

Masconomet Regional High School Curriculum Guide

Course Title: **French IV CP**

Course Number: 4131

Department: **Foreign Language**

Grade Level and Phase: **11 College Prep**

Length of Course: **Year**

See also: [French IVCP Curriculum Map](#)

**Course Description:**

French IV is mainly a review of the vocabulary and structure learned in the French I, II and III courses, with the aim of mastery. Students will revisit the many topics presented in previous courses, practicing them as needed and demonstrating that they have learned them well enough to function in authentic situations. Students will be evaluated using traditional and alternative forms of assessment, including technology-based projects, role-plays, and skits. The focus of the course is the further development of all four communicative skills: reading, writing, listening and speaking. Students work in the language laboratory on a regular basis. Classes are conducted in French and students are expected to express themselves in French at all times, within the scope of their ability. In addition to reviewing previously taught material, students will expand their vocabulary and learn several new compound tenses. Through feature films, cultural and literary readings and projects, students explore areas of the French-speaking world that were not previously studied, such as Francophone Africa.

**Objectives:**

French IV CP students will be able to:

- A. write one-page compositions, letters, reports on a variety of topics with reasonably correct grammar and fluency
- B. express themselves orally in the present, past and future tenses and in both the indicative and subjunctive moods, with reasonably correct grammar and fluency
- C. read for meaning from a variety of authentic and educational sources
- D. comprehend spoken French from a variety of sources, including the teacher, CDs, guest speakers or musicians (when possible), internet videos and feature films
- E. learn new vocabulary and grammar, permitting them to read and communicate with more accuracy
- F. demonstrate mastery of the previously learned material by using language in authentic situations (students have the possibility of participating in the French Exchange program )
- G. learn about the culture of the school system and friendship in France, and folktales from Québec as well as French-speaking areas not previously studied in any depth, including North African countries (Le Maghreb)
- H. learn about and discuss current events in the Francophone world

**These objectives support the following Learning Expectations from the Masconomet High School Mission Statement: A1, A3, A4, S3, C1, C2**

Materials and Activities:

- A. *Bien Dit III*. Holt, Rhinehart & Winston. This is the primary text. (Chapters 1-4) Ancillary materials include:
- Grammar and Vocabulary Workbook
  - Transparencies
  - Video set (cultural videos, Télé-roman)
  - Audio set (listening comprehension)
  - Reader (authentic short stories)
  - Grammar tutor
- B. Teacher presentations are used to present vocabulary, grammar, and cultural information.
- C. Activities that reinforce writing, listening and reading (from authentic and adapted sources via the internet).
- D. Daily conversation and classroom discussion in French.
- E. Language lab activities such as:
- Interactive activities (interpersonal communication)
  - Investigative activities (interpretive communication)
  - Use of class the ning network [www.mmeboucher.ning.com](http://www.mmeboucher.ning.com) to post profiles, network with their classmates, view videos, access assignments in the “blogue” or discuss topics in the “forum.”
- F. Study of authentic films :
- *Être et avoir*
  - *Les Choristes* (in part)
  - *Azur et Asmar*
  - *Le Retour de Martin Guerre*
- G. Study of authentic literature:
- *L’Origine de l’inimitié entre l’homme et les animaux* (Moroccan folktale)
  - *Les Calligrammes* (poems by Guillaume Apollinaire)
  - *Déjeuner du matin et Feuilles mortes* (poems by Jacques Prévert)
  - *Air Vif* (poem by Paul Eluard)
  - *Demain dès l’aube* (poem by Victor Hugo)
- H. Projects that use technology to enhance learning.
- « La Chronologie de ma vie » (powerpoint presentation)
  - « Mon Conte de fée à moi » (original fairy tale with powerpoint/video/podcast option)
  - « Une Situation entre amis » (digital photo-novel)
- I. Games that promote learning.
- Rélai des phrases  
Jeopardy  
Battleship
- J. Other learning activities include but are not limited to:
- Reading authentic and adapted materials
  - Describing people, places and things
  - Classroom discussion
  - Identifying distinctive cultural aspects
  - Comparing linguistic characteristics
  - Cooperative group work
  - Student presentations
  - Internet and library research
  - Film study
  - Learning games

