

LCPS

French IV Curriculum

World Languages and Cultures

LCPS

2014-2015

French Level IV (Honors) – SY 2014-2015

AP THEME : CONTEMPORARY LIFE AP SUBTHEME:HOUSING AND SHELTER: LA VILLE ET LA CAMPAGNE (CITY AND COUNTRY LIFE)		Recommended No. of Lessons: 10 lessons* <i>Teachers need to appropriate the number of lessons to the caliber of students in the class so long as they are being given opportunities to meet the objectives of the unit.</i>	
National/State Standards: FIV.1 The student will engage in and discuss a variety of topics in both oral and written forms of communication. FIV.2 The student will sustain extended oral and written exchanges in French. FIV.3 The student will understand spoken and written French found in a variety of authentic sources. FIV.4 The student will relate information in French, combining learned and original language in oral and written presentations of extended length and complexity FIV.5 The student will produce and present in French original essays, poetry, plays, podcasts, and stories. FIV.6 The student will analyze in French how various perspectives reflect the practices and products of the cultures studied. FIV.7 The student will use French to demonstrate increased understanding of the connections between content studied in the French class and content studied in other subject areas. FIV.8 The student will expand understanding of English and other languages through study and analysis of increasingly complex elements of the target language. FIV.9 The student will identify and discuss cultural similarities and differences in social, economic, and political relationships in the global community. FIV.10 The student will apply more complex French language skills and expand cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
INTERPERSONAL MODE: <ul style="list-style-type: none"> Express and support opinions, and elicit those of others. Exchange personal reactions to spoken and written information related to francophone cultures. Exchange information from sources such as newspapers, magazines, broadcasts, and Web sites. Use paraphrasing, circumlocution, and other creative means to express and comprehend ideas. INTERPRETIVE MODE: <ul style="list-style-type: none"> Identify various literary elements, such as plot, theme, setting, and characters, in spoken and written texts. Understand a variety of culturally authentic materials, such as radio and television segments or literary passages PRESENTATIONAL MODE: <ul style="list-style-type: none"> Deliver presentations containing well-developed ideas on a variety of topics, using familiar vocabulary and structures and with minimal errors in spelling, punctuation, and pronunciation. Use style, language, and tone appropriate to the 	CULTURES: <ul style="list-style-type: none"> Discuss the differences between city life and country life Discuss the advantages and the disadvantages of city and country life in France Discuss the transient nature of city and country life in France CONNECTIONS: <ul style="list-style-type: none"> Discuss the historical social movement of people from the country to the city Discuss the stereotypes of country people versus city people 	COMPARISONS: <ul style="list-style-type: none"> Compare life in the city and country of France to the United States Compare life in the city and the country in different countries of the Francophone world COMMUNITIES: <ul style="list-style-type: none"> Discuss urbanism and rural life in your own community and in part of the French speaking world. 	VOCABULARY THEMES: <ul style="list-style-type: none"> City and Country/Animal vocabulary Giving directions Describing the country Identifying farm animals GRAMMAR: <ul style="list-style-type: none"> Review of present tense Review of past tenses (<i>passé composé et imparfait</i>) Review prepositions with names of cities and countries Use of “depuis” prepositions of location Use of transition words (tandis que, par rapport à etc.) Relative pronouns :qui, que, dont,lequel,ce qui, ce que, ce dont) Demonstrative pronouns FRANCOFONIE FOCUS (Choose from): Le Québec La Nouvelle Orléans La Martinique La Guadeloupe

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<p>audience and the purpose of the presentation.</p> <ul style="list-style-type: none"> • Produce well-organized presentations, using appropriate visual aids and/or technological support. • Use appropriate verbal and nonverbal presentational techniques. 			La Guyane Française Haiti	
<p>USEFUL VOCABULARY</p>	<p>Describing a city</p> <p>la ville le centre-ville un quartier d'affaires la banlieue une rue une avenue un boulevard un coin un trottoir un piéton une piétonne un passage pour piétons un bâtiment une tour un bureau une usine un ouvrier une ouvrière un gratte-ciel une tour traverser la rue</p> <p>Getting around by car</p> <p>une rue à sens unique un carrefour un rond-point la circulation</p>	<p>un feu un parcmètre un horodateur un parking un agent de police le code de la route conduire *régler circuler suivre respecter stationner se garer rouler</p> <p>Giving directions/Prepositions</p> <p>sur sous dans devant derrière à côté de en face de près de loin de faire un demi-tour le bon sens le mauvais sens</p>	<p>Describing the country</p> <p>la campagne une étable une ferme un hangar un fermier une fermière du matériel agricole un agriculteur une agricultrice une récolte un champ la terre un pré le blé de l'herbe (f) les céréales un vignoble entreposer une grange cultiver un village le paysage</p> <p>Identifying some farm animals</p> <p>une vache un veau un mouton un agneau une poule un coq un lapin</p>	<p>un cochon un cheval (des chevaux) un âne le canard un dindon un taureau un troupeau (de)</p> <p>Other useful words and expressions</p> <p>suivre vivre faire du cheval</p>
<p>RECYCLED/ONGOING TOPICS/STRUCTURES</p>	<ul style="list-style-type: none"> • Review of past tenses (passé composé et imperfect) • Review prepositions with names of cities and countries 			

