



French 4

Grades 11-12

Curriculum Committee Members

*Kristin Smith, Hazelwood Central High School
Kimberlee Moyer, Hazelwood Central High School
Riina Hirsch, ELA Curriculum Coordinator*

Reviewed by Foreign Language Teachers on November 29, 2017
Reviewed by Curriculum Advisory Committee on December 7, 2017
Reviewed by the Board of Education on May 15, 2018
Approved by the Board of Education on May 29, 2018

TABLE OF CONTENTS

French 4

Hazelwood School District Mission Statement	3
Hazelwood School District Vision Statement	3
Hazelwood School District Goals	3
Curriculum Overview	4
Course Overview	5
Unit 1	13
Unit 2	43
Unit 3	77
Unit 4	106
Unit 5	140
Unit 6	151

Hazelwood School District

Mission Statement

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

Vision Statement

HSD will foster lifelong learners, productive citizens and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

Goals

Goal # 1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science and social studies.

Goal # 2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal #3: Hazelwood School District, the community and all families will support the learning of all children.

Curriculum Overview

Much recent research has emphasized the benefits of mastering a second language. The American Council on the Teaching of Foreign Languages (ACTFL) has identified key elements of effective foreign language instruction and its benefits. Students who learn a second language such as French, also demonstrate increased mastery of English literacy skills. The Hazelwood School District offers French 4 to prepare students for college level and AP French as part of a fully developed French language program.

ACTFL standards indicate a need for updated curriculum to ensure Hazelwood's students are adequately prepared to meet increasingly demanding language expectations. Students will leave French 4 ready to succeed in college level French classes and engage in real world conversations with native French speakers. Revisions are needed to ensure students have adequate opportunities to develop proficiency in a course where French is the dominant spoken and written language.

Best practices in foreign language instruction were the foundation of the revision process for members of the curriculum committee members. The curriculum supports a foreign language approach focused on acquisition of communicative French and cultural understanding. This framework guided the selection of activities, materials and scoring guides.

The World Languages Course Level Expectations established in February, 2011, by DESE are met by the curriculum. French 4 builds on previous courses to increase student fluency, advanced grammar, vocabulary, sentence structure and interaction with more complex authentic French texts. The curriculum meets all of the state and district requirements for 21st century skills, cultural relevance, skill-building and student-centeredness.

The curriculum contains performance assessments, proficiency assessments and selected responses that are rigorous and outline clear expectations. As the curriculum is implemented and taught, the assessments will be revised. **The assessments are required**; the learning activities are suggested. Teachers are encouraged to select the learning activities which meet the needs of their students. Most activity guides within a unit are sequential and based on curricular resources to support student success on the associated assessments. Concepts and language acquisition are taught both descriptively and prescriptively to allow students to internalize language patterns.

COURSE TITLE: French 4

GRADE LEVEL: 11-12

Course Description:

In French 4, students improve their existing French skills through conversations and reading novels and other authentic materials. Students will develop deeper insights into cultural values and contributions of French-speaking people. The students will write a paper in French using advanced French grammar and vocabulary.

During the second semester, students will refine the use of idioms, vocabulary and the nuances of grammar through creative and spontaneous communication in French. The students will read more challenging short stories, authentic French periodicals/publications. The students will critique and analyze materials by writing a paper using their knowledge of French. They will read at least one novel in French. The students and teacher will communicate primarily in French. (Prerequisite: French 3)

Course Rationale:

French 4 prepares students to successfully participate in college level French courses. Students will consistently communicate in French using all three modes of communication as they engage in critical thinking, reading and writing tasks. Students will read novels, periodicals and other publications in French and produce sophisticated written pieces such as analytical essays. Critical thinking, collaboration and communication skills will be further developed as students build toward fluent French acquisition. French 4 builds on other courses to allow students to engage in complex thinking, reading, writing and listening tasks in French and develop more sophisticated understanding of French language cultures and history.

