

French IV Curriculum

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French IV Curriculum

I. Course Description

French IV is designed for students who have successfully completed French 1, French 2 and French 3. Students will strengthen their knowledge already acquired in the previous three years. Students will also learn how to speak and write in different tenses and acquire the necessary skills to communicate in French.

Reading and speaking correctly will be the main goal in the classroom. A correct use of grammar will also be reinforced.

Additional emphasis will be placed on cultural topics in France and French-speaking countries, including current events, the arts and the French influence in the United States and around the world. Students will identify major French art work, literature, historical landmarks and other cultural aspects of the French-speaking world.

II. Course Objectives/Outline

Students will be able to:

NJSLS 7.1: World Languages:

Students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Strand A: Interpretive Mode:

--Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses. (7.1.IH.A.2)

--Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture. (7.1.IH.A.3)

--Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States. (7.1.IH.A.4)

--Synthesize information from oral and written discourse dealing with a variety of topics. (7.1.IH.A.5)

--Analyze and critique readings from culturally authentic materials. (7.1.IH.A.6)

--Analyze structures of the target language and comparable linguistic structures in English. (7.1.IH.A.8)

Strand B: Interpersonal Mode:

--Students will be able to participate in extended conversations using a variety of timeframes to exchange information. (7.1.IH.B.1)

--Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests. (7.1.IH.B.2)

--Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies. (7.1.IH.B.3)

--Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature. (7.1.IH.B.4)

--Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas. (7.1.IH.B.5)

--Use language in a variety of settings to further personal and/or academic goals. (7.1.IH.B.6)

Strand C: Presentational Mode:

- Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s). (7.1.IH.C.2)
- Use language creatively in writing for a variety of purposes. (7.1.IH.C.3)
- Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture. (7.1.IH.C.5)
- Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce. (7.1.IH.C.6)

III. Methods of Student Evaluations

Students will be evaluated using the following assessments:

- 1- Written Quizzes and Tests
- 2- Oral Quizzes and Tests
- 3- Special projects—PowerPoint, Posters, Presentations, and Essays
- 4- Class participation
- 5- Homework Evaluation and Completion
- 6- Worksheet Evaluation and Completion

IV. List of Textbooks, Instructional Materials and Software

Textbook: Discovering French Nouveau (Blanc 2)

Workbooks: Discovering French Nouveau (Blanc 2) Workbook

Software: Discovering French Nouveau CDs and DVDs

Library Skills: Researching and gathering pertinent information regarding a given topic.

V. Instructional Strategies

- Conduct class entirely in French.
- Read aloud. Improve reading skills via group and independent reading.
- Use readings as catalysts for conversations growing in complexity and range.
- Interactive language task.
- Create and maintain a world language atmosphere where the use of English is considered a breach of etiquette.
- Reinforce grammar patterns taught in French 1 and French 2.
- Utilize more complex grammar patterns through readings.
- Refine writing skills through frequent in class writing activities.
- Use various methods of differentiated instruction.

VI. Scope and Sequence

SKILL TO BE LEARNED:

Become more proficient in speaking proper French.
Become more proficient in reading French.
Become more proficient in writing French.
Become more proficient in using past tense.
Become more proficient in using simple future tense.
Become more proficient in using the imperfect.
Strengthen listening skills by using CDs and DVDs.
Learn how to research a topic.
Develop presentation skills.
Develop co-operative learning.
Become familiar with French arts

SKILL LEVEL:

Reinforced & Developed In Depth
Reinforced & Developed In Depth
Reinforced and Developed In Depth
Reinforced and Developed In Depth
Reinforced and Developed in Depth
Introduced
Developed In Depth
Developed In Depth
Reinforced & Developed in Depth
Reinforced & Developed In Depth
Introduced

VII. Pacing Chart

First Marking Period: Unit 5:

1. Talking about where you practice sports and when.
2. Adverbs of frequency.
3. Expressions of opinion.
4. The verb **courir**.
5. The pronouns **en** and **y**.
6. Describing exercise routines.
7. Describing common pains and illnesses.
8. Parts of the body.
9. Definite articles with parts of the body.
10. Describing the daily routine.
11. Reflexive verbs: present tense
12. Describing one's routine activities in the past.
13. Reflexive verbs: passé composé.

Second marking period: Unit 6:

1. Describing the location of your house or apartment.
2. Explaining what the house or apartment looks like.
3. Rooms of the house & furniture and appliances.
4. The verb **vivre**.
5. Reading classified ads.
6. Asking about a rental.
7. Talking about the past.
8. The imperfect.
9. Contrasting the imperfect and the passé composé.
10. Giving background information about specific past events.

Third marking period: Unit 7 :

1. Describing clothes and accessories.
2. Talking about fabrics, designs and materials.
3. Talking with sales clerk.
4. Expressing opinions.
5. Talking about sizes, looks and prices.
6. The adjectives **beau, nouveau** and **vieux**.
7. Expressing comparisons.
8. Descriptive adjectives.
9. Adverbs ending in **ment**.
10. Comparisons with adverbs.

Fourth marking period: Unit 8

1. Talking about vacation plans.
2. Planning a camping trip.
3. Making travel arrangements.
4. Introduction to impressionism.
5. Reading a short story.
6. A visit to the Metropolitan Art Museum of New York.

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VIII. Student Handout

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Proficiencies

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--Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture. (7.1.IH.C.5)

--Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce. (7.1.IH.C.6)