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| | <ul style="list-style-type: none">• Giving directions• Use of “depuis”• Use of transition words (tandis que, par rapport à etc.) |
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<p>RESOURCES/ ACTIVITIES</p>	<ul style="list-style-type: none"> • Illustrate idiomatic expressions containing animal vocabulary. • Fables de la Fontaine • Choices: Describe choice of particular items using <i>celui</i>. • Make a survey about where you would like to live and why • Debate the advantages and disadvantages of rural and urban life. • Civilisation Progressive du Français Intermédiaire, Chapitre 14, pp.88-90 • http://www.lafrancebis.com/neoruraux.html • http://www.lafrancebis.com/paris.html • http://www.campagnard.net/ • http://cr.middlebury.edu/public/french/lexique/habitat/hab_qualite.html • http://www.habiter-en-ville.fr/vivre-en-ville/avantages/les-avantages-de-vivre-en-ville.php • http://ielanguages.com/frenchlistening.html • Also, see additional resources on VISION under this given theme for French 4H 		
<p>ASSESSMENTS/ RUBRICS NOTE: Teachers should use the PALS Upper Level rubrics for speaking and writing assessments</p>	<p style="text-align: center;">Suggested Interpretive Task</p> <p>Students read the article <i>Vivre à la ville ou à la campagne?</i> They answer a series of teacher-created comprehension questions based on the above resources to check for understanding of the presented material.</p>	<p style="text-align: center;">Suggested Interpersonal Task</p> <p>Students compare and contrast in groups / teams the advantages/disadvantages of living in the city or the county from their personal perspectives. They may create tables of advantages / disadvantages of each system to set into play in a debate setting as well.</p>	<p style="text-align: center;">Suggested Presentational Task</p> <p>Students compose a persuasive essay, referencing each of the examined resources and using their created tables of advantages / disadvantages to answer the following questions: <i>Est-ce qu'il vaut mieux habiter en ville ou à la campagne?</i></p>

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AP THEME : CONTEMPORARY LIFE AP SUBTHEME: HOLIDAYS AND CELEBRATIONS: LES FÊTES		Recommended No. of Lessons: 10 lessons* <i>Teachers need to appropriate the number of lessons to the caliber of students in the class so long as they are being given opportunities to meet the objectives of the unit.</i>	
National/State Standards: FIV.1 The student will engage in and discuss a variety of topics in both oral and written forms of communication. FIV.2 The student will sustain extended oral and written exchanges in French. FIV.3 The student will understand spoken and written French found in a variety of authentic sources. FIV.4 The student will relate information in French, combining learned and original language in oral and written presentations of extended length and complexity FIV.5 The student will produce and present in French original essays, poetry, plays, podcasts, and stories. FIV.6 The student will analyze in French how various perspectives reflect the practices and products of the cultures studied. FIV.7 The student will use French to demonstrate increased understanding of the connections between content studied in the French class and content studied in other subject areas. FIV.8 The student will expand understanding of English and other languages through study and analysis of increasingly complex elements of the target language. FIV.9 The student will identify and discuss cultural similarities and differences in social, economic, and political relationships in the global community. FIV.10 The student will apply more complex French language skills and expand cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
INTERPERSONAL MODE: <ul style="list-style-type: none"> Maintain a discussion related to holidays and celebrations Discuss the relevance of holidays and celebrations Express the opinions / views related to holidays and celebrations INTERPRETIVE MODE: <ul style="list-style-type: none"> Demonstrates comprehension of content from authentic audio visual texts relating to holidays and celebrations Evaluate and interpret written texts and materials on holidays and celebrations PRESENTATIONAL MODE: <ul style="list-style-type: none"> Produce oral and written reports on holidays and celebrations Produce an activity showing holidays and celebrations Produce an oral or written presentation reflecting current trends and/or attitudes in society related to holidays and celebrations. 	CULTURES: <ul style="list-style-type: none"> Explore attitudes when reacting to holidays and celebrations CONNECTIONS: <ul style="list-style-type: none"> Make connections between historical contexts and current attitudes towards holidays and celebrations 	COMPARISONS: <ul style="list-style-type: none"> Compare and contrast holidays and celebrations in the United States and the francophone countries COMMUNITIES: <ul style="list-style-type: none"> Explore holidays and celebrations in your own community or your school and compare them to issues in French speaking communities. Identify local French speaking communities and cultural events. 	VOCABULARY/THEMES: <ul style="list-style-type: none"> Holiday vocabulary National and religious holidays in US and francophone countries Past tense expressions GRAMMAR: <ul style="list-style-type: none"> Continue review of passé composé and Imparfait Past tense expressions Introduction of plus-que-parfait The partitive Review of object pronouns (me, te, nous, vous, le, la, les, lui, leur, y, en) <ul style="list-style-type: none"> FRANCOPHONIE FOCUS (Choose from): Le Québec La Nouvelle Orléans La Martinique La Guadeloupe La Guyane Française Haiti

