Course Title: French 5H

Department: World Language

Primary Course Materials:

Additional Resources
Select classic and contemporary feature-length films, short films, and documentaries
Internet resources and Web 2.0 tools:
www.ina.fr (for interviews and discussions)
www.TV5.org (for news, documentaries, and music)
Sanako 1200: language lab activities

Course Description: This advanced course is designed for students who have successfully completed French 4—H. Students will continue to develop and refine proficiency in the four modalities of language learning: listening, speaking, reading, and writing. In open-ended and culturally contextualized situations, students will discuss, question, debate, and reach consensus on a variety of topics which explore the question of individual identity in relation to society. Students will gather, evaluate, and synthesize information to respond verbally and in writing to ideas presented in class. Themes to be explored include education and career choices, politics, the environment and energy, art, technology, and health. Students will consider a variety of authentic media sources, watch select film and video clips, and read and analyze authentic excerpts from plays and novels spanning several centuries. Vocabulary acquisition will be guided by topics discussed in class and grammar explanations will highlight exceptions. This course will be conducted in French. *Note: This course may be offered concurrently with French AP, depending on enrollment requests. Alternative curriculum choices and rotating course syllabi will be offered in such circumstances.*

Essential Questions:
- Who am I?
- What is identity?
- How is an individual defined within the constructs and constraints of societal structures?
- How is an individual defined within the constructs and constraints of linguistic structures?
- How is an individual defined by the natural world?

Learning Skills Objectives: Upon completion of French 5H2, students will be able to:
- Comprehend formal and informal spoken French from a variety of media sources.
- Read and discuss with ease authentic literary and non-literary documents.
- Communicate information and ideas through accurate speaking and writing using a variety of formats.
- Discuss main points, make appropriate inferences and predictions, and synthesize ideas based on research and information gathered from a variety of sources.
- Initiate and sustain an extended open-ended conversation.
- 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) ☑ Use computers and other technologies to obtain, organize and communicate information and to solve problems.

5) ☑ 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) ☑ Gain and Apply Knowledge in:
   a) ☑ Literature and Language
   b) ☑ Mathematics
   c) ☑ Science and Technology
   d) ☑ Social Studies, History and Geography
   e) ☑ Visual and Performing Arts
   f) ☑ Health and Physical Education

Work and Contribute
7) ☑ Demonstrate personal responsibility for planning one’s future academic and career options.
8) ☑ Participate in a school or community service activity.
9) ☑ Develop informed opinions about current economic, environmental, political and social issues affecting Massachusetts, the United States and the world and understand how citizens can participate in the political and legal system to affect improvements in these areas.

Massachusetts Curriculum Framework Learning Standards:
Target Language Proficiency Level: Stage 3 Language Learner

<table>
<thead>
<tr>
<th>PreK-12 Standard 1: Interpersonal Communication</th>
</tr>
</thead>
<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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<tr>
<td>x 1.2 Introduce and respond to introductions</td>
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<tr>
<td>x 1.3 Ask and answer questions</td>
</tr>
<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>
</tr>
<tr>
<td>x 1.6 Express likes and dislikes</td>
</tr>
<tr>
<td>x 1.7 Express needs and emotions</td>
</tr>
<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 1.8 Perform Stage 1 Learning Standards</td>
</tr>
<tr>
<td>x 1.9 Ask and respond to questions to clarify information</td>
</tr>
<tr>
<td>x 1.10 Exchange opinions about people, activities, or events</td>
</tr>
<tr>
<td>x 1.11 Discuss class reading</td>
</tr>
<tr>
<td><strong>Stage 3</strong></td>
</tr>
<tr>
<td>Using sentences, strings of sentences, fluid sentence-length and paragraph-length messages with frequency of errors proportionate to the complexity of the communicative task, students will:</td>
</tr>
<tr>
<td>x 1.12 Perform Stage 1 and Stage 2 Learning Standards</td>
</tr>
<tr>
<td>x 1.13 Suggest possible solutions to a problem</td>
</tr>
<tr>
<td>x 1.14 Discuss personal feelings and ideas to persuade someone to consider an alternate viewpoint</td>
</tr>
<tr>
<td>x 1.15 Share personal reactions to authentic literary texts, such as letters, poems, plays, stories, novels, etc.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PreK-12 Standard 2: Interpretive Communication</th>
</tr>
</thead>
<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 2.1 Follow directions</td>
</tr>
<tr>
<td>x 2.2 Understand some ideas and familiar details</td>
</tr>
<tr>
<td>x 2.3 Obtain information and knowledge</td>
</tr>
<tr>
<td>x 2.4 Read or listen to and interpret signs, simple stories, poems, and informational texts</td>
</tr>
<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 2.5 Perform Stage 1 Learning Standards</td>
</tr>
<tr>
<td>x 2.6 Follow directions such as for a recipe, a word maze, or a logic problem</td>
</tr>
<tr>
<td>x 2.7 Read authentic and adapted materials, such as short stories, narratives, advertisements, and brochures</td>
</tr>
<tr>
<td>x 2.8 Understand important ideas and details in highly contextualized authentic and adapted texts</td>
</tr>
<tr>
<td>x 2.9 Understand learned expressions, sentences, questions, and polite commands in messages</td>
</tr>
</tbody>
</table>
Students will:

Using sentences, strings of sentences, and fluid sentence-length and paragraph-length messages with frequency of errors proportionate to the complexity of the communicative task, students will:

### Stage 2

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

- **3.1** Express opinions and ideas
- **3.2** Express needs and emotions
- **3.3** Express agreement and disagreement
- **3.4** Describe people, places, and things
- **3.5** Write lists and short notes
- **3.6** Present information in a brief report

### Stage 3

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:

- **3.7** Perform Stage 1 Learning Standards
- **3.8** Write simple paragraphs
- **3.9** Write greeting cards, notes, letters, and e-mails
- **3.10** Describe elements of stories such as characters, events, and settings
- **3.11** Give presentations on planned activities or on cultural topics

### PreK-12 Standard 4: Cultures

**Stage 1**

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

- **4.1** Use appropriate words, phrases, expressions, and gestures in interactions such as greetings, farewells, school routines, and other daily activities
- **4.2** Interact appropriately in group cultural activities such as games, storytelling, celebrations, and dramatizations
- **4.3** Identify distinctive cultural aspects of the target culture presented in stories, dramas, films, and photographs
- **4.4** Identify distinctive cultural products from the target culture such as toys, clothes, foods, currencies, games, traditional crafts, and musical instruments
- **4.5** Identify distinctive contributions made by people in the target culture
- **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
- **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 task, and using English when necessary, students will:

- **4.8** Identify patterns of social behavior that are typical of the target culture
- **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
- **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
- **4.11** Identify historical and/or cultural figures from the target culture and describe their contributions
- **4.12** Identify, place in chronological order, and describe the significance of important historical events in the target culture

### CULTURES

- **2.10** Identify themes in fictional and nonfictional works and relate them to personal experiences

**Stage 3**

Using sentences, strings of sentences, and fluid sentence-length and paragraph-length messages with frequency of errors proportionate to the complexity of the communicative task, students will:

- **2.11** Perform Stage 1 and Stage 2 Learning Standards
- **2.12** Read articles in a magazine, journal, or newspaper, and understand main ideas
- **2.13** Read a literary text and understand the theme, characters, and setting
- **2.14** Identify the characteristics of major genres, such as nonfiction, fiction, drama, and poetry in the target language
- **2.15** Comprehend narration in present, past, and future
- **2.16** Identify and understand feelings and emotions
- **2.17** Comprehend audio and video texts
- **2.18** Understand telephone conversations or written correspondence
Using sentences, strings of sentences, and fluid sentence-length and paragraph-length messages in the target language with frequency of errors proportionate to the complexity of the communicative task, and using English when necessary, students will:

<table>
<thead>
<tr>
<th>Stage 3</th>
<th>4.13</th>
<th>Identify, on maps and globes, the location(s) and major geographic features of countries where the target language is or was used</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.14</td>
<td>Identify interactions, patterns of social behavior, social norms, customs, holidays, and special events that are typical of the target culture, and discuss how they reflect language and cultural perspectives</td>
</tr>
<tr>
<td></td>
<td>4.15</td>
<td>Identify and use verbal and non-verbal cues appropriate to the target culture in a variety of situations</td>
</tr>
<tr>
<td></td>
<td>4.16</td>
<td>Identify artistic styles in the target culture and discuss the meanings of examples of music, dance, plays, epic poetry, and visual arts from various historical periods in the target culture</td>
</tr>
<tr>
<td></td>
<td>4.17</td>
<td>Identify cultural characteristics in literature, popular periodicals, music, theatre, visual arts, commercials, films, and videos and relate these to the language and perspectives of the target culture</td>
</tr>
<tr>
<td></td>
<td>4.18</td>
<td>Identify significant political, military, intellectual, and cultural figures and describe how they shaped historical events and/or the target culture’s perspectives</td>
</tr>
<tr>
<td></td>
<td>4.19</td>
<td>Describe the relationship between social establishments such as schools, religions, governments, and the perspectives of the target culture</td>
</tr>
</tbody>
</table>

