



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: French 4 Grade Level(s): 12 Units of Credit: 1 Classification: Elective	Length of Course: 30 cycles Periods Per Cycle: 6 Length of Period: 43 minutes Total Instructional Time: 129 hours
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Course Description

This course is designed to present the language in its natural order: listening, speaking, reading, and writing. The students will acquire vocabulary and grammar while applying listening, speaking, reading, and writing skills to fundamental daily expressions of the target language. The students will identify and recognize cultural aspects of several places where the target language is spoken. The students will learn new and review past verb tenses that can be applied in specific situations and with specific vocabulary. Proper pronunciation and intonation will also be stressed.

Instructional Strategies, Learning Practices, Activities, and Experiences

vText/eBook Maps Songs Vocabulary Technology	Communication Activities Games Discussion SuperSite Access Via Internet Formative Assessment Activities Enrichment Activities	Videos Listening Activities Question/Answer White Boards iPads Remediation Activities
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Assessments

Self-Directed Class Activities Quizzes Class Participation Formative Assessments	Group Activities Exams Verbal Communication Activities Post-remediation Assessments	Homework Projects Written Communication Activities
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Materials/Resources

Primary Source: D'accord! III Vista Higher Learning © 2015, Ancillary Sources from D'accord! II and D'accord III Vista Higher Learning © 2015 and Allez, Viens! French II and Allez, Viens! French III Holt, Rinehart and Winston © 2006, Le Petit Prince, Houghton Mifflin Harcourt © 2001

Technology: Audio Compact Discs, Interactive CD-ROM Tutor, Video Program and DVD Tutor, One-Stop Planner with Test Generator

Print: Teaching Proficiency through Reading (TPR), Storytelling Book, Communicative Activity Book, Grammar Workbook, Grammar Tutor, Reading Strategies and Skills Handbook, Cahier d'activités Workbook, Teaching Transparencies, Exploratory Guide, Testing Program, Alternative Assessment Guide, Standardized Assessment Tutor, Student Make-Up Assignments Book

Adopted: 01/27/1988

Revised: 09/03/1991, 07/21/1999, 8/17/05, 5/21/18

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Review	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Essential Question: How can one review and properly use information covered in French 3?</p>	<p>Specific Learning Objectives (70% is minimum that must be achieved):</p> <p>The students will be able to show understanding of concepts learned in French 3 by completing in-class activities.</p> <ol style="list-style-type: none"> 1. The students will be able to identify the following vocabulary concepts with 70% accuracy: <ul style="list-style-type: none"> • Technology • Cars • Town errands and places • Careers and the office • Environment • Performing arts • Film/Books 2. The students will be able to identify the following grammar concepts with 70% accuracy: <ul style="list-style-type: none"> • Reciprocal verbs • Conditional • The verb “voir” and similar verbs • Simple future • Affirmative and negative expressions • Lequel and other forms • Relative pronouns • Demonstrative pronouns • Subjunctive • Comparative and superlative • Possessive pronouns

Review (Continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p><u>COMMUNICATION</u> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. 1.1 ~ Interpersonal Communication 1.2 ~ Interpretive Communication 1.3 ~ Presentational Communication</p> <p><u>CULTURES</u> Interact with cultural competence and understanding. 2.1 ~ Relating Cultural Practices to Perspectives 2.2 ~ Relating Cultural Products to Perspectives</p> <p><u>CONNECTIONS</u> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations. 3.1 ~ Making Connections 3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><u>COMPARISONS</u> Develop insight into the nature of language and culture in order to interact with cultural competence. 4.1 ~ Language Comparisons 4.2 ~ Cultural Comparisons</p> <p><u>COMMUNITIES</u> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. 5.1 ~ School and Global Communities 5.2 ~ Lifelong Learning</p>