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USEFUL VOCABULARY				
	<p>une fête (religieuse, civile) un jour de fête un jour férié (un jour de fête où on ne travaille pas) célébrer une fête Fêter (Noël, la Toussaint, etc.) *La fête de l'Armistice (le 11 novembre – commémorer la fin de la Première Guerre mondiale) *La fête de l'Assomption (le 15 août – la fête de la Sainte-Marie) décorer des bateaux célébrer la messe en mer organiser un feu d'artifice *La fête d'Halloween une citrouille creuser découper éclairer de l'intérieur se déguiser mettre un costume demander des bonbons menacer de jouer un tour à quelqu'un *Le Jour de l'An (le 1^{er} janvier) se souhaiter une bonne et heureuse année s'embrasser à minuit donner des étrennes (petits cadeaux ou petites sommes d'argent) aux enfants, au facteur, au concierge envoyer une carte aux amis qui sont loin</p>	<p>*Hanoukka (huit jours en décembre) garder la menorah allumée échanger des cadeaux *Le 14 juillet décorer les maisons de drapeaux et de lampions danser dans les bals populaires regarder les feux d'artifice regarder le défilé les anciens combattants les militaires les scouts la fanfare municipale une tribune les notables (le maire) *Noël (le 25 décembre) Offrir (donner) des cadeaux Mettre des chaussures (des chaussettes) pour le Père Noël Décorer un sapin (un arbre) de Noël Aller à la messe de minuit Le réveillon (un grand repas servi normalement après la messe de minuit) *Pâques (fin mars / début avril) Offrir aux enfants des œufs en sucre ou en chocolat Aller à l'église Le Mardi Gras Le Mercredi des Cendres Le dimanche des Rameaux Le Vendredi saint Le dimanche de Pâques</p>	<p>*La Pâque juive (huit jours au mois de mars / d'avril) Célébrer avec un dîner rituel en famille Eviter de manger du pain au levain *Le Ramadan (un mois de jeûne chez les musulmans, parfois en hiver, parfois en été) Jeûner depuis le lever jusqu'au coucher du soleil Etudier le Coran Donner à manger à ceux qui ont faim L'Aïd El Fitr (fête célébrée la fin du Ramadan) *La Saint-Valentin (le 14 février aux Etats-Unis) et le 1er mai en France Envoyer des cartes à sa bien-aimée, offrir des fleurs, des roses, ou des bonbons *La fête de Thanksgiving (le quatrième jeudi du mois de novembre) Se retrouver en famille Manger de la dinde *Le Carnaval (40 jours avant Pâques) Mardi Gras Un char Un défilé Lancer des confettis Un groupe masqué</p>	<p>*La Toussaint (le 1^{er} novembre / le jour des Morts le 2 novembre) Aller au cimetière Mettre / déposer des fleurs sur la tombe de quelqu'un *La fête du Travail (le 1^{er} lundi de septembre aux Etats-Unis et le 1er mai en France) *Yom Kippour Fête juive célébrée entre septembre et octobre) Prier et demander pardon à Dieu pour ses péchés Jeûner du lever au coucher du soleil *Le 4 juillet (la fête nationale des Etats-Unis) Situer les actions dans le passé Aujourd'hui (ce matin, cet après-midi, ce soir) Hier (hier matin, hier après-midi, hier soir) Avant-hier Lundi dernier Le week-end dernier La semaine dernière Le mois dernier L'année dernière Il y a une heure (trois jours, deux mois, cinq ans)</p>

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RECYCLED/ONGOING TOPICS/STRUCTURES	<ul style="list-style-type: none"> • Review Passé composé • Review Imparfait • Past tense expressions • Introduction of the Plus-que-parfait • Review of the Partitive • Review of object pronouns (me, te, nous, vous, le, la, les, lui, leur, y, en) 		
RESOURCES/ ACTIVITIES	<ul style="list-style-type: none"> • Create party invitations for particular celebrations and then make a plan of attack for the activity. • Make a scrapbook based on a particular celebration. • Quant à moi – chapitre 3 (page 96-124) • Video about a festival at Versailles • Video about an animated French film about Le Père Noël • Explanation of various holidays http://www.teteamodeler.com/culture/fetes/index.asp • Also, see additional resources on VISION under this given theme for French 4H 		
ASSESSMENTS/ RUBRICS NOTE: Teachers should use the PALS Upper Level rubrics for speaking and writing assessments	Suggested Interpretive Task Suggested Interpersonal Task Suggested Presentational Task		
	They answer a series of teacher-created comprehension questions based on the above resources to check for understanding of the presented material.	Students interview each other about a holiday that is celebrated in a Francophone country and then summarize what they learned from the interview.	Students compose a persuasive essay and/or power point presentation about a Francophone holiday that should be adopted as a holiday in the United States.

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AP THEME : CONTEMPORARY LIFE AP SUBTHEME: RITES OF PASSAGE: LES RITES DE PASSAGE		Recommended No. of Lessons: 10 lessons* <i>Teachers need to appropriate the number of lessons to the caliber of students in the class so long as they are being given opportunities to meet the objectives of the unit.</i>		
National/State Standards: FIV.1 The student will engage in and discuss a variety of topics in both oral and written forms of communication. FIV.2 The student will sustain extended oral and written exchanges in French. FIV.3 The student will understand spoken and written French found in a variety of authentic sources. FIV.4 The student will relate information in French, combining learned and original language in oral and written presentations of extended length and complexity FIV.5 The student will produce and present in French original essays, poetry, plays, podcasts, and stories. FIV.6 The student will analyze in French how various perspectives reflect the practices and products of the cultures studied. FIV.7 The student will use French to demonstrate increased understanding of the connections between content studied in the French class and content studied in other subject areas. FIV.8 The student will expand understanding of English and other languages through study and analysis of increasingly complex elements of the target language. FIV.9 The student will identify and discuss cultural similarities and differences in social, economic, and political relationships in the global community. FIV.10 The student will apply more complex French language skills and expand cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.				
COMMUNICATION -Interpersonal -Interpretive -Presentational		CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
INTERPERSONAL MODE: <ul style="list-style-type: none"> Maintain a discussion related to the rites of passage Discuss and or debate the rites of passage Express and explain the rites of passage Express opinions and react ions different rites of passage INTERPRETIVE MODE: <ul style="list-style-type: none"> Demonstrates comprehension of content from authentic audio visual texts relating to rites of passage Evaluate and interpret written texts and materials on the rites of passage PRESENTATIONAL MODE: <ul style="list-style-type: none"> Produce oral and written reports on the rites of passage Produce an activity showing the rites of passage Produce an oral or written presentation reflecting current trends and/or attitudes in society related to rites of passage 		CULTURES: <ul style="list-style-type: none"> Explore attitudes when reacting to the rites of passage CONNECTIONS: <ul style="list-style-type: none"> Make connections between historical contexts and current attitudes towards the rites of passage. 	COMPARISONS: <ul style="list-style-type: none"> Compare and contrast rites of passage in the United States and francophone countries COMMUNITIES: <ul style="list-style-type: none"> Explore the rites of passage in your own community or your school and compare them to issues in francophone communities. Identify local francophone communities and cultural events. 	VOCABULARY/THEMES: <ul style="list-style-type: none"> Birth, wedding, death/funeral vocabulary and Vocabulary describing other religious rites of passage (circumcision, baptism, 1st communion, bar mitzvah, confirmation) Useful expressions to accept and refuse an invitation GRAMMAR: <ul style="list-style-type: none"> Review of <i>passé composé, imparfait and plus-que-parfait</i> Introduce present subjunctive mood Francophone focus (choose from) : <ul style="list-style-type: none"> Le Québec La Nouvelle Orléans La Martinique La Guadeloupe La Guyane Française; Haiti

