

**Manchester Regional High School**

**FRENCH CURRICULUM**

**Honors French IV**

**Created: 2017**

MANCHESTER REGIONAL HIGH SCHOOL

FOREIGN LANGUAGE

Honors French IV

REVISED & ADOPTED  
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Mr. Jonathan Banta

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## Course Description

### French IV

The basic presentation of grammar will be complete systematically introducing the subjunctive as well as all other compound tenses. Correct pronunciation will be stressed through tapes, films, and songs. Classes will be held as much as possible in the target language, making certain to provide necessary clarifications.. Students will read *Le Petit Prince* by St. Exupery and other story selections. Culture will also be stressed through readings, studies of countries and Internet research. The study of idioms and a broadening of vocabulary will in crease the student's competency in the language.

Prerequisite: French III

Grading structure: Benchmark for mastery of course content is 65%; content master for students with IEPs may be less than the Board of Education approved minimum.

The grading structure will be as follows:

Tests-----40%  
Quizzes-----30%  
Class work-----20%  
Homework-----10%

### COURSE DATA

Length of Course:	1 Year
Credits:	Five
Periods Per Week:	Five
Classification:	Elective
Prerequisite:	French 3

# **New Jersey Core Curriculum Content Standards**

## **French**

STANDARD 7.1 (COMMUNICATION) ALL STUDENTS WILL BE ABLE TO COMMUNICATE AT A BASIC LITERACY LEVEL IN AT LEAST ONE LANGUAGE OTHER THAN ENGLISH.

STANDARD 7.2 (CULTURE) ALL STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE INTERRELATIONSHIP BETWEEN LANGUAGE AND CULTURE FOR AT LEAST ONE LANGUAGE OTHER THAN ENGLISH.

### **CROSS-CONTENT WORKPLACE READINESS STANDARDS:**

1. All students will develop career planning and workplace readiness skills
2. All students will use in information, technology, and other tools.
3. All students will use critical thinking, decision making and problem solving.
4. All students will demonstrate self-management skills.

### **WORLD LANGUAGE MISSION STATEMENT**

In a changing world of technology and multiculturalism, the world is getting smaller and the importance of multilingual abilities is becoming increasingly important. .

The development of national and state standards and performance assessments provides the World Language teacher with a direction and vision for the future of language instruction in the District. The Department of World Languages recognizes the substantial growth shown in the area of second-language acquisition and in “contextualizing” language instruction.

Language that is introduced and taught in context presents real situations that encompass all aspects of a conversational setting. The fundamental mission of the Department of World Languages is to have its students competent and proficient, in the four language-acquisition skills, relative to the level of their study and knowledgeable in the culture of the second language. To facilitate this mission, the curriculum frameworks will reflect the latest methods and ideologies in second language instruction, acquisition, and assessment. The outcomes shall coincide with District and State levels of competency.

## **Thematic Unit 1 Ou est-ce qu'on l'achete?**

Standards: 7.1.A.1-7; 7.1.B.1-4; 7.1.C.1; 7.2.A.2; 9.2.3-6; 9.3.1-3; 8.1.A

### Objectives

Students will be able to

1. Find out where things are sold
2. Describe an illness or injury
3. Make a purchase
4. Learn about different stores in France
5. Discuss anti-tobacco measures in France

Duration: 5 weeks

### Activities

Students will

- Listen and repeat with CD exercises
- Read and answer questions about stores in France (RH.11.-12.4)
- Study a map of francophone Africa
- Read about le francais in Africa (RH.11.-12.4)
- Find out where things are sold
- Ask questions about being ill or being hurt
- Review body vocabulary with games
- Act out making purchases
- Interview classmates to complete a questionnaire
- Investigate a webquest to learn more about the European Union and buying things in France ; primary sources (8.1.A.1; WHST.11.-12.4)

### Evaluations

Written tests for grammar use

Vocabulary quizzes

Prepared dialogues

Interviews

Webquest

## **Thematic Unit 2 Dans la Rue et Sur la Route**

Standards: 7.1.A.1-5; 7.1.B. 1-3; 7.1.C.1; 7.2.B.1; 8.1.A; 9.1.B

### Objectives

Students will be able to:

1. Give reasons and make excuses
2. Express familiarity and judgment
3. Give orders and advice
4. Describe ways of doing things
5. Discuss driving in France
6. Understand the automobile's importance

Duration: 6 weeks

### Activities

Students will

- Complete workbook activities
- Repeat and model dialogues
- Investigate driving in France (8.1.A; WHST.11.-12.4)

- Present a sketch using appropriate vocabulary
- Use irregular verbs in context (connaitre, vouloir, pouvoir)
- Substitute direct object pronouns for nouns
- Act out giving orders and advice
- Use irregular command forms (avoir, etre)
- Add adverbs to expand expression
- Conduct an interview on cars/driving
- Webquest (learn about getting one's license, compare cars) (8.1.A; WHST.11.-12.4))

#### Evaluations

Sketches

Interview

Webquest

Written tests

Dialogues (orders, advice)

### **Thematic Unit 3 Comme Si C'Etait Hier**

Standards; 7.1.A.1-5; 7.1.B. 1-3; 7.1.C.1; 7.2.B.1; 8.1.A; 9.2

#### Objectives

Students will be able to:

1. Describe conditions and feelings in the past
2. Set the scene in the past
3. Make comparisons
4. Learn about marriage in France

Duration: 6 weeks

#### Activities

Students will

- Participate in CD activities
- Act out dialogues
- Be able to form imparfait of verbs
- Be able to distinguish between imparfait and passé composé
- Use both imparfait and passé composé in narratives
- Use adverbs in comparisons
- Use adjectives in comparisons
- Give the superlative forms of adjectives/adverbs
- Interview classmates to complete a questionnaire
- Complete a webquest to learn more about marriage in France and the Tour de France (8.1.A.1; WHST.11.-12.4)

#### Evaluations

Interviews

Webquest

Written test (past tense use)

Written test (comparison/superlative forms)

Dialogues

## **Thematic Unit 4 Les Reservations**

Standards: 7.1.A.1-5; 7.1.B. 1-3; 7.1.C.1; 7.2.B.1; 8.1.A; 9.2.

### Objectives

Students will be able to:

1. Make a request
2. Make a restaurant or hotel reservation
3. Make a transportation reservation
4. Use irregular verbs
5. Use the future tense
6. Locate Senegal

Duration: 6 weeks

### Activities

Students will

- Act out dialogues
- Prepare micro-conversations
- Contrast savoir with connaitre
- Interview a fellow student
- Act out making a hotel reservation
- Act out buying train tickets
- Use the future tense in sentences and on board
- Contrast French/English and future after when and if
- Act out phone conversations making reservations
- Write a 'redaction' of lists; one for a room and one for a restaurant table (WHST.11.-12.4)
- Read a train schedule and answer questions (RH.11.-12.4)
- Investigate trains and plane flights in France (webquest) (8.1.A.1; WHST.11.-12.4))

### Evaluations

Dialogue presentation

Microconversations

Savoir/connaitre test

Interview

Class presentations

Future tests written

La Redaction

Webquest

## **Thematic Unit 5 Ma Journee**

Standards: 7.1.A.1-5; 7.1.B.1-3; 7.1.C.1; 7.2.B.1; 8.1.A; 9.2.

### Objectives

Students will be able to:

1. Describe a table setting
2. Describe one's day
3. Describe past activities
4. Express one's will
5. Use reflexive verbs in past tense
6. Use the present subjunctive

## 7. Learn table etiquette

Duration: 6 weeks

### Activities

Students will

- Participate in CD activities
- Act out dialogues
- Practice table etiquette
- Set a table
- Identify food vocabulary and words used in English
- Write reflexive verb sentences in passé composé
- Form the present tense of subjunctive
- Understand the difference between tense and mood
- Use expressions of volonte followed by subjunctive
- Analyze Jacques Prevert poem *Les Feuilles Mortes* (RH.11.-12.4; RH.11.-12.5)
- Locate le Burkina Faso on a world map
- Read a letter from le Burkina Faso (RH.11.-12.5)
- Use library resources to find information about cheeses (8.1.A.1; WHST.11.-12.4)

### Evaluations

Table setting and vignettes

Written tests (reflexive verbs in past, subjunctive irregulars, subjunctive use)