Ressentir et Vivre (Feelings and Living)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Essential Question: How does one discuss relationships in France?</p>	<p>Specific Learning Objectives (70% is minimum that must be achieved):</p> <ol style="list-style-type: none"> 1. The students will be able to discuss people in their lives by describing relationship and characteristics. <ul style="list-style-type: none"> • The students will be able to identify 70% of relationship-related vocabulary on a given list. • The students will be able to give (say and spell) 70% of relationship-related terms given orally and in pictures. • The students will be able to describe pictures and their own relationships by using related vocabulary with 70% accuracy. 2. The students will be able to specific relationships in France by comparing them to those in the U.S. <ul style="list-style-type: none"> • The students will be able to describe the different words for “friend” in French. • The students will be able to give at least two similarities and two differences between relationships in France and in the U.S. • The students will be able to describe relationships between France and the U.S. 3. The students will be able to use new verbs by focusing on the conjugation of stem-changing verbs. <ul style="list-style-type: none"> • The students will be able to identify 70% of stem-changing verbs on a given list. • The students will be able to fill in sentences with the correct forms of these verbs with 70% accuracy. • The students will be able to create their own sentences with the correct forms of these verbs with 70% accuracy. 4. The students will be able to use new and previously studied verbs by focusing on the conjugation of irregular verbs. <ul style="list-style-type: none"> • The students will be able to identify 70% of irregular verbs on a given list. • The students will be able to fill in sentences with the correct forms of these verbs with 70% accuracy. • The students will be able to create their own sentences with the correct forms of these verbs with 70% accuracy. 5. The students will be able to discuss French connections in the U.S. by discussing Francophone areas in the U.S. <ul style="list-style-type: none"> • The students will be able to be able to list French-speaking places in the U.S. • The students will be able to research and explain the connection between these places and France.

Ressentir et Vivre (Feelings and Living) Continued	
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Habiter en Ville (Living in a City)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Essential Question: How does one discuss living in the city in France?</p>	<p>Specific Learning Objectives (70% is minimum that must be achieved):</p> <ol style="list-style-type: none"> 1. The students will be able to discuss living in a city by using related vocabulary. <ul style="list-style-type: none"> • The students will be able to identify 70% of city-related vocabulary on a given list. • The students will be able to give (say and spell) 70% of city-related terms given orally and in pictures. • The students will be able to describe pictures and cities they are familiar with by using related vocabulary with 70% accuracy. 2. The students will be able to describe the cities of Marseille and Lyon by giving information about these cities. <ul style="list-style-type: none"> • The students will be able to research and give at least five pieces of information about the city of Marseille. • The students will be able to research and give at least five pieces of information about the city of Lyon. 3. The Student will be able to use new verbs by focusing on the conjugation of reflexive verbs. <ul style="list-style-type: none"> • The students will be able to identify 70% of reflexive verbs on a given list. • The students will be able to fill in sentences with the correct forms of these verbs with 70% accuracy. • The students will be able to create their own sentences with the correct forms of these verbs with 70% accuracy. 4. The students will be able to use new verbs by focusing on the conjugation of reciprocal verbs. <ul style="list-style-type: none"> • The students will be able to identify 70% of reciprocal verbs on a given list. • The students will be able to fill in sentences with the correct forms of these verbs with 70% accuracy. • The students will be able to create their own sentences with the correct forms of these verbs with 70% accuracy. 5. The students will be able to describe places in the city by using adjectives. <ul style="list-style-type: none"> • The students will be able to identify 70% of adjectives on a given list. • The students will be able to fill in blanks with correct forms of adjectives with 70% accuracy. • The students will be able to describe pictures and cities they are familiar with by using adjectives with 70% accuracy.

Habiter en Ville (Living in a City) Continued	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>6. The students will be able to describe what people do in the city by using adverbs.</p> <ul style="list-style-type: none">• The students will be able to identify 70% of adverbs on a given list.• The students will be able to fill in blanks with correct forms of adverbs with 70% accuracy.• The students will be able to describe pictures and cities they are familiar with by using adverbs with 70% accuracy. <p>7. The students will be able to discuss the role of music in France by discussing music festivals.</p> <ul style="list-style-type: none">• The students will be able to research and give the names of at least three different music festivals.• The students will be able to give at least two differences and two similarities between music festivals in France and in the U.S.