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<p>USEFUL VOCABULARY</p>	<p>LA NAISSANCE la naissance le faire-part la marraine le parrain naître baptiser le baptême un bébé la nourriture pour bébé une lingette une couverture un biberon un berceau une couche de bébé le lait en poudre l'hôpital le nouveau-né l'infirmier/infirmière une sucette pleurer crier un jouet une poussette</p>	<p>LE MARIAGE Le petit ami / la petite amie Le fiancé/la fiancée Les fiançailles le/la marié(e) la mairie le témoin le mariage civil le mariage religieux le parvis de l'église le prêtre la demoiselle d'honneur le garçon d'honneur l'alliance (f) l'amande (f) la pièce montée décoré(e) de enrobé(e) le riz le ruban la dragée une famille une lune de miel une réception un porteur d'alliance une cérémonie</p>	<p>les fleurs heureux/ heureuse l'amour le mari / la femme la musique la robe de mariée le banc la couronne de fleurs le rang un époux une épouse féliciter livrer remercier se fiancer avec être fiancé à épouser quelqu'un se marier avec être marié avec divorcer être divorcé de être célibataire</p> <p>Pour accepter une invitation:</p> <ul style="list-style-type: none"> • Avec plaisir! • Bien entendu • Bien sûr <p>Pour rejeter une invitation:</p> <ul style="list-style-type: none"> • Je suis désolé(e) mais... • Je suis navré(e) mais... 	<p>La mort LA MORT le/la défunt(e) l'enterrement (m) enterrer le cercueil un tombeau le corbillard le décès l'inhumation la mise en terre les obsèques un cimetière une crémation un funérarium une nécrologie la tristesse pleurer une pierre tombale un spectacle familial une veillée un testament</p>
<p>RECYCLED/ONGOING TOPICS/STRUCTURES</p>	<ul style="list-style-type: none"> • Review of <i>passé composé</i>, <i>imparfait</i> and <i>plus-que-parfait</i> • Introduce present subjunctive mood 			

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<p>RESOURCES/ ACTIVITIES</p>	<ul style="list-style-type: none"> • Students perform a wedding/funeral • Create birth/wedding announcements/obituaries • www.le-mariage.com • www.mariage.fr • http://www.vanin.be/cms_master/images_sub/Arcades/ia/IA-AR185EnfantsFamille.htm • http://ns22335.ovh.net/~arcadesr/ia/1916221670440c2cc771aa3/index.html • www.internetactuel.be • http://www.lafrancebis.com/mariage.html • http://www.lafrancebis.com/bebes.html • http://web.cortland.edu/flteach/civ/famill/famill.htm • Bon Voyage 3, Chapitre 6 • Also, see additional resources on VISION under this given theme for French 4H 								
<p>ASSESSMENTS/ RUBRICS NOTE: Teachers should use the PALS Upper Level rubrics for speaking and writing assessments</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: black; color: white;"> <th style="width: 33%; text-align: center;">Suggested Interpretive Task</th> <th style="width: 33%; text-align: center;">Suggested Interpersonal Task</th> <th style="width: 33%; text-align: center;">Suggested Presentational Task</th> </tr> </thead> <tbody> <tr> <td data-bbox="621 657 882 1203"> <p>Students read the article Les Français sont-ils allergiques au mariage ? http://www.lafrancebis.com/mariage.html They answer a series of teacher-created comprehension questions based on the above resources to check for understanding of the presented material.</p> </td> <td data-bbox="882 657 1558 1203"> <p>Students compare and contrast in groups / teams the advantages/disadvantages of marriage from their personal perspectives. They may create tables of advantages / disadvantages of each system to set into play in a debate setting as well.</p> </td> <td data-bbox="1558 657 2062 1203"> <p>Students create a wedding or funeral, including an invitation, wedding announcement, etc. Students “perform” the wedding or funeral to the class.</p> </td> </tr> </tbody> </table>			Suggested Interpretive Task	Suggested Interpersonal Task	Suggested Presentational Task	<p>Students read the article Les Français sont-ils allergiques au mariage ? http://www.lafrancebis.com/mariage.html They answer a series of teacher-created comprehension questions based on the above resources to check for understanding of the presented material.</p>	<p>Students compare and contrast in groups / teams the advantages/disadvantages of marriage from their personal perspectives. They may create tables of advantages / disadvantages of each system to set into play in a debate setting as well.</p>	<p>Students create a wedding or funeral, including an invitation, wedding announcement, etc. Students “perform” the wedding or funeral to the class.</p>
Suggested Interpretive Task	Suggested Interpersonal Task	Suggested Presentational Task							
<p>Students read the article Les Français sont-ils allergiques au mariage ? http://www.lafrancebis.com/mariage.html They answer a series of teacher-created comprehension questions based on the above resources to check for understanding of the presented material.</p>	<p>Students compare and contrast in groups / teams the advantages/disadvantages of marriage from their personal perspectives. They may create tables of advantages / disadvantages of each system to set into play in a debate setting as well.</p>	<p>Students create a wedding or funeral, including an invitation, wedding announcement, etc. Students “perform” the wedding or funeral to the class.</p>							