Course Scope and Sequence

<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>	<u>Unit 4</u>	<u>Unit 5</u>	<u>Unit 6</u>
En Pleine Nature	Il Etait Une Fois	Amours et aminties	La Presse	Jean de Florette	L'art en fete
15 class periods of-90 minutes in length	15 class periods of-90 minutes in length	15 class periods of-90 minutes in length	15 class periods of-90 minutes in length	15 class periods of-90 minutes in length	15 class periods of-90 minutes in length

Unit Objectives

Unit 1

1. The learner will be able to analyze interactions with wildlife and nature.
2. The learner will be able to give general directions for a location.
3. The learner will be able to complain and offer encouragement.
4. The learner will be able to analyze geographical and historical aspects of French speaking North America.

Unit 2

1. The learner will be able to develop and tell a story from beginning to end.
2. The learner will be able to recognize and identify the usage of **passé simple** in literary texts and interpret the meaning.
3. The learner will be able to describe and analyze past events using indirect discourse.
4. The learner will be able to analyze geographical and historical aspects of French speaking Africa.

Unit 3

1. The learner will be able to compose a story about an event that connects the actions with emotions.
2. The learner will be able to use reciprocal verbs and distinguish them from other pronominal verbs.
3. The learner will be able to use the past conditional to state the result in a hypothetical situation.
4. The learner will be able to distinguish between usage of the indicative and subjunctive mood.

Unit 4

1. The learner will be able to describe characteristics of print media and explain how information is communicated to the public.
2. The learner will be able to express their thoughts and opinions about what they read in the press.
3. The learner will be able to relay and inquire about information.
4. The learner will be able to distinguish between object pronouns and their placement within different structures.

Unit 5

1. The learner will be able to identify the setting, main characters, exposition, climax and resolution of the novel.
2. The learner will be able to follow and make connections among a logical sequence of events.
3. The learner will be able to analyze key themes expressed in the novel and make connections with the real world.

Unit 6

1. The learner will be able to describe and analyze various mediums of art.
2. The learner will be able to critique a performance, giving suggestions and recommendations.

3. The learner will be able to describe geographical and historical characteristics of French overseas territories.

Essential Terminology/Vocabulary

Unit 1 Vocabulary

- Wild animals (une abeille, un alligator, baleine, dauphin, meduse, original, une chauve-souris)
- Expressing astonishment and fear (C'est incroyable!, Ce n'est pas vrai!, Pas possible!, J'ai peur de/que)
- Forbidding and giving warning (Defense de, faites attention, Il est interdit de, interdiction de, Prends, surtout)
- Summer vacation activities (faire de l'alpinisme, canoe, deltaplane, rafting, la plongee sous-marine)
- Complain or encourage (Allez, encore en petit effort, Courage, Je n'en peux plus!, Tu y es Presque)

Unit 1 Concept Level Vocabulary

- Region
- Francophone
- Department
- Dictatorship
- Province
- Regular verb
- Negative statement
- Irregular verb
- Past tense
- Subject
- Helping verb
- Past participle
- Regular past participle
- Irregular past participle
- Subject agreement
- Direct object
- Imparfait (imperfect tense)
- Stem
- Regular ending
- Background information
- Interrupting event
- Repeated past action

Unit 2 Vocabulary

- Stories, legends and fables (une fable, una legende, histoire)
- Setting the scene for a story (un passage secret, un tour, prisonnier, dans un pays lointain)
- Continuing and ending a story (Il etait une fois, la morale de cette histoire est que, le lendemain, plus tard, tout est bine qui finit bien, le veille de)
- Describing historical events (un coup d'etat, un empereur, la decolonization, le people, explorer, le soldat, un conflit)
- Relating a sequence of events (le commencement/la fin, a cette epoque, apres, au moment de, avant de, par la suite)
- Telling what happened to someone else (a annonce de, a declare qu', a rapporte de, Il parquet)

