French IV

Course Overview: Students will advance from the novice level to the intermediate level in French IV as they explore the diverse cultures of the French-speaking world. They will move from basic comprehension of textbook resources to being able to interpret and analyze authentic audio, visual, audiovisual, written and print resources from the French-speaking world by identifying the products, practices and perspectives of the cultures they study. As students work to master the basic indicative tenses they will continue working on grammatical structures and acquiring vocabulary in context. They will also begin to work with the 6 cultural themes from the AP curriculum: Beauty and Aesthetics, Contemporary Life, Families and Communities, Global Challenges, Personal and Public Identities and Science and Technology.

Units and Activities: What will we be learning about and doing in this course?

- Daily paired conversation activities
- Reading and interpreting articles
- Listening to music and watching movies
- Completing grammar practice activities
- Playing vocabulary review games
- Making cultural comparisons through oral presentations and in writing

Units:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Themes</th>
<th>Resources</th>
<th>Grammar</th>
<th>Summative Assessments</th>
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</thead>
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<tr>
<td>French and the French speaking world: cultural and linguistic identity</td>
<td>Intro to cultural themes, Personal and Public Identities</td>
<td>Trésors du temps Videos, Bienvenue Chez le Chi’tis (film)</td>
<td>Review of present: 3 groups; past &amp; imperfect tenses; commands; use of on</td>
<td>Cultural Comparison (Oral Presentation), Write an Article about cultural comparison</td>
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<tr>
<td>Holidays and fiestas in the Francophone world</td>
<td>Contemporary Life, Families and Communities,</td>
<td>Trésors du temps Videos, Song, Online conjugator</td>
<td>Verb sheet; formation of tenses; object pronouns; agreement</td>
<td>Essay, oral presentation: cultural comparison of holidays</td>
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<tr>
<td>A Brief History of France from the Middle Ages to the French Revolution</td>
<td>Personal and Public Identities, Families and Communities, War and Peace, Nationalism</td>
<td>Le Vase de Soissons; La Chanson de Roland; Tristan et Iseut</td>
<td>Subjunctive; nouns and pronouns</td>
<td>Conversation with Classmate, Letter/Email</td>
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<td>The French Revolution: to the end of L'Ancien</td>
<td>Personal and Public Identities,</td>
<td>L'école des femmes; La Lettre à sa fille sur</td>
<td>Of nouns and pronouns: genders</td>
<td>Presentation; composition;</td>
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<td>Régime</td>
<td>Citizenship, beliefs and systems of values, rights of man</td>
<td>la mort de Vatel; Voyage en France Ridicule (film)</td>
<td>and agreement</td>
<td>Analysis of film</td>
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<td>The French Republic: a brief history</td>
<td>Personal and Public Identities; Politics; Nationalism; Belief systems</td>
<td>La Dernière lettre de Marie Antoinette;</td>
<td>The passive voice; Relative pronouns</td>
<td>Letter; composition: ideals of French Revolution</td>
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<tr>
<td>France and the French Speaking World: Gastronomy and identity</td>
<td>Contemporary Life; Cultural Heritage; Family and Community</td>
<td>Video Poem Song recipes</td>
<td>Project on gastronomy of a French region</td>
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**Standards:** What knowledge and skills will I gain by the end of this course?

**Anchor Standards:** This course will assess the knowledge and skills that learners build in the key anchor standards of:

- **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

- **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

- **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
Cultures

● **Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

● **Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Connections

● **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

● **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Comparisons

● **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

● **Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
Communities

- Learners use the language both within and beyond the classroom to interact and collaborate with their community and the globalized world. **Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement

**Content Standards:** This course builds student knowledge using the [ACTFL World-Readiness Standards](#) and accompanying [Novice Mid-Novice High Can Do Statements](#).

**Assessment of Learning:**
For information about assessment types, scoring, and overall grade calculation: [click here](#).

**Communication:**

**How Do I Access Work from Home, and What Should I Expect?**
- All work will be posted in Google Classroom.
- The work will be explained during our in-person meetings and/or by video posted to Google Classroom.
- The work will also be explained in our Class Planner posted to Google Classroom.
- If you have any questions, email your teacher.

**How Do I Know What My Grades Are?**
- On Summative Assessments, teachers will provide both a 4-point grade and a letter grade.
- You can monitor your progress in the following ways:
  - By reading feedback and scoring returned to students on summative assessments.
  - By monitoring the scores and Overall Course Mastery Grade in the Parent/Student portal on JumpRope. Reminders to check grades will be sent from the school.
  - Communicating with your teacher if you are unclear.

**Where Can I Find This Syllabus during the School Year?**
- This syllabus will be available on the school website in each subject’s department tab once the school year is up and running. It will also be available in our Google Classroom.

**How Do I See What’s Due?**
- Assignment and summative assessment due dates with handouts are posted in Google Classroom, with connection to Google Calendar, for student access.

**How Do I See What’s Past Due?**
- If a student is missing a grade on an assessment, it will be listed in the red “Missing Assessment” section of the JumpRope Parent/Student Portal along with any attachments. Please contact your teacher if you have any questions.
Materials:  Trésors du temps, supplemental readings and handouts

What you will need for class:

- pencils/pens
- Highlighters in multiple colors
- Spiral Notebook
- 1-inch 3 Ring Binder

Schoolwide Procedures:

Please see the Student Handbook for Procedures and Policies related to: Due dates and deadlines, extra credit, retaking assessments, and turnaround time for grade entry.

Personal Mobile Devices: This class will follow the procedures outlined in the student handbook

Classroom Expectations:

Students are expected to come to class with the required materials. They are to be ready to engage and participate in the class and will demonstrate this by having their assignments completed, and by following the daily routines of la conversation quotidienne, les révisions, and entre vous. Students are expected to be respectful of one another, to be prepared to help each other, and to be attentive in class. You can expect from me attention to your needs, recognition of your progress, and respect for you as a person and as a participant in this class.