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AP THEME : FAMILIES AND COMMUNITIES AP SUBTHEME: CUSTOMS AND CEREMONIES: LE SAVOIR VIVRE		Recommended No. of Lessons: 10 lessons* <i>Teachers need to appropriate the number of lessons to the caliber of students in the class so long as they are being given opportunities to meet the objectives of the unit.</i>	
National/State Standards: FIV.1 The student will engage in and discuss a variety of topics in both oral and written forms of communication. FIV.2 The student will sustain extended oral and written exchanges in French. FIV.3 The student will understand spoken and written French found in a variety of authentic sources. FIV.4 The student will relate information in French, combining learned and original language in oral and written presentations of extended length and complexity FIV.5 The student will produce and present in French original essays, poetry, plays, podcasts, and stories. FIV.6 The student will analyze in French how various perspectives reflect the practices and products of the cultures studied. FIV.7 The student will use French to demonstrate increased understanding of the connections between content studied in the French class and content studied in other subject areas. FIV.8 The student will expand understanding of English and other languages through study and analysis of increasingly complex elements of the target language. FIV.9 The student will identify and discuss cultural similarities and differences in social, economic, and political relationships in the global community. FIV.10 The student will apply more complex French language skills and expand cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
INTERPERSONAL MODE: <ul style="list-style-type: none"> Maintain a discussion related to customs and ceremonies Discuss and/or debate customs and ceremonies Express and explain customs and ceremonies Express opinions and react to customs and ceremonies INTERPRETIVE MODE: <ul style="list-style-type: none"> Demonstrates comprehension of content from authentic audio visual texts relating to customs and ceremonies Evaluates and interprets written texts and materials on customs and ceremonies. PRESENTATIONAL MODE: <ul style="list-style-type: none"> Produce oral and written reports on customs and ceremonies Produce an activity showing customs and ceremonies Produce an oral or written presentation reflecting current trends and/or attitudes in society related to customs and ceremonies 	CULTURES: <ul style="list-style-type: none"> Explore attitudes when reacting to customs and ceremonies CONNECTIONS: <ul style="list-style-type: none"> Make connections between historical contexts and current attitudes towards customs and ceremonies 	COMPARISONS: <ul style="list-style-type: none"> Compare and contrast customs and ceremonies COMMUNITIES: <ul style="list-style-type: none"> Explore custom and ceremonies in your own community or your school and compare them to issues in French speaking communities. Identify local French speaking communities and cultural events. 	VOCABULARY THEMES: <ul style="list-style-type: none"> Parts of the body vocabulary Table and speaking etiquette Descriptive adjectives: Emotions Vocabulary dealing with introductions Idiomatic expressions with vocabulary from body parts (ex. Donner sa langue au chat) GRAMMAR: <ul style="list-style-type: none"> Avoir idioms Present subjunctive with impersonal expressions and expressions of emotion Present subjunctive with expressions of wish/desire Francophone focus (Choose from): Le Québec La Nouvelle Orléans La Martinique La Guadeloupe La Guyane Française Haiti