Unit 2 Concept Level Vocabulary

- Francophone
- Passé simple (simple past)
- Literary
- Infinitive
- Stem
- Ending
- Irregular
- Relative Pronouns
- Subject
- Object
- Expression with de
- Plus-que-parfait (past perfect)
- Helping verb
- Imparfait
- Past participle
- Passé composé
- Sequence of tenses
- Indirect discourse

	<ul style="list-style-type: none"> • Main clause • Dependant clause • Conditional
<p><u>Unit 3 Vocabulary</u></p> <ul style="list-style-type: none"> • Describing emotions (de bonne/mauvaise humeur, tomber amoureux, fachee, genee, inquiet, regretter) • Asking for and giving advice (Qu'est que tu en penses?, A ton avis, D'apres toi, tu ferais mieux de, pas necessairement, Surtout pas!) • Life events (demenager, divorcer, l'enfance, naitre/mourir, se fiancer, prende sa retraite, trouver du travail, tomber malade) • Sharing good and bad news; responding appropriately (A propos, vous saaves, malheureusement, Felicitations!, Mes sinceres condoleances) • Catching up with friends and renewing a friendship (Comment va...?, Je ne le vois plus, Je suis ravi de, Plein de choses!, T n'as pas change!) 	<p><u>Unit 3 Concept Level Vocabulary</u></p> <ul style="list-style-type: none"> • Reciprocal verb • Pronoun • Past participle • Agreement • Direct object • Indirect object • Past conditional • Si clause • Past perfect (plus-que-parfait) • Helping verb • Main verb • Subjunctive mood • Subjunctive endings • Irregular stem • Irregular subjunctive • Expressions of necessity, desire and emotion • Subject • Infinitive
<p><u>Unit 4 Vocabulary</u></p> <ul style="list-style-type: none"> • Media and the press (s'abonner a, un article, la couverture, le dessin humoristique, la legende, l'edition, les nouvelles, la presse, un quotidien, un revue) • Expressing certainty (la verite, Je suis certain que, J suis sur que, Il/Elle est persuade que) • Expressing possibility (Il me semble qu', Il parait que, Il se peut/est possible que) • Expressing disbelief (Je doute que, Je ne crois pas qu', Je ne pense pa qu') • News headlines (l'actualite internationale, le courier des lecteurs, la critique, les petites annonces, les faits divers, la meteo, une rubrique) • Breaking and responding to news (Devine, Fais voir!, je t'ecoute, Montre-moi!, Tu as entendu parler du, Tu as vu?, Tu connais la derniere?, Tue es au courante de) • Asking for information about news (Qu'est ce que/qui?, Que est-ce que/qui?) 	<p><u>Unit 4 Concept Level Vocabulary</u></p> <ul style="list-style-type: none"> • Headline • Issue • Subscribe • Caption • Publish • Subjunctive mood • Expression • Indicative • Subject (pronoun) • Infinitive • Conjugation (conjugated verb) • Past participle • Preposition • Breaking news • Imperative (command) • Object pronoun • Direct object pronoun • Indirect object pronoun • Pronoun y • Pronoun en

