

East Penn School District  
Secondary Curriculum

A Planned Course Statement  
For

**French IV**

Course # 530 Grade(s) 9-12

Department: World Language

Length of Period (mins.) 42 Total Clock Hours: 126

Periods per Cycle: 5 Length of Course (yrs.) 1

Type of Offering:      required  elective

Credit: 1.0

Adopted: 6/8/09

Developed by:

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## Description of Course

**Course Title:** French 4

**Description:** This course continues the study of grammar and vocabulary, providing ample opportunity for oral and listening practice. It will also further develop proficiency in the four basic skills of listening, speaking, reading and writing. Students will read and discuss short stories and/or novels written by selected French authors. Also, various magazine and newspaper articles are read. Compositions are written and oral reports are given in French.

### Goals:

- To reinforce and expand upon previously learned communicative language skills
- To further develop proficiency in the four basic skills of listening, speaking, reading and writing
- To be aware to the global extent of the French-speaking world and its integration into their daily lives and future aspirations.
- To advance students grammatical knowledge and sharpen their written and oral communication skills.

### Requirements:

- Students should possess on-level English Language skills as documented through Standardized testing.
- Prerequisite: Successful completion of French Level 3

### Text:

Mitschke, C., Tano, C., and Thiers-Tham, V. Imaginez. Vista Higher learning, 2008.

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### Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Content	Evaluation	Standard
<b>Ressentir et Vivre</b>	<b>1</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Discuss their feelings and relationships with others</li> <li>• review and practice giving commands and forming questions</li> </ul>	R	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Feelings</li> <li>• Health</li> <li>• Personalities</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Spelling-change verbs</li> <li>• the irregular verbs être, avoir, faire and aller</li> <li>• the irregular verbs être, avoir, faire and aller</li> <li>• forming questions</li> <li>• the imperative</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• American Francophones</li> </ul>	<p>One or more of the following :</p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Oral dialogues</li> <li>• Interviews</li> <li>• Presentations</li> <li>• Writing samples</li> <li>• Readings</li> <li>• Unit Exams</li> <li>• Projects/Products</li> </ul>	<p>ACFTL: 1.1, 1.2, 1.3, 2.2, 3.1</p> <p>PA Career: 13.1.11, 13.3.11</p> <p>PA Tech.: 3.8.12</p>
<b>Habiter en ville</b>	<b>2</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Discuss their daily routines</li> <li>• Describe people</li> </ul>	U	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Places</li> <li>• Indications</li> <li>• People</li> <li>• Descriptions</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Reflexive and reciprocal verbs</li> <li>• Descriptive adjectives and adjective agreement</li> <li>• Nouns and articles</li> <li>• Il est and c'est</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• Rhythm in the street - The Musical Festival</li> </ul>	<p>One or more of the following :</p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Oral dialogues</li> <li>• Interviews</li> <li>• Presentations</li> <li>• Writing samples</li> <li>• Readings</li> <li>• Unit Exams</li> <li>• Projects/Products</li> </ul>	<p>ACFTL: 1.1, 1.2, 1.3, 2.1, 2.2, 4.2, 5.1</p> <p>PA Career: 13.1.11, 13.3.11</p> <p>PA Tech.: <b>3.8.12</b></p>
<b>L'influence des Médias</b>	<b>3</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Discuss media events and people in descriptive and historical settings</li> </ul>	U	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Media</li> <li>• Media People</li> <li>• Movies and Television</li> <li>• The Press</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Possessive Adjectives</li> </ul>	<p>One or more of the following :</p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Oral dialogues</li> <li>• Interviews</li> <li>• Presentations</li> <li>• Writing samples</li> <li>• Readings</li> <li>• Unit Exams</li> <li>• Projects/Products</li> </ul>	<p>ACFTL: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2</p> <p>PA Career: 13.1.11, 13.3.11</p> <p>PA Tech.: 3.8.12</p>

Unit	Num	Objective	Level	Content	Evaluation	Standard
				<ul style="list-style-type: none"> <li>The imperfect: formation and uses</li> <li>Review of the past tense</li> <li>with avoir and être</li> <li>The passé composé vs. the imparfait</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>Aux arbres citoyens! (l'influence des medias sur la conscience du public)</li> </ul>		
<b>La valeur des idées</b>	<b>4</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Discuss and write about laws, politics and security issues</li> </ul>	<b>U</b>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Laws and rights</li> <li>Politics</li> <li>People</li> <li>Security and danger</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>The plus-que-parfait</li> <li>Negation and indefinite adjectives and pronouns</li> <li>Irregular –ir verbs</li> <li>Demonstrative adjectives</li> <li>The passé simple</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>Haiti, soif de liberté</li> </ul>	One or more of the following : <ul style="list-style-type: none"> <li>Quizzes</li> <li>Oral dialogues</li> <li>Interviews</li> <li>Presentations</li> <li>Writing samples</li> <li>Readings</li> <li>Unit Exams</li> <li>Projects/Products</li> </ul>	ACFTL: 1.1, 1.2, 1.3, 2.2,3.1, 4.1, 4.2, 5.2  PA Career: 13.1.11, 13.3.11  PA Tech.: 3.8.12
<b>La Société en evolution</b>	<b>5</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Discuss and describe their family members</li> </ul>	<b>U</b>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Family members</li> <li>Family life</li> <li>Food</li> <li>Personality</li> <li>Life stages</li> <li>Generations</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Partitives</li> <li>Order of pronouns</li> </ul>	One or more of the following : <ul style="list-style-type: none"> <li>Quizzes</li> <li>Oral dialogues</li> <li>Interviews</li> <li>Presentations</li> <li>Writing samples</li> <li>Readings</li> <li>Unit Exams</li> <li>Projects/Products</li> </ul>	ACFTL: 1.1, 1.2, 1.3, 2.2,3.1, 4.1, 4.2, 5.2  PA Career: 13.1.11, 13.3.11  PA Tech.: 3.8.12

Unit	Num	Objective	Level	Content	Evaluation	Standard
				<ul style="list-style-type: none"><li>● Object pronouns</li><li>● The pronouns y and en</li><li>● Past participle agreement</li></ul> <b>Culture</b> <ul style="list-style-type: none"><li>● Healthcare in France</li><li>● La sécurité sociale</li></ul>		