

**Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE**

<b>Course Title:</b> French 4	<b>Course Number:</b> 4142
<b>Department:</b> World Languages	<b>Grade(s):</b> 11-12
<b>Level:</b> Honors	<b>Credit:</b> 1
<b>Course Description</b> French 4 focuses on the study of complex French grammar and the reading of authentic French literature. Emphasis is placed on discussing and writing about the literature in French. Students are expected to speak the target language extensively in class. Students will be engaged in a variety of activities to foster a better understanding of the language and culture. (Prerequisite: French 3H - Credit:1)	
<b>Required Instructional Materials</b> <i>Allez, viens!</i> , HRW, 2000	<b>Completion/Revision Date</b> Approved by Board of Education on: May 15, 2006

**Mission Statement of the Curriculum Management Team**

The value of world language study lies in the relationship that exists between language and culture and between language and thought. Therefore, the Wallingford World Language Department's mission is to provide all students opportunities to communicate and interact within a culturally diverse world community. These opportunities will also foster student appreciation of their own language and culture and will encourage them to make strong connections between the study of world language and other academic disciplines.

**Enduring Understandings for the Course**

- One speaks to acquire and convey knowledge, reinforce concepts and gain new perspectives.
- Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.
- Communicating in at least one other language allows people to obtain information, express feelings and exchange opinions with a wider audience.
- Learning another language encourages further participation in multilingual communities both within and beyond the school setting.
- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Interpreting spoken language is essential to good communication and building rapport.
- Effective written language is essential to good communication.
- Comparing English with other languages is important to understanding the nature of language.
- One reads to acquire knowledge and understanding and to gain new perspectives.

<ul style="list-style-type: none"><li>• Communicating in at least one other language helps to gain knowledge of other cultures.</li></ul>
<ul style="list-style-type: none"><li>• Appreciating and understanding the variety of cultures that exist in a society enriches that society.</li></ul>
<ul style="list-style-type: none"><li>• Understanding historical and cultural contexts enhances the appreciation of a society.</li></ul>

**LEARNING STRAND**

1.0 Communication Through Speaking

**ENDURING UNDERSTANDING(S)**

- One speaks to acquire and convey knowledge, reinforce concepts and gain new perspectives.
- Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.
- Communicating in at least one other language allows people to obtain information, express feelings and exchange opinions with a wider audience.
- Learning another language encourages further participation in multilingual communities both within and beyond the school setting.
- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

**ESSENTIAL QUESTION(S)**

- How do I ask the right question to get the information I want?
- How do I figure out meaning when words are not understood?
- What can I do when I don't have the words to say what I am thinking?
- How do I make my words more effective in order to communicate?

**LEARNING OBJECTIVES** *The student will:*

- 1.1 Exchange opinions on a variety of topics including issues that are of contemporary or historical interest.
- 1.2 Hold conversations with peers and French-speaking people whenever possible.
- 1.3 Make a formal presentation to the class on a research topic in French.

**INSTRUCTIONAL SUPPORT MATERIALS**

- *Allez, viens!*, Activities for Communication Workbook
- *Allez, viens!*, teaching transparencies
- *Allez, viens!*, audio CD program
- Manipulatives

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Drill and practice
- Modeling (pronunciation, syntax, communication strategies)
- Oral presentations (dialogues, role playing, discourse on a particular subject)
- Projects (research topics)
- Open-ended questioning
- Games (Trivial Pursuit, 20 Questions-Who Am I?, alphabet folders used to describe selected vocabulary)
- Student interviews
- Read poetry in French expressing different feelings and moods
- Peer coaching

- Oral recitation and presentation of poem

**SUGGESTED ASSESSMENT METHODS**

- Dialoging
- Teacher observations
- Oral presentations
- Student performances
- Projects
- Student participation
- Self-assessments
- Peer-assessments

**LEARNING STRAND**

2.0 Communication Through Listening

**ENDURING UNDERSTANDING(S)**

- Interpreting spoken language is essential to good communication and building rapport.
- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

**ESSENTIAL QUESTION(S)**

- What do I hear when I listen?
- What cues do I listen and watch for before I respond?
- How do I figure out meaning when words are not understood?
- What do facial expressions, body language and gestures add to what I am hearing?

**LEARNING OBJECTIVES** *The student will:*

- 2.1 Listen with understanding to a variety of speakers.
- 2.2 Apply a variety of strategies to understand when listening such as:
  - Voice inflection
  - Listening for general idea
  - Listening for recognizable words
  - Ask a question to clarify context
  - Watch for facial expressions and gestures
- 2.3 Explain the main ideas, themes, and some details from authentic media or live presentations such as:
  - Video segments
  - Commercials
  - Music
- 2.4 Maximize use of the French language.