	<ul style="list-style-type: none"> • Negative • Question word • Object • Verb
<p><u>Unit 5 Vocabulary</u></p> <p><i>Les noms</i></p> <ul style="list-style-type: none"> • un oeillet = carnation • un verger = an orchard • une source = a spring • un(e) paysan (-ne) = a farmer • un(e) hériter (-ère) = an heir • un bossu = a hunchback • un nouveau-venu = a new comer • une cucurbitacée = cucurbit (type of gourd) • une récolte = a crop • une sécheresse = a drought • un orage = a thunderstorm • une colline = a hill • un mulet = a mule • un puits = a well • un notaire = a notary • l'intrigue = the plot <p><i>Les verbes</i></p> <ul style="list-style-type: none"> • hériter qqch de qq'un = to inherit sth from s.o. • boucher une source = to block a spring • faire pousser qqch = to grow sth • pousser = to grow • élever des lapins = to breed rabbits • faire peur à qq'un = to frighten s.o. • avoir peur de qq'un = to be afraid of s.o. • avoir des soucis = to worry • louer = to rent • se moquer de qq'un = to make fun of s.o. • avoir pitié de qq'un = to pity s.o. • s'enrichir = to grow rich • creuser = to dig • pleurer = to cry • pleuvoir = to rain • se taire = to keep quiet <p><i>Les adjectifs</i></p> <ul style="list-style-type: none"> • sec (sèche) = dry • pluvieux (-euse) = rainy 	<p><u>Unit 5 Concept Level Vocabulary</u></p> <ul style="list-style-type: none"> • Allegory • Allusion • Ambiguity • Analogy • Antagonist • Character • Climax • Conflict • Connotation • Denouement • Exposition • Falling action • Flashback • Foil • Foreshadowing • Hyperbole • Imagery • Irony • Metaphor • Mood • Narrator • Oxymoron • Personification • Plot • Point of view • Protagonist • Resolution • Rising action • Setting • Symbolism • Theme • Tone

<ul style="list-style-type: none"> • fertile = fertile • travailleur (-euse) = hard-working • confiant(e) = confident • obstiné(e) = stubborn • fier (-ère) = proud • calculateur (-trice) = calculating • riche = rich • cupide = greedy • implacable = unrelenting • coupable = guilty • sensible = sensitive • rusé(e) = shrewd • influençable = susceptible to influence • émouvant(e) = moving • passionnant(e) = gripping (story) 	
<p><u>Unit 6 Vocabulary</u></p> <ul style="list-style-type: none"> • Vocabulary for creating art (un chevalet, un croquis, une gravure, le modele, une palette, le peintre, poser, sculpter, un potier, un tableau) • Asking for and giving opinions (Ce n'est pas mon style, Comment trouves-tu?, pas mal, Que lest ton avis sur?. T'a t-elle plu?) • Introducing and changing a topic of conversation (A propos, au fait, entre parentheses, Pendant que j'y pense) • Vocabulary for performance arts (applaudir, un ballet, le chapiteau, le cirque, le décor, l'orchestre, la scene, un musicien, une piece de theatre) • Making suggestions and recommendations (Ne va surtout pas...faux!, Je te recommande plutot d', Va voir...sur scene!) • Giving an impression(Il me semble que..., Ils ont l'air de..., j'ai l'impression de, On dirait que...) 	<p><u>Unit 6 Concept Level Vocabulary</u></p> <ul style="list-style-type: none"> • Department • Judiciary rules • Territory • Inversion • Reverse • Subject pronoun • Verb • Vowel • Hyphen • Compound tense • Passé composé • Helping verb • Present participle • Adjective • Present tense • Agreement • Comparative • Superlative • Adverb • Noun • Demonstrative pronoun • Relative pronoun • Masculine • Feminine • Singular • Plural

Course Materials and Resources:

Instructional Resources:

- *Bien Dit! 2018, Level 3*. Houghton Mifflin School, 2017. ISBN: 9780547871691 (online access)
- *Bien Diet!: French 3, Cahier De Vocabulaire Et Grammaire*. Holt/McDougal, 2013. ISBN: 9780544451490 (online access)
- *Interactive CD-Rom Program*
- *Audio CDs*
- Choice Board Project: <https://tinyurl.com/y9g4wvxr>
- Choice board rubric: <https://tinyurl.com/y9rm8erc>

Additional Resources:

- <https://my.hrw.com/>
- www.kahoot.com
- www.quizlet.com
- <https://www.quia.com/shared/>
- *21 mini-contes, 2013. Teacher's Discovery*. ISBN: 978-0-7560-3912-7
- *Allons au delà, 2012. Pearson Learning Systems*. ISBN: 978-0-13-317953-8
- Pagnol, Marcel, et al. *Jean de Florette*. Easy Readers, 2006.
- Pen pal sites: <https://www.mylanguageexchange.com/Pen-pals/Language/French.asp> or <http://www.studentsoftheworld.info>