficiency Interview (OPI) conducted by the instructor. This oral interview is based on a global range of topics including topics the student may not have previously discussed in class. In addition to the oral section of the exam, students are also assessed on writing skills. The oral and written sections of the exam are weighted equally to determine the final exam grade. Seniors who have a 90 or over in the course at the end of the fourth quarter are exempt from the final exam and will complete a cumulative oral assessment as part of their fourth quarter grade.

The mid-term and final exams (which are revised and updated annually) each count as 10% of the student's year-end grade in the course. Quarterly grades are calculated as follows:

Written tests, quizzes, essays, and projects	35%
Oral assessments and presentations	35%
Homework	15%
Class Participation	15%

The effectiveness of this course is evaluated on an ongoing basis as proficiency levels of the students are compared to other level III and IV language courses at High Point as well as to state and national world language standards and those set by the national AATF (American Association of Teachers of French). In addition, students complete a course evaluation at the end of the year to provide feedback to the instructor. This feedback is used to adjust the curriculum and methodology for future years as necessary. Curriculum is adjusted annually to include up-to-date vocabulary, current events, music, and film.

IX. COURSE POLICIES

Students are not to use computer translation programs but may use recommended on-line bilingual dictionary sites.

X. FIELD TRIPS, COMMUNITY INVOLVEMENT, DIFFERENTIATED INSTRUCTION, AND OPPORTUNITIES FOR EXCEPTIONAL LEARNERS

Students participate in experiential learning experiences each year in which they use their language proficiency with native speakers and/or are exposed to authentic Francophone culture. These experiences vary from year to year. We assist students who are interested in living and studying in France for an academic year with Rotary and other exchange programs as well as summer programs. We have also had French exchange students study at High Point and join our French III/IV class. Other experiences in recent years have included hosting a concert and reception for the French singer, Éric Vincent; a lecture and reception for a French-African professor; trips to French restaurants, a Cirque du Soleil production, and a concert of Josée Vachon (a Québécoise singer) as well as French film nights. In addition, students participate in hands-on experiences at school including making fondue, crêpes, and other culinary specialties in class and for our annual International Food Day. They also get involved in doing translation for members of the school and community varying in nature from excerpts in literature and plays, letters, and travel information to translations needed by local businesses. Students are also invited to assist with the Wantage School's annual Learning Circus during which two introductory French classes are offered to elementary school students.

All students are invited to join High Point's International Club through which they have numerous opportunities to learn more about other cultures and languages in various ways; to participate in global charitable activities such as raising money for UNICEF and Darfur refugees; and to go on field trips such as visiting the United Nations in New York City. In addition, some French III/IV students will be eligible or may already be members of High Point's Foreign Language National Honor Society (FLNHS). As members, these students have opportunities to assist other High Point students through our tutoring program.

The French program is carefully designed to meet the needs of students with different learning styles. Instruction is varied with a mix of whole class, group, paired, and individual learning activities as well as a mix of listening, speaking, reading, writing, and cultural activities including the use of technology and learning games to vary instruction. Individualized tutoring is available for students who need extra help as well as expansion opportunities for students who learn quickly and benefit from expanding their learning experiences.