### 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 |

**Stage 3**
Using sentences, strings of sentences, and fluid sentence-length and paragraph-length messages in the target language with frequency of errors proportionate to the complexity of the communicative task, and using English when necessary, students will:

|   | 5.12 | Respond to, compare, and discuss the effects of sound, meter, and rhythm in poetry in the target language and in English |
|   | 5.13 | Compare, contrast, and analyze articles in newspapers, journals, and TV and radio broadcasts in the target language |
| x | 5.14 | Discuss and analyze idiomatic expressions in the target language |

### 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 |
| x | 6.9 | Compare folktales from the target culture and the students’ own culture |

**Stage 3**
Using sentences, strings of sentences, and fluid sentence-length and paragraph-length messages in the target language with frequency of errors proportionate to the complexity of the communicative task, and using English when necessary, students will:

| x | 6.10 | Compare, contrast, and exchange opinions on issues that are of contemporary or historical interest in the target culture |
and the students’ own culture(s)

6.11 Compare and contrast graphic and statistical information such as population and income of the target culture with similar information about the United States

6.12 Analyze examples of how authors in the target culture view the role of the United States or other countries

6.13 Compare, contrast, and present the treatment of controversial issues in both the target culture and their own culture

**CONNECTIONS**

**Learning Standard 7: Connections**

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Using selected words, phrases, and expressions with no major repeated patterns of error, students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>x 7.1</td>
<td>Obtain information and knowledge related to other disciplines from sources in the target language</td>
</tr>
</tbody>
</table>

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

**Stage 3**

| Using sentences, strings of sentences, and fluid sentence-length and paragraph-length messages with frequency of errors proportionate to the complexity of the communicative task, students will: |
| x 7.3  | Obtain information and knowledge related to other disciplines from sources in the target language |

**COMMUNITIES**

**PreK-12 Standard 8: Communities**

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Using selected words, phrases, and expressions with no major repeated patterns of error, students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1</td>
<td>Apply knowledge of the target language and culture beyond the classroom setting</td>
</tr>
</tbody>
</table>

**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 |

**Stage 3**

| Using sentences, strings of sentences, and fluid sentence-length and paragraph-length messages, with frequency of errors proportionate to the complexity of the communicative task, students will: |
| 8.3     | 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:**

<table>
<thead>
<tr>
<th>Unit/Time Frame</th>
<th>Vocabulary and Grammar</th>
<th>Skills Integration</th>
<th>Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>L’Identité et la famille.</td>
<td>Vocabulary:</td>
<td>• conversation prompts</td>
<td>• exams</td>
</tr>
<tr>
<td></td>
<td>• personality traits</td>
<td>• bravo questions</td>
<td>grammatical analysis</td>
</tr>
<tr>
<td></td>
<td>• identity characteristics</td>
<td>• center activities</td>
<td>vocabulary</td>
</tr>
<tr>
<td></td>
<td>• family and ancestry</td>
<td>• film</td>
<td>reading comprehension</td>
</tr>
<tr>
<td></td>
<td>Grammar:</td>
<td>• A la folie...pas du tout</td>
<td>literary analysis</td>
</tr>
<tr>
<td></td>
<td>• le présent</td>
<td>1. abc book of traits</td>
<td>• performance task:</td>
</tr>
<tr>
<td></td>
<td>• le futur</td>
<td>2. transformation cycle</td>
<td>25 ans après...</td>
</tr>
<tr>
<td></td>
<td>• le futur antérieur</td>
<td>3. rendez-vous avec le psychologue</td>
<td>(VoiceThread)</td>
</tr>
</tbody>
</table>
| L’Identité et le contexte historique | Vocabulary: | • presidential office and responsibilities  
• current events  
Grammar:  
• *le présent*  
• *le subjonctif*  
• *à ou de* plus infinitive | • watch French news broadcasts/presidential news conferences  
• memory  
• role-play: presidential press conference  
• *Antigone*: centers  
• timeline: chronology of 20th century French presidents  
• language lab activities | • journaling: current events  
• exams  
• grammatical analysis vocabulary  
• reading comprehension  
• literary analysis  
• performance task: living history presentations |
|-------|-------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|
| L’Identité et la musique. | Vocabulary: | • musical instruments  
• events  
• expression and style  
Grammar:  
• demonstrative adjectives and pronouns  
• possessive adjectives and pronouns  
• interrogative adjectives and pronouns | • blog about music videos and select songs  
• evaluate album covers and concert posters  
• watch *Acoustic* (interview with musician)  
• sentence fragments  
• *bravo*  
• listening and discussion: complete the lyrics, analyze the message, apply the message to personal experience | • music blog: personal reflections  
• exams  
• grammatical analysis vocabulary  
• reading comprehension  
• performance task: radio interview and concert promo |
| L’Identité et le bien-être. | Vocabulary: | • ailments and illnesses  
• preventative measures  
• cures  
Grammar:  
• relative pronouns | • webquest: healthcare  
• pictionary and charades  
• sentence fragments  
• information gap activity | • journaling: current events  
• exams  
• grammatical analysis vocabulary  
• reading comprehension  
• performance task: prepare a seminar for an international health informational conference |
| L’Identité et les médias. | Vocabulary: | • print and visual media sources  
• marketing and advertising  
Grammar:  
• sequencing tenses | • scavenger hunt: format of select magazines and newspapers  
• watch French television  
• compare commercials  
• role-play: investigative reporter | • journaling: the role of social etiquette  
• exams  
• grammatical analysis vocabulary  
• reading comprehension  
• performance task: create and edit a newspaper or magazine or prepare a newscast. |
| L’Identité et l’environnement | Vocabulary: | • natural resources  
• sentence fragments | • discussion: book group  
• sentence fragments | • journaling: current events |
| • ecological concerns  
| • causes and solutions  
| Grammar:  
| • prepositions and tenses  
| • conjunctions and tenses  
| • pictionary  
| • write-right prompts  
| • conversation prompts  
| • internet scavenger hunt  
| • exams  
| grammatical analysis  
| vocabulary  
| reading comprehension  
| literary analysis  
| • performance task:  
| advertising campaign for  
| save the environment.  
|
COURSE PROFICIENCIES: French 5H/AP

