

East Penn School District  
Secondary Curriculum

A Planned Course Statement  
For

**French V**

Course # 540 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:

Michele Fedorov  
Deborah A. Swann

## Description of Course

**Course Title:** French V

**Description:** This course continues proficiency in all four language skills: listening, speaking, reading, and writing. German is used exclusively in the classroom. All communicative functions, vocabulary and grammar are presented in culturally authentic situations, and the students are encouraged to apply what has been presented in their own situations, both orally, in original dialogues or monologues, and in written paragraphs and compositions. . Students will present French plays, write original materials and give oral presentations. There will be an emphasis on the works of at least one well-know French author.

### Goals:

- To advance students grammatical knowledge and sharpen their written and oral communication skills.
- To develop and expand written and oral skills
- To achieve higher proficiency on all skills levels
- To promote an extended cultural understanding through authentic materials (newspaper articles, magazines and movies)
- To demonstrate an intermediate level of proficiency in each of the four basic skills as set forth by the ACTFL Proficiency Guidelines

### Requirements:

- French 4 or French 4Honors

### 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>Les Générations Qui Bougent</b>	6	<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>	U	<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>	ACTFL 1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4.1, 4.2  PA Career: 13.1.11, 13.3.11  PA Tech.: 3.8.12
<b>Les sciences et la technologie</b>	7	<b>Students will discuss:</b> <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	<b>Vocabulary</b> <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> <b>Grammar</b> <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> <b>Culture</b> <ul style="list-style-type: none"> <li>La Belgique, la Suisse et le Luxembourg</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>	ACTFL 1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4.1, 4.2  PA Career: 13.1.11, 13.3.11  PA Tech.: 3.8.12

Unit	Num	Objective	Level	Content	Evaluation	Standard
S'évader et s'amuser	8	<b>Students will discuss:</b> <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	<b>Vocabulary</b> <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> <b>Grammar</b> <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> <b>Culture</b> <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>	ACTFL 1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4. PA Career: 13.1.11, 13.3.11  PA Tech.: 3.8.121, 4.2
Perspectives de Travail	9	<b>Students will discuss:</b> <ul style="list-style-type: none"> <li>• Discuss what success means in terms of happiness and one's contributions to society</li> <li>• Analyze the skills, training, education, talent necessary to succeed in the work world</li> </ul>	U	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Finances</li> <li>• People at workl</li> <li>• The world of work</li> </ul> <b>Grammar</b> <ul style="list-style-type: none"> <li>• Relative pronouns</li> <li>• The present participle</li> <li>• Irregular –OIR verbs</li> <li>• Savoir v. Connaitre</li> <li>• Faire causatif</li> </ul> <b>Culture</b> <ul style="list-style-type: none"> <li>• Central Africa</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>	ACTFL 1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4.1, 4.2  PA Career: 13.1.11, 13.3.11  PA Tech.: 3.8.12

Unit	Num	Objective	Level	Content	Evaluation	Standard
Notre Monde	10	<b>Students will discuss:</b> <ul style="list-style-type: none"> <li>• How and why we can preserve our natural resources</li> <li>• The steps we need to take to preserve our plant</li> </ul>	U	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Animals</li> <li>• Nature</li> <li>• Natural Phenomena</li> <li>• Using vs. destroying nature</li> </ul> <b>Grammar</b> <ul style="list-style-type: none"> <li>• Si Clauses</li> <li>• The future perfect</li> <li>• The past conditional</li> <li>• Indirect discourse</li> <li>• Passive voice</li> </ul> <b>Culture</b> <ul style="list-style-type: none"> <li>• La Polynésie française</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>	ACTFL 1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4. PA Career: 13.1.11, 13.3.11  PA Tech.: 3.8.121, 4.2