Course Title: French 4H

Department: World Language

Primary Course Materials:

Additional Resources:
- *Bien Dit* textbook ancillaries: workbooks, assessment program, audio program, video program, and reader
- Internet resources and Web 2.0 tools
- Sanako 1200: language lab activities

Course Description: This intermediate course is designed for students who have successfully completed French 3-H at Chelmsford High School. Students will continue to develop proficiency in the four modalities of language learning: listening, speaking, reading, and writing. In more open-ended and culturally relevant situations, students will continue to use the language practically and creatively to complete a variety of tasks. Students will explore topics relating to childhood memories, vacation and leisure activities, entertainment, and healthy lifestyles. They will study verb tenses and other grammatical topics to express past and future events. They will read about and discuss typical childhood antics in the stories of *Le petit Nicolas* and other literary excerpts. This course will be conducted in French.

Essential Questions:
- Who am I?
- What is culture?
- How am I influenced by culture?
- How do I interact with others?

Learning Skills Objectives: Upon completion of French 4H, students will be able to:
- Comprehend formal and informal spoken French from a variety of media sources.
- Initiate and participate in an open-ended conversation.
- Read, understand, and discuss important information in authentic literary and non-literary documents.
- Communicate information and ideas through speaking and writing using a variety of formats.
- Make connections and comparisons between multiple cultural perspectives.
- Formulate questions to clarify or gather additional information.

District-Based Common Goals:
Thinking and Communicating
1) X Read information critically to develop understanding of concepts, topics and issues.
2) X Write clearly, factually, persuasively and creatively.
3) X Speak clearly, factually, persuasively and creatively.
4) X Use computers and other technologies to obtain, organize and communicate information and to solve problems.
5) X Conduct research to interpret issues or solve complex problems using a variety of data and information sources.

Gain and Apply Knowledge in and across the Disciplines
6) X Gain and Apply Knowledge in:
   a) X Literature and Language
   b) Mathematics
   c) Science and Technology
   d) X Social Studies, History and Geography
   e) X Visual and Performing Arts
### Massachusetts Curriculum Framework Learning Standards:

#### Target Language Proficiency Level: Stage 2 Language Learner

<table>
<thead>
<tr>
<th>PreK-12 Standard 1: Interpersonal Communication</th>
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<tbody>
<tr>
<td><strong>Stage 1</strong></td>
</tr>
<tr>
<td>Using selected words, phrases, and expressions with no major repeated patterns of error, students will:</td>
</tr>
<tr>
<td>x 1.1 Greet and respond to greetings</td>
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<td>x 1.2 Introduce and respond to introductions</td>
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<td>x 1.3 Ask and answer questions</td>
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<tr>
<td>x 1.4 Make and respond to requests</td>
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<tr>
<td>x 1.5 Exchange information and knowledge</td>
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<tr>
<td>x 1.6 Express likes and dislikes</td>
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<tr>
<td>x 1.7 Express needs and emotions</td>
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<tr>
<td><strong>Stage 2</strong></td>
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<tr>
<td>Using sentences, strings of sentences, and recombinations of learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task, students will:</td>
</tr>
<tr>
<td>x 1.8 Perform Stage 1 Learning Standards</td>
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<tr>
<td>x 1.9 Ask and respond to questions to clarify information</td>
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<td>x 1.10 Exchange opinions about people, activities, or events</td>
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<td>x 1.11 Discuss class reading</td>
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<tr>
<th>PreK-12 Standard 2: Interpretive Communication</th>
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<tr>
<td><strong>Stage 1</strong></td>
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<tr>
<td>Using selected words, phrases, and expressions with no major repeated patterns of error, students will:</td>
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<tr>
<td>x 2.1 Follow directions</td>
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<tr>
<td>x 2.2 Understand some ideas and familiar details</td>
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<tr>
<td>x 2.3 Obtain information and knowledge</td>
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<tr>
<td>x 2.4 Read or listen to and interpret signs, simple stories, poems, and informational texts</td>
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<tr>
<td><strong>Stage 2</strong></td>
</tr>
<tr>
<td>Using sentences, strings of sentences, and recombinations of learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task, students will:</td>
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<tr>
<td>x 2.5 Perform Stage 1 Learning Standards</td>
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<tr>
<td>x 2.6 Follow directions such as for a recipe, a word maze, or a logic problem</td>
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<tr>
<td>x 2.7 Read authentic and adapted materials, such as short stories, narratives, advertisements, and brochures</td>
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<tr>
<td>x 2.8 Understand important ideas and details in highly contextualized authentic and adapted texts</td>
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<td>x 2.9 Understand learned expressions, sentences, questions, and polite commands in messages</td>
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<tr>
<td>x 2.10 Identify themes in fictional and nonfictional works and relate them to personal experiences</td>
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<tr>
<th>PreK-12 Standard 3: Presentational Communication</th>
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<tr>
<td><strong>Stage 1</strong></td>
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<td>Using selected words, phrases, and expressions with no major repeated patterns of error, students will:</td>
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<tr>
<td>x 3.1 Express opinions and ideas</td>
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<td>x 3.2 Express needs and emotions</td>
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<tr>
<td>x 3.3 Express agreement and disagreement</td>
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<tr>
<td>x 3.4 Describe people, places, and things</td>
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<tr>
<td>x 3.5 Write lists and short notes</td>
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<tr>
<td>x 3.6 Present information in a brief report</td>
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<tr>
<td><strong>Stage 2</strong></td>
</tr>
<tr>
<td>Using sentences, strings of sentences, and recombinations of learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task, students will:</td>
</tr>
<tr>
<td>x 3.7 Perform Stage 1 Learning Standards</td>
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<tr>
<td>x 3.8 Write simple paragraphs</td>
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<tr>
<td>x 3.9 Write greeting cards, notes, letters, and e-mails</td>
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<tr>
<td>x 3.10 Describe elements of stories such as characters, events, and settings</td>
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<tr>
<td>x 3.11 Give presentations on planned activities or on cultural topics</td>
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### CULTURES

#### PreK-12 Standard 4: Cultures
### Stage 1
Using selected words, phrases, and expressions with no major repeated patterns of error in the target language, and using English when necessary, students will:

- x 4.1 Use appropriate words, phrases, expressions, and gestures in interactions such as greetings, farewells, school routines, and other daily activities
- x 4.2 Interact appropriately in group cultural activities such as games, storytelling, celebrations, and dramatizations
- x 4.3 Identify distinctive cultural aspects of the target culture presented in stories, dramas, films, and photographs
- x 4.4 Identify distinctive cultural products from the target culture such as toys, clothes, foods, currencies, games, traditional crafts, and musical instruments
- x 4.5 Identify distinctive contributions made by people in the target culture
- x 4.6 Demonstrate knowledge of artistic expression in the target culture by identifying, learning, and performing songs, dances, or memorizing poems; by identifying and making examples of crafts or visual arts using traditional techniques such as brush painting, paper folding, or mosaics
- x 4.7 Demonstrate knowledge of the target culture’s geography by naming features such as rivers, mountains, cities, and climate on maps

### Stage 2
Using sentences, strings of sentences, and recombinations of learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task, and using English when necessary, students will:

- x 4.8 Identify patterns of social behavior that are typical of the target culture
- x 4.9 Interact appropriately in social and cultural activities, such as • for modern languages: exchanges in a restaurant, at a bus stop, in a store, or in a classroom • for classical languages: in triumphal marches, weddings, or funerals
- x 4.10 Identify distinctive aspects of the target culture presented in print literature, visual arts, films, and videos, and relate these to the cultural perspectives of the target culture
- x 4.11 Identify historical and/or cultural figures from the target culture and describe their contributions
- x 4.12 Identify, place in chronological order, and describe the significance of important historical events in the target culture
- x 4.13 Identify, on maps and globes, the location(s) and major geographic features of countries where the target language is or was used