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 complete a proficiency exam or other performance task focusing on these benchmarks.

Thème 1: l’identité et la famille
1. Define identity.
2. Discuss how an individual constructs his or her identity.
3. Identify categories of familial relations.
4. Consider ancestry and the impact of ancestry on perception of identity.
5. Compare and contrast familial relations in France and in the United States.
6. Reflect on your identity and how others perceive you.

LITERATURE: Molière: excerpt from L’Ecole des femmes.

FOCUS AREA: Review the formation and use of regular and irregular verbs in the future.

Thème 2: l’identité et le contexte historique
7. Identify recent French presidents.
8. Identify important historic events during their presidencies.
9. Discuss the domestic and international policies of these presidents and debate their effectiveness.
10. Consider public opinion regarding these presidents and their policies.
11. Compare and contrast presidential elections in France and in the United States.

LITERATURE: Anouilh: Antigone

FOCUS AREA: Review the formation and use of regular and irregular verbs in the present. Review the formation and use of regular and irregular verbs in the subjunctive. Identify verbs which require an à or a de before an infinitive.

Thème 3: l’identité et la musique
12. Identify contemporary French and francophone singers and music genres.
13. Analyze the style and content of well-known French and francophone songs.
14. Discuss music as a source for delivering social and political messages and commentaries.
15. Discuss your reaction to select songs.

LITERATURE: Excerpts from (auto)biographies of well-known French singers.

FOCUS AREA: Utilize demonstrative, interrogative, and possessive adjectives and pronouns.

Thème 4: l’identité et le bien-être
16. Identify elements of a healthy lifestyle.
17. Identify common illnesses. Identify serious health risks.
18. Discuss preventative measures and steps to take to remain healthy.
19. Investigate current research regarding potential cures.

LITERATURE: Articles and interviews about the French healthcare system. Barbéry: excerpt from L’Elégance du hérisson.

FOCUS AREA: Expand knowledge of the use of relative pronouns.

Thème 5: l’identité et les médias
20. Identify types of media. List the characteristics of each type.
21. Discuss the influence of the media on public opinion.
22. Identify the elements of successful advertising campaigns.
23. Evaluate advertising during television programming.
   
   **LITERATURE:** Select articles about French telecommunications.
   
   **FOCUS AREA:** Sequencing tenses.

**Thème 6: l'identité et l'environnement**
24. Identify natural resources in France and its territories.
25. Identify ecological problems in France and its territories.
26. Investigate the causes of identified ecological concerns.
27. Propose solutions to select ecological problems and concerns.
  
  **LITERATURE:** Select articles about the environment.
   
  Le Clézio: excerpt from *L'Africain*
  
  **FOCUS AREA:** Expand knowledge of prepositions and conjunctions.