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USEFUL VOCABULARY	Parts of the body la joue la bouche la lèvre le doigt le pouce la main le poignet l'avant-bras le coude	Polite and rude behavior mal élevé(e) grossier/grossière malpoli(e) bien élevé(e) poli(e) bruyant(e) bousculer resquiller Introducing people présenter faire la connaissance de quelqu'un je suis enchanté(e) je suis ravi(e) de faire votre connaissance moi de même Other useful words Il vaut mieux	Table manners la bouche pleine une serviette se tenir à table s'essuyer faire du bruit les coudes sur la table les mains sur la table Describing emotions une émotion/un sentiment étonné(e)/surpris(e) content(e)/heureux(euse) furieux(euse)/fâché(e) triste dégoûtant(e) jaloux(se) inquiet (inquiète) désolé(e) regretter avoir peur (de)	Going out with friends se tutoyer Les amis se tutoient. le tutoiement Le tutoiement se fait entre amis. se vouvoyer Le vouvoiement est une forme de politesse (pour les adultes ou pour les personnes qu'on ne connaît pas). avoir rendez-vous se retrouver partager les frais rencontrer se serrer la main s'embrasser s'enlacer faire un câlin					
RECYCLED/ONGOING TOPICS/STRUCTURES	<ul style="list-style-type: none"> • Avoir idioms • Impersonal expressions and the subjunctive • Emotion expressions and the subjunctive • Expressions of wish/desire and the subjunctive 								
RESOURCES/ ACTIVITIES	<ul style="list-style-type: none"> • Students create a PSA video for une personne bien/mal élevée • Bon Voyage 2, Chapter 13 • http://www.toutpratique.com/12-Savoir-vivre/ • http://www.francaisfacile.com/exercices/exercice-francais-2/exercice-francais-11009.php • http://www.youtube.com/watch?v=Z1H_UxE60xE&safety_mode=true&persist_safety_mode=1 • http://www.youtube.com/watch?v=aousco6lKv4&safety_mode=true&persist_safety_mode=1 • Reading http://ns22335.ovh.net/~arcadesr/ia/842197911456403866815d/index.html • Also, see additional resources on VISION under this given theme for French 4H 								
ASSESSMENTS/ RUBRICS NOTE: Teachers should use the PALS Upper Level rubrics for speaking and writing assessments	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center;">Suggested Interpretive Task</th> <th style="width: 33%; text-align: center;">Suggested Interpersonal Task</th> <th style="width: 33%; text-align: center;">Suggested Presentational Task</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> Students read the article http://www.french.hku.hk/dcmScreen/lang2043/etiquette.htm They answer a series of teacher-created comprehension questions based on the above resources to check for understanding.. </td> <td style="vertical-align: top;"> In groups/teams, students compare and contrast the etiquette in Francophone countries and in their communities. They may also create tables of advantages / disadvantages of each system to set into play in a debate setting. </td> <td style="vertical-align: top;"> Students compose a persuasive essay, referencing each of the examined resources and using their created tables of advantages / disadvantages to answer the following questions: <i>Est-ce qu'il est important d'être une personne bien élevée pour réussir dans la vie ?</i> </td> </tr> </tbody> </table>			Suggested Interpretive Task	Suggested Interpersonal Task	Suggested Presentational Task	Students read the article http://www.french.hku.hk/dcmScreen/lang2043/etiquette.htm They answer a series of teacher-created comprehension questions based on the above resources to check for understanding..	In groups/teams, students compare and contrast the etiquette in Francophone countries and in their communities. They may also create tables of advantages / disadvantages of each system to set into play in a debate setting.	Students compose a persuasive essay, referencing each of the examined resources and using their created tables of advantages / disadvantages to answer the following questions: <i>Est-ce qu'il est important d'être une personne bien élevée pour réussir dans la vie ?</i>
Suggested Interpretive Task	Suggested Interpersonal Task	Suggested Presentational Task							
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AP THEME : CONTEMPORARY LIFE AP SUBTHEME: PROFESSIONS: LES PROFESSIONS ET LES MÉTIERS		Recommended No. of Lessons: 10 lessons* <i>Teachers need to appropriate the number of lessons to the caliber of students in the class so long as they are being given opportunities to meet the objectives of the unit.</i>		
National/State Standards: FIV.1 The student will engage in and discuss a variety of topics in both oral and written forms of communication. FIV.2 The student will sustain extended oral and written exchanges in French. FIV.3 The student will understand spoken and written French found in a variety of authentic sources. FIV.4 The student will relate information in French, combining learned and original language in oral and written presentations of extended length and complexity FIV.5 The student will produce and present in French original essays, poetry, plays, podcasts, and stories. FIV.6 The student will analyze in French how various perspectives reflect the practices and products of the cultures studied. FIV.7 The student will use French to demonstrate increased understanding of the connections between content studied in the French class and content studied in other subject areas. FIV.8 The student will expand understanding of English and other languages through study and analysis of increasingly complex elements of the target language. FIV.9 The student will identify and discuss cultural similarities and differences in social, economic, and political relationships in the global community. FIV.10 The student will apply more complex French language skills and expand cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.				
COMMUNICATION -Interpersonal -Interpretive -Presentational		CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
INTERPERSONAL MODE: <ul style="list-style-type: none"> Maintain a discussion related to contemporary life Discuss and/or debate contemporary life Express and explain contemporary life Express opinions and react to contemporary life INTERPRETIVE MODE: <ul style="list-style-type: none"> Demonstrates comprehension of content from authentic audio visual texts relating to temporary life Evaluate and interpret written texts and materials on contemporary life PRESENTATIONAL MODE: <ul style="list-style-type: none"> Produce oral and written reports on contemporary life Produce an activity showing contemporary life Produce an oral or written presentation reflecting current trends and/or attitudes in society related to contemporary life. 		CULTURES: <ul style="list-style-type: none"> Explore attitudes when reacting to contemporary life CONNECTIONS: <ul style="list-style-type: none"> Make connections between historical contexts and current attitudes towards contemporary life. 	COMPARISONS: <ul style="list-style-type: none"> Compare and contrast contemporary life COMMUNITIES: <ul style="list-style-type: none"> Explore contemporary life in your own community or your school and compare them to issues in French speaking communities. Identify local French speaking communities and cultural events. 	VOCABULARY: <ul style="list-style-type: none"> Professions and trades vocabulary Office personnel Job opportunities Job search process and interview GRAMMAR: <ul style="list-style-type: none"> Expressions of doubt and the subjunctive Infinitive versus the subjunctive Indicative versus subjunctive Introduction to past subjunctive Review of interrogative pronouns Review of future tense Introduce the futur antérieur FRANCOPHONIE FOCUS (choose from): Le Québec La Nouvelle Orléans La Martinique La Guadeloupe La Guyane Française; Haiti
USEFUL VOCABULARY		Les métiers et les professions	un(e) fabricant(e) un(e) bibliothécaire	un conducteur / une conductrice un(e) psychiatre un(e) chômeur