### COMPARISONS

#### PreK-12 Standard 5: Linguistic Comparisons

**Stage 1**
Using selected words, phrases, and expressions with no major repeated patterns of error in the target language, and using English when necessary, students will:

- x 5.1 Ask and answer questions regarding similar/different phonetic/writing systems used in the target language
- x 5.2 Give examples of ways in which the target language differs from/is similar to English
- x 5.3 Give examples of borrowed and loan words
- x 5.4 Identify linguistic characteristics of the target language and compare and contrast them with English linguistic characteristics

**Stage 2**
Using sentences, strings of sentences, and recombinations of learned words, phrases, and expressions in the target language with frequency of errors proportionate to the complexity of the communicative task, and using English when necessary, students will:

- x 5.5 Compare, contrast, and exchange views on an aspect of the target language
- x 5.6 Identify words in the target language that are used frequently in English
- x 5.7 Analyze how idiomatic expressions work in both languages
- x 5.8 Compare and contrast similarities/differences of sounds in rhythm and rhyme in poetry
- x 5.9 Recognize grammatical categories such as tense, gender, and agreement in the target language and English
- x 5.10 Give examples of words or word parts from the target language that have been adopted into the English language
- x 5.11 Analyze differences and similarities between the writing systems of both languages

#### PreK-12 Standard 6: Cultural Comparisons

**Stage 1**
Using selected words, phrases, and expressions with no major repeated patterns of error in the target culture and their own such as signs, symbols, displays, and inscriptions

- x 6.1 Ask and answer questions regarding different forms of communication in the target culture and their own such as signs, symbols, displays, and inscriptions
- x 6.2 Describe patterns of behavior of the target culture, such as celebrations, and compare/contrast them with those of their own culture
- x 6.3 Describe some cultural beliefs and perspectives relating to family, school, and play in both target culture and their own
- x 6.4 Identify and discuss cultural characteristics of the target-culture and compare and contrast them to cultural characteristics of their own culture

**Stage 2**
Using sentences, strings of sentences, and recombinations of learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task, and using English when necessary, students will:

- x 6.5 Compare, contrast, and exchange views on an aspect of the target culture
- x 6.6 Discuss basic needs of people for food, clothing, and shelter and compare how they have been met in various cultures
- x 6.7 Compare and contrast examples of music, visual arts, dance, and theatre from the target culture with examples from their own culture
- x 6.8 Compare, contrast, and report on cultural traditions and celebrations
Compare folktales from the target culture and the students’ own culture

### CONNECTIONS

**Learning Standard 7: Connections**

**Stage 1**
Using selected words, phrases, and expressions with no major repeated patterns of error, students will:

| 7.1 | Obtain information and knowledge related to other disciplines from sources in the target language |

**Stage 2**
Using sentences, strings of sentences, and recombinations of learned words, phrases, and expressions, with frequency of errors proportionate to the complexity of the communicative task, students will:

| 7.2 | Obtain information and knowledge related to other disciplines from sources in the target language |

### COMMUNITIES

**PreK-12 Standard 8: Communities**

**Stage 1**
Using selected words, phrases, and expressions with no major repeated patterns of error, students will:

| 8.1 | Apply knowledge of the target language and culture beyond the classroom setting |

**Stage 2**
Using sentences, strings of sentences, and recombinations of learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task, students will:

| 8.2 | Apply knowledge of the target language and culture beyond the classroom setting |

### 21st Century Skills:

- Personalizing instruction
- Engaging students in cross-disciplinary learning
- Engaging students as active and self-directed learners
- Emphasizing inquiry, problem solving and higher order thinking
- Applying knowledge and skills in authentic tasks
- Engaging students in self-assessment and reflection
- Integrating technology