Habiter en Ville (Living in a City) Continued	
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L'influence des Médias (Media Influence)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Essential Question: How does media influence life in France?</p>	<p>Specific Learning Objectives (70% is minimum that must be achieved):</p> <ol style="list-style-type: none"> 1. The students will be able to discuss media influence by using related vocabulary. <ul style="list-style-type: none"> • The students will be able to identify 70% of media-related vocabulary on a given list. • The students will be able to give (say and spell) 70% of media-related terms given orally and in pictures. • The students will be able to describe pictures and the role of media in their lives by using related vocabulary with 70% accuracy. 2. The students will be able to describe Quebec by giving more in-depth information about the province. <ul style="list-style-type: none"> • The students will be able to research and give at least three pieces of information about Quebec's sovereignty. • The students will be able to research and discuss expressions that are different in France and in Quebec. 3. The students will be able to describe what happened in specific forms of media by using the passé composé and the imperfect. <ul style="list-style-type: none"> • The students will be able to fill in blanks with the correct form of the passé composé with 70% accuracy. • The students will be able to fill in blanks with the correct form of the imperfect with 70% accuracy. • The students will be able to fill in blanks with the correct form of the passé composé and the imperfect with 70% accuracy. • The students will be able to describe videos and media of their choice by using the imperfect and the passé composé with 70% accuracy. 4. The students will be able to describe how the role of media has changed in France by researching and giving information about different types of media. <ul style="list-style-type: none"> • The students will be able to research and give at least three pieces of information about media in France in the past. • The students will be able to research and give at least three pieces of information about media in France now. • The students will be able to give at least two differences and two similarities between the role of media in French and American cultures.

L'influence des Médias (Media Influence) Continued	
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La Valeur des Idées (Laws and Government)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Essential Question: How does one discuss laws and government in France?</p>	<p>Specific Learning Objectives (70% is minimum that must be achieved):</p> <ol style="list-style-type: none"> 1. The students will be able to discuss laws, politics, and government in French by using appropriate vocabulary. <ul style="list-style-type: none"> • The students will be able to identify 70% of government-related vocabulary on a given list. • The students will be able to give (say and spell) 70% of government-related terms given orally and in pictures. • The students will be able to describe pictures and their own government by using related vocabulary with 70% accuracy. 2. The students will be able to describe the Antilles by giving more in-depth information about the islands. <ul style="list-style-type: none"> • The students will be able to research and give at least three pieces of information about pirates in the Antilles. • The students will be able to research and discuss expressions used in France and in Guadeloupe and Martinique. 3. The students will be able to talk about events that happened before other events in the past by using the plus-que-parfait. <ul style="list-style-type: none"> • The students will be able to fill in blanks with correct forms of the plus-que-parfait with 70% accuracy. • The students will be able to discuss past events in French and American history by using the plus-que-parfait with 70% accuracy. 4. The students will be able to discuss laws and rights by using indefinite adjectives and pronouns. <ul style="list-style-type: none"> • The students will be able to identify 70% of indefinite adjectives and pronouns. • The students will be able to fill in blanks with indefinite adjectives and pronouns with 70% accuracy. • The students will be able to discuss French and American laws by using indefinite adjectives and pronouns with 70% accuracy. 5. The students will be able to use new verbs by focusing on the conjugation of irregular -ir verbs. <ul style="list-style-type: none"> • The students will be able to identify 70% of -ir verbs on a given list. • The students will be able to fill in sentences with the correct forms of these verbs with 70% accuracy. • The students will be able to create their own sentences with the correct forms of these verbs with 70% accuracy.

La Valeur des Idées (Laws and Government) Continued	
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Le Petit Prince	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Essential Question: How does one discuss the story of the Little Prince?</p>	<p>Specific Learning Objectives (70% is minimum that must be achieved):</p> <ol style="list-style-type: none"> 1. The students will be able to describe Antoine de Saint-Exupéry by researching and giving information about the author. <ul style="list-style-type: none"> • The students will be able to research and give at least five facts about the author. • The students will be able to create a biography of the author in a medium of their choice. 2. The students will be able to show reading comprehension by answering questions and completing activities related to the story while reading. <ul style="list-style-type: none"> • The students will be able to answer comprehension questions with 70% accuracy. • The students will be able to summarize specific chapters in the text with 70% accuracy. 3. The students will be able to discuss the story by describing the different characters that the Little Prince meets. <ul style="list-style-type: none"> • The students will be able to list the characters that the Little Prince meets in the correct order. • The students will be able to describe the encounter between characters with 70% accuracy. 4. The students will be able to discuss the story of the Little Prince by discussing themes discussed in the novel. <ul style="list-style-type: none"> • The students will be able to match themes with specific chapters of the Little Prince with 70% accuracy. • The students will be able to give at least one theme for specific chapters of the Little Prince.

Le Petit Prince - Continued	
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