

#523 FRENCH 4

GRADES: 11-12

LEVEL: HONORS

CREDITS: 5

PREREQUISITE: C+ or better in French 3

BASIC TEXT: Discovering French Rouge, Tous les Poèmes pour le Cours Avancé Rhinocéros, Ionesco, Holt, Rinehart and Winston, edited by Ellison and Goding Carmen, Georges Bizet, LaBicyclette Bleue, Regine Deforges, **Le Francais Par Le Dialogue**, Hachette/Collection OUTILS,

SUPPLEMENTAL READINGS: L'Express-Aujourd'hui La France, NTC Publishing Co., The Ultimate French Review and Practice, Stillman & Gordon and magazine, Internet & newspaper articles.

REQUIRED MATERIALS: notebook & French-English dictionary

COURSE DESCRIPTION: This course aims to perfect and refine the language skills learned during the first three years of French. Students will participate in discussions, will learn to write organized and logical compositions. They will read original structures when necessary. Cultural study will be included, with emphasis on French writers and artists. Videos will be used in order to accentuate real life situations. The class will be conducted in French. Students at this level are encouraged to participate in our school's French-American Exchange Program through which our students may have the opportunity to host a visiting French student or live with a French student's family in France.

MISSION RELATED GOALS:

- Academic Excellence
- Intellectual Curiosity
- Respect for Others
- Self-Confidence
- Foster Communication Skills
- Foster Problem-Solving Skills
- Successful Contributing Member or Society

STUDENT EXPECTATIONS FOR LEARNING ADDRESSED: Students will be able to communicate effectively using the French language. They will speak, understand, read, and write in French. Students should be able to solve complex problems and work with others toward a common goal. In the classroom, students will participate in class discussions and respect the rights and opinions of others. They will also learn to be contributing members of our class, our school community, and our global society by participating in exchange programs, having a French-speaking, pen-pal, contributing time and effort to local charitable projects, and by tutoring younger students in French.

GENERAL PERFORMANCE OBJECTIVES: The student will be able to:

- Read with comprehension difficult and challenging texts.
- Speak with ease on various themes.
- Write lengthy essays based on a suggested topic.
- Broaden cultural awareness by studying French writers and artists.
- Appreciate and respect another culture by reading newspapers and acquiring a sensitivity for similarities and differences in other countries.
- Use the second language in their future endeavors.

MASSACHUSETTS FRAMEWORKS STRANDS:

- Communications
- Cultures
- Comparisons
- Connections
- Communities

CURRICULUM FRAMEWORK LEARNING STANDARDS

- Standard 1 – Interpersonal Communication
- Standard 2 – Interpretative Communication
- Standard 3 – Presentational Communication
- Standard 4 – Cultures
- Standard 5 - Linguistic Comparisons
- Standard 6 – Cultural Comparisons
- Standard 7 – Connections
- Standard 8 – Communities

UNITS AND THEMES COVERED AND TIME LINE:

I.	Unit 5	15 days	Standards 1 – 8
II.	Unit 6	15 days	Standards 1 – 8
III.	Unit 7	15 days	Standards 1 – 8
IV.	Unit 8	15 days	Standards 1 – 8
V.	Unit 9	15 days	Standards 1 – 8
VI.	Unit 10	15 days	Standards 1 – 8

COURSE OUTLINE:

I. Unit 5

1. grammar
 - a--affirmative and negative
 - b--futur, regular and irregular stems
 - c--using future with quand
 - d--conditional
2. conversation
 - a--trips, trains and airplane travel
 - b--customs and tickets
3. readings
 - a--Le mystereux homme en bleu
 - b-- French revolution
 - c--Les Miserables
4. writing: journals: If you want on a long trip...

II. Unit 6

1. grammar
 - a--comparatives and superlatives
 - b--interrogative pronoun Lequels + different forms
 - c--celui + different forms
 - d--Possessive pronouns: mien, tien, sien, notre, votre, leur (mine, your, his, ours, and theirs)
2. conversation: traveling and staying at hotels
3. reading:
 - a.--La Liberte - Paul Eluard
 - b.--20th century history
 - c.--Au Revoir les Enfants, Louis Malle
4. writing: poetry

III. Unit 7 (review subjunctive)

1. grammar - review subjunctive
 - a--past subjunctive
 - b--subjunctive with doubt uncertainty and feelings
2. conversation: dentist, doctor, and emergency ward
3. Reading:
 - a. Maupassant - "En Voyage"
 - b. French Multi-cultural society
 - c. North Africans
 - d. Racism
 - e. humanitarianism – Les Medecins Sans Frontieres (Doctors Without Borders).
4. Writing:
 - a. Journal on medecine,
 - b. letters to medical organizations.

IV. **Unit 8**

1. grammar
 - a--pluperfect
 - b--conditional and past conditional
 - c--sequence of tenses with si (if) clauses
2. conversation:
 - a--making dates, giving directions
 - b--discussing city life
3. reading: on film Rue Cases-negres (Palcy)
 - a--historical background of French Caribbean
 - b. Islands
 - i--Cesaire
 - ii--Theuriet, "Les Peches"
4. writing: journal on best friend

V. **Unit 9**

1. grammar
 - a--reflexive verbs
 - b--relative pronouns
 - c--relative clauses using "qui" or "que"
2. Conversation
 - a--friendships and relationships
 - b--feelings toward people
 - c--describing your life.
3. reading--M. Maurois, "Le Bracelet"
4. writing, Journal: your ideas on marriage

VI. **Unit 10**

1. grammar -
 - a. preposition plus infinitive
 - b. past infinitive
 - c. present participle
2. Conversation
 - a. professions and study
 - b. job searching and professional life
3. reading – Le Portrait d'Yves Thériault
4. writing – curriculum vitae , and rationale for job choice.

VII. **Literary Drama Project:** Students will read a major literary work, and adapt it for a student stage production.

1. Rhinocéros by Eugène Ionesco
2. Carmen by Georges Bizet
3. Les enfants terrible - J. Cocteau (excerpts)
4. Madame Bovary- G. Flaubert (excerpts)

5. Le Bourgeois Gentlehomme – Moliere (excerpts)
6. L'Etranger - A. Camus (excerpts)

SUGGESTED INSTRUCTIONAL STRATEGIES:

- Role-playing
- Think, Pair, Share
- Modeling
- Cooperative Learning
- Differentiated Instruction
- Manipulatives

SUGGESTED INTEGRATION ACTIVITIES:

1. Prepare oral presentation on French composers, utilizing expertise from the music staff if necessary.
2. Use the library for research on French poets as well as composers and playwrights.
3. Through the exchange program students share each others' culture.
4. Do a comparative study of an English or French writer of the same century.

USE OF TECHNOLOGY:

- Expand cultural knowledge with the use of videos, interactive CD-ROM programs in French, DVD movies with French subtitles and e-mail exchanges with students from other countries.
- Internet for research, authentic texts, and international communication.

ASSESSMENT TECHNIQUES:

- Quizzes
- Tests
- Graded writing assignments
- Graded speaking assignments
- Graded oral comprehension assignments
- Use of rubrics
- Occasional peer editing/Cooperative learning situations