### Content Outline:

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<th>Unit/Time Frame</th>
<th>Vocabulary and Grammar</th>
<th>Skills Integration</th>
<th>Assessment Strategies</th>
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<td><strong>Chapitre 6:</strong></td>
<td>Vocabulary:</td>
<td>• bravo</td>
<td>• exams:</td>
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<tr>
<td><em>Le bon vieux temps.</em></td>
<td>• farm animals</td>
<td>• battleship</td>
<td>grammatical analysis</td>
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<td></td>
<td>• the farm</td>
<td>• skits</td>
<td>vocabulary</td>
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<td></td>
<td>• childhood activities</td>
<td>• sentence fragments</td>
<td>oral responses</td>
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<tr>
<td>Grammar:</td>
<td>• l’imparfait</td>
<td>• poster activity:</td>
<td>• performance task:</td>
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<td></td>
<td>• comparatives</td>
<td>Jouons!</td>
<td>(produce a commercial)</td>
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<td></td>
<td>• superlatives</td>
<td>• debate: le meilleur</td>
<td><em>Une visite à la campagne</em></td>
</tr>
<tr>
<td><strong>Chapitre 7:</strong></td>
<td>Vocabulary:</td>
<td>• battleship</td>
<td>*exams:</td>
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<tr>
<td><em>Un week-end en plein air.</em></td>
<td>• camping</td>
<td>• pictionary and charades</td>
<td>grammatical analysis</td>
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<td></td>
<td>• nature walks</td>
<td>• role-play: la diseuse de bonne aventure</td>
<td>vocabulary</td>
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<td></td>
<td>• memories</td>
<td>• le Petit Nicolas:</td>
<td>oral responses</td>
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<tr>
<td>Grammar:</td>
<td>• l’imparfait</td>
<td>identify and explain a tense</td>
<td>• writing: mes mémoires</td>
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<tr>
<td></td>
<td>• le passé compose</td>
<td>• La gloire de mon père:</td>
<td>(based on Petit Nicolas)</td>
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<td></td>
<td>• le futur</td>
<td>setting analysis</td>
<td>• performance task:</td>
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<td></td>
<td>sequence of actions</td>
<td>(recount a childhood experience)</td>
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<td><em>Je me rappelle...</em></td>
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<tr>
<td><strong>Chapitre 8:</strong></td>
<td>Vocabulary:</td>
<td>• Simon dit...</td>
<td>*exams:</td>
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</table>
| **Es-tu en forme?** | • parts of the body  
• symptoms of illness  
• complaints and advice  
• activities and exercise | • scattersgories  
• charades  
• conversation prompts  
• skit: *Chez le médecin...*  
• role-play  
• *Le petit Nicolas:* setting analysis and sequence of actions | grammatical analysis  
vocabulary  
oral responses  
• writing: *mes mémoires*  
(based on *Petit Nicolas*)  
• performance task: (create an ad campaign) *On bouge bien!* |
| --- | --- | --- | --- |
| **Chapitre 9:**  
*On s’amuse!* | Vocabulary:  
• audiovisual and print media sources  
• preferences  
• information gathering  
• plan making | • pictionary  
• bravo  
• survey: *les préférences*  
• web scavenger hunt: TV guides  
• write a critique of a movie or television show  
• debate: American influence on French television and radio  
• *Le petit Nicolas:* setting analysis and sequence of actions | • exams:  
grammatical analysis  
vocabulary  
oral responses  
• writing: *mes mémoires*  
(based on *Petit Nicolas*)  
• performance task: (skit) *En direct...* |
| **Chapitre 10:**  
*Partons en vacances!* | Vocabulary:  
• vacation activities  
• vacation destinations  
• travel preparations | • battleship  
• sentence fragments  
• conversation prompts  
• role-play  
• internet research: on-line travel sites  
• *Le petit Nicolas:* setting analysis and sequence of actions | • exams:  
grammatical analysis  
vocabulary  
oral responses  
• writing: *mes mémoires*  
(based on *Petit Nicolas*)  
• performance task: (plan a virtual vacation) *Je rêve de partir...* |
COURSE PROFICIENCIES: French 4H

The following are the proficiency benchmarks that will be introduced and explored during the course of the year. Each student should learn and master these proficiencies. Upon completion of the course, each student will take a proficiency exam or alternative assessment focusing on these benchmarks.