- Grammar study
- Vocabulary work
- Journal writing
- Portfolio building
- Literature circles
- Writing a variety of compositions
- Listening
- Conversing with speakers
- Asking and responding to questions
- Obtaining geographical information
- Interacting appropriately in social and cultural activities
- Studying literature in context
- Writing reviews

**Each of these learning activities supports the Massachusetts Foreign Languages Language Arts Curriculum Framework.**

Scope and Sequence:

**Semester 1, Quarter 1**

### **Thème 1: La Rentrée**

Essential questions:

***Quels sont les exigences et les expressions utiles en classe?*** What are class expectations and important French expressions ?

***Quoi de neuf ?*** What's new ?

***C'était comment, tes vacances?*** How was your vacation ?

***Qu'est-ce que tu as fait?*** What did you do ?

***Quels sont les détails de ton voyage ?*** What are the details of your trip?

Students will be able to

- ask for all basic information questions in French
- renew old acquaintances
- talk about details of a trip and a vacation

to do this, they will need to:

- understand how to form the passé composé
  - master the verbs that use être and avoir
  - master the formations of regular and irregular verbs in the passé composé
- learn about reciprocal and reflexive verbs in the past
- learn a variety of vocabulary specific to travel and vacations
- understand how to form the imparfait
- differentiate between using the passé composé and the imparfait

### **Thème 2: La Vie scolaire (Bien Dit, chapter 1)**

Essential Questions:

***Comment est le système éducatif français?*** What is the French educational system like?

***Ce système, comment est-il par rapport à mon expérience personnelle?*** How can this educational experience be compared to my own?

Students will be able to

- describe the French school system

- compare French schools to their own school experience
  - describe what school was like when they were younger
- to do this, they will need to:
- learn the comparative and superlative forms
  - review the **imparfait** tense

Also in Thème 2:

Students will

- read about the French Educational System
- Watch the French documentary *Etre et avoir*,
  - learn how to describe characters in the imparfait tense
  - learn how to make observations on cultural products, practices, and perspectives in French schools
  - learn how to make comparisons between American and French schools

### **Thème 3 : La Chronologie de ma vie**

Essential Questions:

**Quels sont les accomplissements et les événements importants de ma vie?** What are the important accomplishments and events in my life?

**Quels sont les événements banals mais significatifs dans la vie des autres?** What are the ordinary but significant events in the lives of others?

Students will be able to

- write and talk about 10 major events and 5 major accomplishments in their lives
- describe what the events were like,, including how they felt about it at the time
- write in detail about other life events that happened, such a holiday
- read and discuss a poem by Jacques Prévert, *Déjeuner du matin*

to do this, they will need to:

- master the passé composé and imparfait usages
- learn a variety of vocabulary specific to their personal life experiences

### **Semester 1, Quarter 2**

#### **Thème 4: Les Métiers et l'avenir (chapter 2, Bien Dit)**

Essential questions:

**Quels sont mes rêves et mes projets pour l'avenir ?** What are my dreams and plans for the future ?

**Quels sont les projets d'autres ?** What are the plans of others ?

Students will be able to

- talk about their future plans.
- talk about the future of their friends and classmates

to do this, they will need to:

- learn the formation of le futur simple and le futur proche
- learn vocabulary for jobs and professions

#### **Thème 5: Un Coup de fil**

Essential questions:

**Comment est-ce qu'on parle au téléphone dans un pays francophone ?** How do you make a phone call in a French-speaking country?

**Comment est-ce qu'on s'exprime dans le langage de la politesse ?** How do you express yourself in a polite way ?

Students will be able to

- make a phone call or answer a phone call in French
- conjugate the verbs *produire, conduire, construire*, etc...
- use the polite forms of French to make requests
- differentiate between *le langage de la politesse* and *le langage de tous les jours*
- make hypotheses

to do this, they will need to:

- learn vocabulary expressions associated with the telephone
- learn how to form the conditional tense
- learn how to form "si clauses"

### Semester 2, Quarter 3

#### Thème 6: Les Contes, les légendes et les fables (Bien Dit, chapter 3)

Essential questions:

**Comment raconte-on un conte, une légende ou une fable ?** How does one tell a folktale, legend or fable ?

**Où se trouve Le Maghreb?** Where is Le Maghreb located ?

**Comment sont les légendes traditionnelles de cette région ?** What are traditional legends from this region like ?

**Comment sont les légendes traditionnelles du Québec ?** What are traditional legends from Quebec like ?

Students will be able to

- retell their favorite fairy tale
- read an authentic Moroccan legend
- understand and discuss a traditional Tunisian fairy tale
- write their own fairy tale with themselves as a character

to do this, they will need to:

- learn vocabulary and expressions for describing fairy tales and telling a story
- learn how to recognize and understand the passé simple tense
- learn how to convert the passé simple into the passé composé
- learn about the uses of object pronouns, their placement in the present, past, and future tenses

Also in Thème 6:

Students will

- listen to and discuss the French Song *Cendrillon*
- watch and discuss the Tunisian fairy tale *Azur et Asmar*

### Semester 2, Quarter 3

#### Thème 7: Les Contes et la musique du Québec (Folktales and Music from Quebec)

**Comment sont les contes traditionnels du Québec ?** What are traditional folktales from Quebec like ?

**Pourquoi a-t-on une histoire riche en contes et en chansons traditionnelles au Québec?** Why is there a rich history of storytelling and folksongs in Quebec ?

Students will be able to:

- read a folktale from Québec
- identify themes in Québécois tales and music

to do this, they will need to:

- learn how understand present tense narration in storytelling
- learn about the uses of object pronouns, their placement in the present, past, and future tenses as well as in the imperative
- learn how to replace double objects in a sentence

Also in Thème 7:

Students will

- learn how to play spoons to folk music
- learn about the history of Québec

## Semester 2, Quarter 4

### Thème 8: L'Amitié

Essential Questions :

**Qu'est-ce que tu me conseilles ?** What do you advise ?

**Je peux t'aider ?** Can I help you ?

**Tu peux deviner ce qui m'est arrivé ?** Can you guess what happened to me ?

**Qu'est-ce qu'un bon ami ?** What makes a good friend ?

Students will be able to

- ask for advice
- give advice
- share news and life events
- talk about feelings associated with love and friendship
- create a “roman-photo” involving a situation between friends

to do this, they will need to:

- learn vocabulary about advice giving/taking
- learn expressions for sharing news/gossip
- learn the relative pronouns qui and que
- learn more about how to use reciprocal verbs
- learn how to form le subjonctif of regular verbs as well as the irregular verbs aller, être, faire, pouvoir, avoir, venir, voir, prendre
- learn when to use le subjonctif (after expressions of emotion, necessity, and desire)
- learn when to use the subjunctive and when to use the infinitive

Also in Thème 8

Students will

- watch selected scenes from the film *Les Choristes* and explore the elements of friendship within the movie
- Listen and discuss the French songs “Ma Meilleure amie” (Koxie) “Amies ennemies”(Nadiya), and “Un Frère, un ami” (Roch Voisine)
- watch a video in which French teenagers talk about the difference between “Un ami, un copain”

## Thème 9: L'Amour et l'admiration

Essential Questions :

**Qui est-ce que j'admire dans la vie et pourquoi ?** Who do I admire in my life and why?

**Qu'est-ce que l'amour ?** What is the definition of love?

Students will be able to

- talk and write about a person they love and admire
- read and discuss original poetry and compare different works

to do this, they will need to:

- learn how to use the verbs *manquer/plaire*
- learn other uses of the subjunctive

Also in Thème 9:

Students will

- view and discuss the French film *Le Retour de Martin Guerre* and explore the elements of love and betrayal
- Read an article about love and relationships in France “L’Amour et le mariage”
- Listen and discuss the French song “Mon Cœur, mon amour” (Anaïs)

**Assessment:**

Students will demonstrate knowledge and understanding through a variety of assessments:

- A. Frequent written and oral quizzes on vocabulary and grammar
- B. Unit tests at the end of lessons
- C. Compositions and other writing assignments
- D. Oral reports
- E. Daily classroom performance, e.g. frequency of homework, general attitude, industry and conduct, as well as frequency speaking French
- F. Projects
- G. Final and mid-year examinations to evaluate the student's progress in all four language skills