

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

HONORS FRENCH IV

GRADES 11-12

Date of Board Approval: May 12, 2016

CARLISLE AREA SCHOOL DISTRICT PLANNED INSTRUCTION COVER PAGE

TITLE OF COURSE:	Honors French IV	SUBJECT:	World Language	GRADE LEVEL:	11-12
COURSE LENGTH:	Year	DURATION:	51 minutes/day	FREQUENCY:	5 periods
PREREQUISITES:	French I, II & III	CREDIT:	1	LEVEL:	IV

Course Description/Objectives: The study of world languages can foster the ability of students to: communicate and interact with people in the target language; improve their understanding and sensitivity to cultural similarities and differences; develop an appreciation of cultural differences; succeed in an ever-changing and competitive global community; enter into a diverse workplace and/or continued education; improve critical thinking and problem solving skills; engage in life-long learning; and participate in local, national and world communities.

Major Text(s)/Resources: Imaginez le français sans frontières, Vista Higher Learning, 2012

Curriculum Writing Committee: David Helman Deborah Masland

COURSE TIME LINE

Unit #1: Living and Feeling

32 days

- Vocabulary
- Spelling-change verbs
- Irregular verbs être, avoir, faire and aller
- Forming questions

Unit #2: Life in the City

32 days

- Vocabulary
- Reflexive and reciprocal verbs
- Descriptive adjectives and adjective agreement
- Adverbs

Unit #3: Media Influence

32 days

- Vocabulary
- The passé composé with avoir
- The passé composé with être
- The passé composé vs. the imparfait

Unit #4: The Value of Ideas

32 days

- Vocabulary
- The plus-que-parfait
- Negation and indefinite adjectives and pronouns
- Irregular -ir verbs

Unit #5: Society in Evolution

32 days

- Vocabulary
- Partitives
- The pronouns y and en
- Order of pronouns

TOTAL: 160 days

KNOW, UNDERSTAND, DO

COURSE:	Honors French IV	TIME FRAME:	32 days
UNIT #1:	Living and Feeling	GRADE:	11-12

STANDARDS:

ACTFL Standard:

- 1.1 • Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 • Students understand and interpret written and spoken language on a variety of topics.
- 1.3 • Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- 2.1 • Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- 3.1 • Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- 4.1 • Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- 4.2 • Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

KNOW, UNDERSTAND, DO

COURSE:	Honors French IV	TIME FRAME:	32 days
UNIT #1:	Living and Feeling	GRADE:	11-12

UNDERSTANDINGS

Feelings and personal relationships are important in one's daily life.
 There are many historical and cultural connections between France and the United States.
 It is essential to formulate questions correctly in the target language.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Identify vocabulary related to personal relationships.
- Cite historical and cultural connections between France and the United States.
- Conjugate regular and spelling-change verbs.
- Conjugate the irregular verbs: être, avoir, faire and aller and use them in idiomatic expressions.
- Formulate questions using the various methods including interrogative words.
- Use the imperative to give commands and make suggestions.

DO

- Describe someone in French using the personality vocabulary.
- Explain specific examples of historical and cultural connections between France and the United States in the target language.
- Use the correct form of regular and spelling-change verbs.
- Use the correct form of the irregular verbs: *être, avoir, faire* and *aller* in idiomatic expressions.
- Pose questions in French using interrogative words.
- Give commands and suggest activities using the imperative form in the target language.
- Respond in French to a variety of authentic listening materials such as conversations, dramatic readings, short films and video clips.
- Read and interpret a variety of fiction and non-fiction French texts.
- Express ones self in the target language by writing in a variety of forms such as multi paragraph essays, responses to oral or written prompts, e-mail exchanges, critiques, and journal entries.

KNOW, UNDERSTAND, DO

COURSE:	Honors French IV	TIME FRAME:	32 days
UNIT #2:	Life in the City	GRADE:	11-12

STANDARDS:

ACTFL Standard:

- 1.1 • Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 • Students understand and interpret written and spoken language on a variety of topics.
- 1.3 • Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- 2.2 • Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
- 3.1 • Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- 4.1 • Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- 4.2 • Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

KNOW, UNDERSTAND, DO

COURSE:	Honors French IV	TIME FRAME:	32 days
UNIT #2:	Life in the City	GRADE:	11-12

UNDERSTANDINGS

There are advantages and disadvantages of city life.
 Each French city has distinctive characteristics due to historical and regional influences.
 All French adjectives, unlike adverbs, require agreement in number and gender.
 Reflexive verbs in French may not be reflexive in English.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Identify urban vocabulary words.
- Recognize the geographical and cultural diversity of France’s largest cities.
- Distinguish between reflexive and non-reflexive verbs.
- Select the correct form and position of descriptive adjectives.
- Select the correct form and position of adverbs.
- Recognize the typical masculine and feminine noun endings.

DO

- Use the target language to name and locate places and things found in their town or other locations.
- Report the location and distinguishing characteristics of France’s most important cities in the target language.
- Describe in French the process of taking a subway or other means of public transportation.
- Formulate sentences in French using reflexive and non-reflexive verbs.
- Formulate sentences using descriptive adjectives and adverbs.
- Identify the gender of given French nouns based upon the endings of the words.
- Respond in French to a variety of authentic listening materials including conversations, dramatic readings, short films and video clips
- Read and interpret a variety of fiction and non-fiction French texts.
- Express ones self in the target language by writing in a variety of forms such as multi paragraph essays, responses to oral or written prompts, e-mail exchanges, critiques, and journal entries.