**INSTRUCTIONAL SUPPORT MATERIALS**

- *Allez, viens!*, video series
- *Allez, viens!*, audio CD program
- *Allez, viens!*, additional listening activities
- Contemporary French music

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- *Allez, viens!* video series with follow up discussion
- Cloze activities (choosing the correct words/terms to fill in blanks in text)
- Student interviews
- Games (Bingo, guessing games)
- Listening activities (utilizing the instructional support materials)
- Listen to music lyrics in French and interpret them into English
- Interview people from the community who speak the language
- Take a field trip to a restaurant that serves French cuisine and where the staff speaks the language. Students would order their food and communicate in French
- Invite guest speakers from the community in to speak in French on various topics
- Interpret peer read alouds

**SUGGESTED ASSESSMENT METHODS**

- Listening tests and quizzes
- Conversations
- Student participation
- Student performances
- Checking for comprehension with questions and paraphrasing

## **LEARNING STRAND**

### 3.0 Communication Through Writing

#### **ENDURING UNDERSTANDING(S)**

- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Effective written language is essential to good communication.
- Communicating in at least one other language allows people to obtain information, express feelings and exchange opinions with a wider audience.

#### **ESSENTIAL QUESTION(S)**

- Why can't I translate everything?
- How can I create meaningful compositions?
- How can I express more complex ideas using a variety of terms and tenses?
- What can I do when I don't have the words to write what I am thinking?
- How can reading literature improve my writing skills?

#### **LEARNING OBJECTIVES** *The student will:*

- 3.1 Write formal and informal compositions on a variety of topics.
- 3.2 Create authentic writing pieces such as letters, journal entries, poems, short stories etc. in French.
- 3.3 Write reports in French.
- 3.4 Analyze writing and set personal goals for:
  - Complex sentences
  - Variety and use of tenses
  - Accuracy and specificity of word choice

#### **INSTRUCTIONAL SUPPORT MATERIALS**

- *Allez, viens!*, practice and activity workbook
- *Allez, viens!*, grammar and vocabulary workbook

#### **SUGGESTED INSTRUCTIONAL STRATEGIES**

- Writing activities (based on short stories from the texts, vacations, holidays, pastimes, etc.)
- Journal entries
- Create a composition
- Data gathering (conduct and report on student surveys)
- Projects (travel)
- Modeling (mood and tense)
- Peer editing (a variety of tenses and moods)
- Create writing pieces such as short stories, research reports or letters in French
- Write an autobiographical essay
- Experiment with joint story writing – one starts and then passes it on

#### **SUGGESTED ASSESSMENT METHODS**

- Authentic writing
- Creative writing
- Homework
- Quizzes and tests
- Projects
- Student participation
- Teacher observations

## **LEARNING STRAND**

### 4.0 Structure

#### **ENDURING UNDERSTANDING(S)**

- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Comparing English with other languages is important to understanding the nature of language.

#### **ESSENTIAL QUESTION(S)**

- How do I recognize when to use the indicative versus the subjunctive mood?
- How does my understanding of structure affect my ability to communicate?
- How do I know which verb tense to use?

#### **LEARNING OBJECTIVES** *The student will:*

- 4.1 Apply grammatical structure in regular and irregular forms to:
- Subjunctive (present and past)
  - Compound tenses
- 4.2 Recognize and use at least 800 vocabulary words.
- 4.3 Compare sentence structure between French and English.
- 4.4 Form complex sentences.

#### **INSTRUCTIONAL SUPPORT MATERIALS**

- *Allez, viens!*, grammar and vocabulary workbook
- *Allez, viens!*, practice and activity workbook
- [www.go.HRW.com](http://www.go.HRW.com)

#### **SUGGESTED INSTRUCTIONAL STRATEGIES**

- Drill and practice (question and answering, compound verb tenses, subjunctive mood)
- Modeling (correct grammatical structures)
- Cloze activities (choosing the correct words/terms to fill in blanks in text)
- Peer teaching
- Peer editing (compound verb tenses, subjunctive mood)
- Create crossword puzzles/word jumbles for vocabulary words

#### **SUGGESTED ASSESSMENT METHODS**

- Writing assignments
- Homework
- Performance-based assessments
- Projects
- Quizzes and tests
- Student participation
- Teacher observations