Chapitre 6: Le bon vieux temps.
1. Identify favorite childhood activities.
2. Identify farm animals.
3. Indicate your favorite and least favorite childhood activities. Ask a friend about his/her activities.
4. Reminisce with a friend about your best and worst childhood memories. Compare your memories.
5. Tell a story about the first time you visited a farm. Ask a friend about his/her first visit to a farm.
   CULTURE: Compare American and French childhood games.
   Expand knowledge of the regions of France.
   FOCUS AREA: Conjugate verbs in the *imparfait* in the 1st, 2nd, and 3rd person.
   Utilize comparatives and superlatives.
   LITERATURE: Marcel Pagnol *La Gloire de mon père* (excerpts).

Chapitre 7: Un week-end en plein air.
6. Identify items needed for a camping trip.
7. Identify things commonly seen during a nature walk.
8. Talk about a recent camping trip or nature walk you took. Describe a particularly memorable moment.
9. Ask a friend about his/her experiences while camping or taking a nature walk. Compare experiences.
10. Plan an upcoming camping trip or nature walk with a friend.
   CULTURE: Expand knowledge of the geography of French-speaking regions and countries.
   FOCUS AREA: Conjugate verbs in the *imparfait* and *passé composé* in the 1st, 2nd, and 3rd person.
   Recognize differences between the use of the *imparfait* and the use of the *passé composé*.
   Conjugate verbs in the *futur* in the 1st, 2nd, and 3rd person.
   LITERATURE: Marcel Pagnol *La Gloire de mon père* (excerpts).

Chapitre 8: Es-tu en forme?
11. Identify parts of the body.
12. Identify symptoms of common ailments and illnesses.
13. Complain about how you are feeling.
14. Identify activities that contribute to a healthy lifestyle.
15. Advise others on questions relating to health, nutrition, and exercise.
   CULTURE: Investigate medical care in select francophone countries.
   Compare guidelines for nutrition and exercise in francophone countries and the United States.
   FOCUS AREA: Introduce the formation and the uses of the *conditionnel*.
   Explore *si*-clauses.
   Introduce the formation and the uses of the *subjonctif*.

Chapitre 9: On s’amuse!
16. Identify film, music, and literary genres.
17. Identify types of television shows.
18. State which film you prefer. Identify your favorite actor or actress. Explain why.
20. State which song or album you prefer. Identify your favorite singer or group. Explain why.
21. Ask someone else about his/her film, music, and literary preferences.
22. Make plans with a friend to go to the movies or to a concert. Ask questions to finalize plans.
   CULTURE: Increase knowledge of French and francophone film classics.
   Increase knowledge of famous French and francophone actors and actresses.
   FOCUS AREA: Utilize relative pronouns.
   Increase knowledge of interrogative and demonstrative pronouns.

Chapitre 10: Partons en vacances!

23. Identify popular vacation sports and activities.
24. Explore popular vacation destinations.
25. Talk about a favorite vacation. Discuss where you went and with whom and describe what you did.
26. Describe a dream vacation. Discuss where you would go and with whom and describe what you would do.
27. Plan a vacation. Research a destination, make a to-do list, and pack.
28. Update the status of your plans. Indicate to a friend what has been done and what still needs to be done.
   CULTURE: Increase knowledge of the geography of the francophone world.
   FOCUS AREA: Identify prepositions to use with geographical locations.
   Expand knowledge of si-clauses.
   Review multiple object pronouns and past participle agreement rules.
   Expand knowledge of the formation and uses of the subjonctif.