KNOW, UNDERSTAND, DO

COURSE:	Honors French IV	TIME FRAME:	32 days
UNIT #3:	Media Influence	GRADE:	11-12

STANDARDS:

ACTFL Standard:

- 1.1 • Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 • Students understand and interpret written and spoken language on a variety of topics.
- 1.3 • Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- 2.1 • Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- 2.2 • Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
- 3.1 • Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- 3.2 • Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- 4.1 • Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- 4.2 • Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

KNOW, UNDERSTAND, DO

COURSE:	Honors French IV	TIME FRAME:	32 days
UNIT #3:	Media Influence	GRADE:	11-12

UNDERSTANDINGS

A wide variety of media exerts a significant influence on our everyday lives.

Québec is rich in culture and history.

The passé composé and the imparfait are the two most important forms of the past tense in French.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Identify vocabulary relating to various forms of media.
- Describe the geography, history, and culture of Québec.
- Form the passé composé tense using avoir and être.
- Form the imparfait.
- Distinguish between the imparfait and the passé composé.

DO

- Utilize the French vocabulary to discuss the various forms and influences of media in everyday life.
- Cite specific details in French concerning the geography, history and culture of Québec Province.
- Distinguish between those verbs requiring avoir and those requiring être’.
- Use the correct stem and endings to form the imparfait.
- Use the passé composé and imparfait together in the same sentence or paragraph.
- Respond in French to a variety of authentic listening materials such as conversations, dramatic readings, short films and video clips.
- Read and interpret a variety of fiction and non-fiction French texts.
- Express ones self in the target language by writing in a variety of forms such as multi paragraph essays, responses to oral or written prompts, e-mail exchanges, critiques, and journal entries.

KNOW, UNDERSTAND, DO

COURSE:	Honors French IV	TIME FRAME:	32 days
UNIT #4:	The Value of Ideas	GRADE:	11-12

STANDARDS:

ACTFL Standard:

- 1.1 • Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 • Students understand and interpret written and spoken language on a variety of topics.
- 1.3 • Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- 2.1 • Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- 2.2 • Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
- 3.1 • Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- 3.2 • Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- 4.1 • Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- 4.2 • Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- 5.1 • Students use the language both within and beyond the school setting.

KNOW, UNDERSTAND, DO

COURSE:	Honors French IV	TIME FRAME:	32 days
UNIT #4:	The Value of Ideas	GRADE:	11-12

UNDERSTANDINGS

An idea can have a significant impact upon society as a whole, or upon a specific group within that society.
 The Antilles are rich in culture and history.
 There are various negative expressions in French (other than *ne...pas*) that can be used with simple and compound verb tenses.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Identify vocabulary associated with justice and politics.
- Describe the geography, history and culture of the Antilles.
- Conjugate verbs in the plus-que-parfait.
- Conjugate regular and irregular –ir verbs in simple and compound tenses.
- List negative expressions which can be used with simple and compound verb tenses.
- Identify indefinite adjectives and indefinite pronouns.

DO

- Use the vocabulary to discuss and debate legal and political issues in the target language.
- Cite specific details in French concerning the geography, history and culture of the Antilles.
- Create sentences with the plus-que-parfait about things they had done before some given point in time.
- Respond negatively with the appropriate expressions.
- Compose French sentences using indefinite adjectives and pronouns.
- Write and speak in French about activities using regular and irregular –ir verbs.
- Respond in French to a variety of authentic listening materials such as conversations, dramatic readings, short films and video clips.
- Read and interpret a variety of fiction and non-fiction French texts.
- Express ones self in the target language by writing in a variety of forms such as multi paragraph essays, responses to oral or written prompts, e-mail exchanges, critiques, and journal entries.

KNOW, UNDERSTAND, DO

COURSE:	Honors French IV	TIME FRAME:	32 days
UNIT #5:	Society in Evolution	GRADE:	11-12

STANDARDS:

ACTFL Standard:

- 1.1 • Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 • Students understand and interpret written and spoken language on a variety of topics.
- 1.3 • Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- 2.1 • Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- 2.2 • Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
- 3.1 • Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- 3.2 • Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- 4.1 • Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- 4.2 • Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- 5.1 • Students use the language both within and beyond the school setting.
- 5.2 • Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

KNOW, UNDERSTAND, DO

COURSE:	Honors French IV	TIME FRAME:	32 days
UNIT #5:	Society in Evolution	GRADE:	11-12

UNDERSTANDINGS

Open dialogue is critical to optimize the benefits and deal with the challenges of multiculturalism and diversity in a society.
 The francophone countries of West Africa are rich in culture and history.
 There are multiple object pronouns which have a correct order and placement in a French sentence.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Identify vocabulary associated with an evolving and changing society.
- Describe the geography, history and culture of West African nations.
- List the French expressions of quantity.
- Distinguish between the pronouns y and en.
- State the correct order of multiple French object pronouns.

DO

- Use the French vocabulary to discuss the cultural diversity in their school or community.
- Cite specific details in French concerning the geography, history and culture of West African nations.
- Form sentences in French containing partitive articles and expressions of quantity.
- Respond to questions replacing prepositional phrases with the pronouns y and en.
- Form sentences containing multiple object pronouns.
- Respond in French to a variety of authentic listening materials such as conversations, dramatic readings, short films and video clips.
- Read and interpret a variety of fiction and non-fiction French texts.
- Express ones self in the target language by writing in a variety of forms such as multi paragraph essays, responses to oral or written prompts, e-mail exchanges, critiques, and journal entries.

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)