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	<p>un acteur / une actrice un contremaître un agent de change un courtier / une courtière un agent de conduite un couturier / couturière un agent de voyage un agent immobilier un agriculteur une agricultrice un cultivateur / une cultivatrice un fermier / une fermière un(e) dentiste un(e) détaillant un(e) anthropologue un éboueur un(e) apprenti un écrivain / une femme écrivain un(e) artisan(e) un(e) employé(e) un(e) artiste un peintre/ une femme peintre un(e) employé(e) de bureau un(e) secrétaire de direction un(e) employé(e) de maison un(e) astronaute un(e) avocat(e) un employeur un banquier / une banquière</p>	<p>un facteur / une factrice un cadre un cadre supérieur un(e) fonctionnaire un caissier / une caissière un fournisseur un chanteur / une chanteuse un(e) garagiste mécanicien(ne) un(e) gérante(e) un chauffeur un(e) grossiste un chef de cuisine un(e) historien(ne) un chercheur / une chercheuse un homme (une femme) politique un(e) cinéaste un infirmier / une infirmière un(e) commerçant(e) un(e) informaticien(ne) un compositeur / une femme compositeur un ingénieur / une femme ingénieur un(e) comptable un(e) journaliste</p>	<p>un livreur un conseiller / une conseillère un médecin / une femme médecin un(e) militaire, un soldat un(e) psychologue un(e) musicien(ne) un rédacteur / une rédactrice un ouvrier / une ouvrière une sage-femme un(e) patron(ne) un scientifique / une femme scientifique un(e) pharmacien(ne) un(e) secrétaire un(e) pilote un(e) sociologue un poète / une femme poète un travailleur (une travailleuse) à la chaîne un policier / une femme policier une vedette, une star un agent de police un vendeur / une vendeuse un pompier un viticulteur / une viticultrice un postier / une postière un professeur un programmeur / une programmeuse un(e) propriétaire</p>	<p>un(e) concessionnaire un juge / une femme juge</p> <p>Lieux de travail</p> <p>une agence un atelier un bureau un cabinet d'affaires un chantier une compagnie une entreprise une société une usine</p> <p>Les verbes</p> <p>être dans (la vente, les achats, l'informatique, les affaires, etc.) travailler pour + nom de l'employeur ou de l'entreprise trouver son travail... embêtant ennuyeux fascinant intéressant passionnant stressant être au chômage</p>
<p>RECYCLED/ONGOING TOPICS/STRUCTURES</p>	<ul style="list-style-type: none"> • Expressions of doubt and the subjunctive • Infinitive vs. subjunctive • Indicative vs. subjunctive (with expressions of doubt and in relative clauses) • Introduce the past subjunctive • Interrogative pronouns • Review the future tense and introduce the futur antérieur 			
<p>RESOURCES/ ACTIVITIES</p>	<ul style="list-style-type: none"> • Quant à Moi, Chapitre 4, 5, Bon Voyage 2 Chapitre 14 • Students create a company and search for an employee through a job fair simulation. 			

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	<ul style="list-style-type: none"> • Students write a letter of interest (une lettre de motivation) and a French-style resumé/CV and look for a job during the job fair simulation. • http://www.lafrancebis.com/salaires.html • http://www.lafrancebis.com/patrons.html • http://www.bbc.co.uk/languages/french/news/topic_focus/ • http://ielanguages.com/frenchlistening.html • http://www.laits.utexas.edu/passe_partout/partone/06.php • http://culturebox.france3.fr/#/travail • http://www.bbc.co.uk/schools/gcsebitesize/audio/french/ • Podcast on the concours (competitive exams) to become a fonctionnaire (civil servant) for the French government: http://www.ielanguages.com/podcast/les-concours/ • Also, see additional resources on VISION under this given theme for French 4H 		
<p>ASSESSMENTS/ RUBRICS NOTE: Teachers should use the PALS Upper Level rubrics for speaking and writing assessments</p>	<p>Suggested Interpretive Task Suggested Interpersonal Task Suggested Presentational Task</p>		
	<p>Students read and/or listen to the article http://ielanguages.com/listen_carrossier.html They answer a series of teacher-created comprehension questions based on the above resources to check for understanding of the presented material.</p>	<p>Students create a company and interview candidates for an open position in their company. Students will also interview for positions amongst the companies their classmates created.</p>	<p>Students compose a cover letter (lettre de motivation)/email in search of a particular job. In this letter/email they explain why they are the best person for the job.</p>

