

East Penn School District  
Secondary Curriculum

A Planned Course Statement  
for

**French IV Honors**

Course # 550 Grade(s) 10-12

Department: World Languages

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

Periods per Cycle: 6 Length of Course (yrs.) 1

Type of Offering:      required   ✓   elective

Credit: 1.0

Adopted: 6/8/09

Developed by:

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Deborah A. Swann

## Description of Course

### Course Title: French IV Honors

**Description:** This course is an accelerated course designed to prepare the student for the Advanced Placement program. There will be required readings and frequent writing assignments. Students will read and discuss short stories, poems and plays in French, as well as magazine and newspaper articles. Students will make oral presentations, will describe pictures and answer questions, and will create and perform a variety of skits in the French language. All classes will be conducted 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 achieve higher proficiency on all skills levels
- To promote an extended cultural understanding through authentic materials (newspaper articles, magazines and movies)
- 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.
- To demonstrate an intermediate level of proficiency in each of the four basic skills as set forth by the ACTFL Proficiency Guidelines

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#### Requirements:

- Prerequisite: Successful completion of Level III French, preferably with a B or better average
- Students should participate in the target language. All classes are conducted in French.

#### Text:

Mitschke, C. Imaginez: le français sans frontières. 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 in and for a variety of different social situations</li> <li>• review and practice giving commands and forming questions</li> </ul>	<b>R</b>	<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>• present tense of regular RE, IR, and RE verbs</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>	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>	<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 use the French language to :</b></p> <ul style="list-style-type: none"> <li>• Discuss their daily routines</li> <li>• Describe people</li> <li>• Give directions</li> <li>• Talk about the advantages and disadvantages of city life</li> </ul>	<b>U</b>	<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> <li>• Adverbs</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• French music festivals</li> <li>• Mai 1968</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>	<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.: 3.8.12</p>

Unit	Num	Objective	Level	Content	Evaluation	Standard
<b>L’Influence des médias</b>	<b>3</b>	<b>Students will discuss :</b> <ul style="list-style-type: none"> <li>Types of media, including television, radio, the Internet, newspapers and magazines</li> <li>The influence of media on our daily lives</li> </ul>	U	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Media</li> <li>Media People</li> <li>The Cinema and Television</li> <li>The Press</li> </ul> <b>Grammar</b> <ul style="list-style-type: none"> <li>Possessive Adjectives</li> <li>The imperfect formation and uses</li> <li>Review of the past tense with avoir and être</li> <li>The passé composé vs. the imparfait</li> </ul> <b>Culture</b> <ul style="list-style-type: none"> <li>Le Québec</li> <li>L’influence des médias sur la conscience du public</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, 2.1, 2.2, 3.1, 4.1, 4.2  PA Career: 13.1.11, 13.3.11 PA Tech.: 3.8.12
<b>La valeur des idées</b>	<b>4</b>	<b>Students will discuss:</b> <ul style="list-style-type: none"> <li>the impact of ideas on groups and societies</li> <li>the ways in which ideas necessitate change</li> </ul>	U	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Laws and citizen rights</li> <li>Politics</li> <li>people</li> <li>Security and danger</li> </ul> <b>Grammar</b> <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> <b>Culture</b> <ul style="list-style-type: none"> <li>Haiti, soif de liberté</li> <li>Les Antilles</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
<b>La Société en évolution</b>	<b>5</b>	<b>Students will discuss:</b> <ul style="list-style-type: none"> <li>The role of dialogue between diverse cultures</li> <li>The benefits of communicating with other cultures with respect to our thought, our perceptions, and our way of life</li> <li>How other cultures enrich our culture, and what we can offer to other cultures f</li> <li>How we can eliminate conflict and encourage harmony among diverse peoples</li> </ul>	U	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Immigration and globalization</li> <li>Problems and Solutions</li> <li>Changes</li> </ul> <b>Grammar</b> <ul style="list-style-type: none"> <li>Partitives</li> <li>Order of pronouns</li> <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>West Africa</li> <li>West African schools, universities, and the government and the evolution of the Internet</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>Les generations qui bougent</b>	<b>6</b>	<b>Students will discuss:</b> <ul style="list-style-type: none"> <li>Generational differences</li> <li>The generation gap and ways in which different generations can begin to understand and appreciate each others' differences and unique qualities</li> </ul>		<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Family members</li> <li>Family life</li> <li>Food</li> <li>Personalities</li> <li>The stages of life</li> <li>Generations</li> </ul> <b>Grammar</b> <ul style="list-style-type: none"> <li>The subjunctive (impersonal expressions, will, opinion, emotion)</li> <li>Demonstrative pronouns</li> <li>Irregular RE verbs</li> <li>Disjunctive and possessive pronouns</li> </ul> <b>Culture</b> <ul style="list-style-type: none"> <li>Les pays magréhbins</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
Les sciences et la technologie	7	<p><b>Students will discuss:</b></p> <ul style="list-style-type: none"> <li>The roles of technology in today's society</li> <li>The use of technology and scientific discoveries with respect to the improvement of human life</li> </ul>	U	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>People in the sciences</li> <li>Science and Inventions</li> <li>Technology</li> <li>The universe and astronomy</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>The subjunctive (expressions of doubt and conjunctions)</li> <li>Past subjunctive</li> <li>Comparative and superlative of adjectives and adverbs</li> <li>The future simple</li> <li>Past participles used as adjectives</li> <li>Expressions of time</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>La Belgique, la Suisse et le Luxembourg</li> <li>The importance of research in Switzerland</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>	<p>ACFTL: 1.1, 1.2, 1.3, 2.2,3.1, 4.1, 4.2, 5.2</p> <p>PA Career: 13.1.11, 13.3.11</p> <p>PA Tech.: 3.8.10 - B 3.7.10 - D</p>
S'évader et s'amuser	8	<p><b>Students will discuss:</b></p> <ul style="list-style-type: none"> <li>Extreme sports and why people risk their lives for enjoyment</li> <li>Sports and games as competition</li> <li>Diversion as a fundamental part of the enjoyment of life</li> </ul>	U	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Theatre and the arts</li> <li>Shopping and clothing</li> <li>Sports</li> <li>Free time</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Infinitives</li> <li>Prepositions with infinitives</li> <li>Prepositions with geographical names</li> <li>The conditional</li> <li>The subjunctive after indefinite antecedents and in superlative statements</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>Francophone Indian Ocean</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>	<p>ACFTL: 1.1, 1.2, 1.3, 2.2,3.1, 4.1, 4.2, 5.2</p> <p>PA Career: 13.1.11, 13.3.11</p> <p>PA Tech.: 3.8.12</p>