Poem analysis

Letter evaluation

Library research

## **Thematic Unit 6 Quelle Histoire**

Standards: 7.1.A.1-5; 7.1.B.1-3; 7.1.C.1; 7.2.B.1; 8.1.A; 9.2

### Objectives

Students will be able to:

1. Describe interpersonal relationships
2. Describe television programs
3. Express emotion
4. Use irregular verbs
5. Use interrogative adjectives and pronouns
6. Use subjunctive after expressions of emotion
7. Use the pronoun en
8. Contrast direct/indirect object pronouns

Duration: 3 weeks

### Activities

Students will

- Participate in CD activities
- Read about les Antilles Francaises (RH.11.-12.4; RH.11.-12.5)
- Complete exercises for interpersonal relationships
- Use dire, voir, croire in written, spoken activities
- Choose between direct/indirect object pronouns in exercise substitution
- Combine sentences using relative pronouns (at board and workbook activities)
- Use irregular subjunctive forms in sentences

- Precede sentences with an expression of emotion and change subordinate verb to subjunctive
- Using a page des spectacles, choose three films and identify actors, storyline (8.1.A.1; WHST.11.-12.7; WHST.11.-12.8)
- Complete a webquest concerning French films and television (8.1.A.1; WHST.11.-12.6; WHST.11.-12.8))

#### Evaluations

Workbook pages

Subjunctive test

Verb conjugation quizzes (written)

Sentence combining activities

Webquest

### **Thematic Unit 7 Qu'est-ce que je devrais faire?**

Standards: 7.1.A.1-5; 7.1.B. 1-3; 7.1.C.1; 7.2.B.1; 8.1.A.1; 9.2

#### Objectives

Students will be able to:

1. Seek and provide information
2. Make basic hypotheses
3. Use the pluperfect with other past tenses
4. Use interrogative pronouns
5. Use correct tenses in conditional sentences

Duration: 6 weeks

#### Activities

Students will

- Participate in CD activities
- Act out dialogues
- Use the imparfait when seeking or providing information
- Act out an accident and complete information sheets
- Compare pluperfect to passé composé in workbook activities
- Contrast probability with possibility and use appropriate verb forms
- Make basic hypotheses using si clauses (oral and written)
- With a partner, answer a questionnaire using conditional sentences (WHST.11.-12.4)
- Complete a webquest about speed limits in France, and nuclear energy usage (8.1.A.1; WHST.11.—12.6; WHST.11.-12.8)

#### Evaluations

Webquest

Questionnaire

Written tests (pluperfect, si clauses)

## **Thematic Unit 8 - LE PETIT PRINCE**

Standards: 7.2.B.2 7.1.B.5

### Objectives

Students will be able to:

- Read a full length French novel. 7.2.13 (RH.11.-12.2, 12.4)
- Analyze both characters and plot of a full length novel. 7.2.23 (WHST.11.-12.4, 12.6)
- Compare and contrast characters in this novel to other books they have read. 7.2.9
- Place this piece of literature in its time and explore the time period during which it was written. (7.2.9-13 9.2.2 9.2.4)

Duration of time: 6 weeks

### Activities

Students will:

- □ Read the novel. RH.11.-12. 4, 12.5
- □ Describe the characters and plot.
- □ Find important quotes and create a visual of 3 of their favorite quotes.
- □ Find music that best fits a section of the book.
- □ Create their own planet that the little prince visits with a visual. (WHST.11.-12.4, 12. 7)
- □ Use vocabulary to write about the story. (WHST.11.-12.4)
- □ Give a speech about a favorite character.
- □ Create a cinquaine poem using vocabulary from Le Petit Prince. (WHST.11.-12..4)
- □ Listen to the story on tape.
- □ Write essays about important personal topics in the book. (WHST.11.-12.4, 12.5, 12.7)
- Dialogues

### **TEXTS**

*Entre Amis*. Larbi Oukada Publisher: Houghton Mifflin Company, 2006.

CDs and CD-ROMs (various) **TEXTS**

*Discovering French Rouge, Euro Edition*, Valette & Valette, publisher, McDougal Littell, 2001

*Le Petit Prince*, by St Exupery

Youtube film clips and music clips