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AP THEME : BEAUTY AND AESTHETICS AP SUBTHEME: IDEALS OF BEAUTY: LA MODE (FASHION)		Recommended No. of Lessons: 10 lessons* <i>Teachers need to appropriate the number of lessons to the caliber of students in the class so long as they are being given opportunities to meet the objectives of the unit.</i>		
National/State Standards: FIV.1 The student will engage in and discuss a variety of topics in both oral and written forms of communication. FIV.2 The student will sustain extended oral and written exchanges in French. FIV.3 The student will understand spoken and written French found in a variety of authentic sources. FIV.4 The student will relate information in French, combining learned and original language in oral and written presentations of extended length and complexity FIV.5 The student will produce and present in French original essays, poetry, plays, podcasts, and stories. FIV.6 The student will analyze in French how various perspectives reflect the practices and products of the cultures studied. FIV.7 The student will use French to demonstrate increased understanding of the connections between content studied in the French class and content studied in other subject areas. FIV.8 The student will expand understanding of English and other languages through study and analysis of increasingly complex elements of the target language. FIV.9 The student will identify and discuss cultural similarities and differences in social, economic, and political relationships in the global community. FIV.10 The student will apply more complex French language skills and expand cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.				
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)	
INTERPERSONAL MODE: <ul style="list-style-type: none"> • Maintain a discussion related to beauty and aesthetics • Discuss and/or debate beauty and aesthetics • Express and explain beauty and aesthetics • Express opinions and react to beauty and aesthetics INTERPRETIVE MODE: <ul style="list-style-type: none"> • Demonstrates comprehension of content from authentic audio visual texts relating to beauty and aesthetics • Evaluates and interprets written texts and materials on beauty and aesthetics PRESENTATIONAL MODE: <ul style="list-style-type: none"> • Produce oral and written reports on beauty and aesthetics • Produce an activity showing beauty and aesthetics • Produce an oral or written presentation reflecting current trends and/or attitudes in society related to beauty and aesthetics 	CULTURES: <ul style="list-style-type: none"> • Explore attitudes when reacting to beauty and aesthetics CONNECTIONS: <ul style="list-style-type: none"> • Make connections between historical contexts and current attitudes towards beauty and aesthetics 	COMPARISONS: <ul style="list-style-type: none"> • Compare and contrast beauty and aesthetics COMMUNITIES: <ul style="list-style-type: none"> • Explore beauty and aesthetics in your own community or your school and compare them to issues in French speaking communities. • Identify local French speaking communities and cultural events. 	VOCABULARY/THEMES: <ul style="list-style-type: none"> • Clothing • Accessories • Fashion trends GRAMMAR: <ul style="list-style-type: none"> • Introduction of conjunctions which introduce clauses with the subjunctive • Review reflexive verbs • Review adjective/noun agreement • Review placement of adjectives in a sentence • Review interrogative pronouns • Review of comparative and superlative FRANCOPHONIE FOCUS (choose from): La France Le Québec La Nouvelle Orléans La Martinique La Guadeloupe La Guyane Française Haiti	
USEFUL VOCABULARY	Les vêtements	Les accessoires	Les adjectifs	Vocabulaire utile

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	<p>le bas la botte le caleçon la chaussette la chaussure la chemise la chemise de nuit le chemisier le col le collant le costume la culotte (de femme) le jean la jupe la laine le maillot de bain la manche le manteau le pantalon la pantoufle la poche le pyjama la robe les sandales (f) le short les sous-vêtements le soutien-gorge le tee-shirt le gilet l'imperméable (m) le tricot le maillot de corps (tank top) le justaucorps (leotard) l'uniforme (m) la veste le voile</p>	<p>l'anneau (m) la bague les bijoux la boucle d'oreille le bracelet la ceinture le chapeau le collier la cravate le lacet la lanière les lunettes (f) les lunettes de soleil la montre le mouchoir le parapluie le parfum le portefeuille le porte-monnaie le sac à main l'écharpe (f) la fermeture éclair la fourrure le gant</p> <p>Les verbes coudre boutonner déboutonner nouer dénouer réparer déchirer teindre enlever mettre/porter s'habiller se déshabiller</p>	<p>argenté(e) doré(e) en argent en cuir en or uni(e) rayé(e) imprimé(e) à carreaux à petits pois attrayant(e) confortable élégant(e) court(e) long(ue) doux/douce étroit(e) serré(e) large épais(se) mince maigre nu(e) habillé(e) lisse rugueux/rugueuse blanc/blanche bleu(e) bleu-marine gris(e) jaune marron noir(e) orange rose rouge vert(e) violet(te) clair(e) foncé(e)</p>	<p>à la mode le mannequin le maquillage l'aiguille l'épingle (f) le fil le bouton la couleur le tissu le coton le cuir la laine le nylon la soie le velours la doublure la machine à coudre</p>
<p>RECYCLED/ONGOING</p>	<p>• Introduction of conjunctions which introduce clauses with the subjunctive</p>			

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TOPICS/STRUCTURES	<ul style="list-style-type: none"> • Review reflexive verbs • Review adjective/noun agreement • Review placement of adjectives in a sentence • Review interrogative pronouns • Review of comparative and superlative 		
RESOURCES/ ACTIVITIES	<ul style="list-style-type: none"> • Young people and fashion • Interview with Frédéric Monneyron: «La mode vient des jeunes et de la banlieue» http://www.joc.asso.fr/actualite/frederic-monneyron-la-mode-vient-des-jeunes-et-de-la-banlieue-157.html • http://www.dailymotion.com/video/xd43bw_les-mannequins-de-louis-vuitton-san_news • Devenir mannequin http://www.italiq-expos.com/blog-shopping/2006/06/14/257-devenir-mannequin • Article « 15 mannequins «trop maigres» exclues d'un défilé à Rome » http://www.20minutes.fr/article/170088/Monde-15-mannequins-trop-maigres-exclues-d-un-defile-a-Rome.php • Also, see additional resources on VISION under this given theme for French 4H 		
ASSESSMENTS/ RUBRICS	Suggested Interpretive Task Suggested Interpersonal Task Suggested Presentational Task		
NOTE: Teachers should use the PALS Upper Level rubrics for speaking and writing assessments	Students read the article Article « 15 mannequins «trop maigres» exclues d'un défilé à Rome » http://www.20minutes.fr/article/170088/Monde-15-mannequins-trop-maigres-exclues-d-un-defile-a-Rome.php They answer a series of teacher-created comprehension questions based on the above resources to check for understanding of the presented material.	Students interview each other about their favorite style and report back to the class.	Students debate whether models have become too thin, using the resources they have already read. They answer the following questions in their debate : <i>La mort d'une jeune mannequin de 18 ans, qui pesait 40 kilos pour 1,74m, relance la polémique sur la maigreur des modèles. Pensez-vous que les mannequins soient trop maigres? Selon vous, faudrait-il surveiller leurs poids et leur interdire de défiler comme cela a été décidé lors de la semaine de la mode à Madrid en septembre?</i>