<b><u>LEARNING STRAND</u></b>	
5.0 Reading and Literature	
<b><u>ENDURING UNDERSTANDING(S)</u></b>	<b><u>ESSENTIAL QUESTION(S)</u></b>
<ul style="list-style-type: none"> <li>• One reads to acquire knowledge and understanding and to gain new perspectives.</li> <li>• Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>• How do I figure out the main idea of the reading?</li> <li>• How do I summarize the reading in my own words?</li> <li>• How do I express my opinions and reactions to the reading?</li> </ul>
<b><u>LEARNING OBJECTIVES</u></b> <i>The student will:</i>	<b><u>INSTRUCTIONAL SUPPORT MATERIALS</u></b>
<p>5.1 Develop strategies to read authentic literary text using previous knowledge (e.g., poems, plays, short stories, excerpts from novels)</p> <ul style="list-style-type: none"> <li>- Context clues</li> <li>- Rereading</li> <li>- Sounding out</li> </ul> <p>5.2 Share personal reactions to and feelings about authentic literary texts</p> <p>5.3 Use information from the text to make predictions.</p> <p>5.4 Interpret main ideas and relevant details.</p> <p>5.5 Evaluate literature written in French to describe the perspective of the author</p> <p>5.6 Respond to questions that elicit higher level thinking skills</p> <p>5.7 Build their personal vocabulary bank</p>	<ul style="list-style-type: none"> <li>• <a href="http://www.go.HRW.com">www.go.HRW.com</a></li> <li>• Readings such as, <i>Le Petit Prince</i>, <i>Jean de Florette</i> and selected short stories</li> <li>• Various examples of realia</li> <li>• Internet generated articles</li> </ul>
	<b><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></b>
	<ul style="list-style-type: none"> <li>• Answer questions regarding a reading assignment (panorama culturel, lisons from text)</li> <li>• Guided reading (teacher provides information or leads the students through the development of specific skills)</li> <li>• Directed reading (questions are asked of students throughout the reading to help them understand the text more thoroughly or deeply)</li> <li>• Read alouds</li> <li>• Predict the outcome of a story</li> <li>• Small group activities (reading, extracting the details, summarizing, sharing personal reactions)</li> <li>• Cloze activities (choosing the correct words/terms to fill in blanks in text)</li> <li>• Draw pictures of different stages of a story being read</li> <li>• Write a personal reaction to a reading</li> <li>• Write a summary of a French reading</li> </ul>
	<b><u>SUGGESTED ASSESSMENT METHODS</u></b>
	<ul style="list-style-type: none"> <li>• Quizzes and tests (reading comprehension)</li> <li>• Homework</li> <li>• Reading comprehension questions</li> </ul>



	<ul style="list-style-type: none"> <li>• Writing assignments</li> <li>• Student participation</li> <li>• Projects</li> <li>• Teacher observations</li> </ul>
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**LEARNING STRAND**  
6.0 Cultural Understanding

<p><b><u>ENDURING UNDERSTANDING(S)</u></b></p> <ul style="list-style-type: none"> <li>• Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.</li> <li>• Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.</li> <li>• Learning another language encourages further participation in multilingual communities both within and beyond the school setting.</li> <li>• Communicating in at least one other language helps to gain knowledge of other cultures.</li> <li>• Appreciating and understanding the variety of cultures that exist in a society enriches that society.</li> <li>• Understanding historical and cultural contexts enhances the appreciation of a society.</li> </ul>	<p><b><u>ESSENTIAL QUESTION(S)</u></b></p> <ul style="list-style-type: none"> <li>• How do I explore cultures without stereotyping them?</li> <li>• What can I learn about my own language and culture from the study of others?</li> <li>• How does language shape culture?</li> <li>• How does culture shape language?</li> <li>• How does history shape culture?</li> <li>• Why study another culture?</li> <li>• What are the similarities and differences between my culture and other cultures?</li> </ul>
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<p><b><u>LEARNING OBJECTIVES</u></b> <i>The student will:</i></p> <p>6.1 Research and analyze aspects of francophone cultures</p> <ul style="list-style-type: none"> <li>- Art</li> <li>- Music</li> <li>- Dance</li> <li>- History</li> <li>- Geography</li> </ul> <p>6.2 Present researched information in French</p> <p>6.3 Examine literature written by French authors for historical and cultural references</p>	<p><b><u>INSTRUCTIONAL SUPPORT MATERIALS</u></b></p> <ul style="list-style-type: none"> <li>• Maps</li> <li>• <i>Allez, viens!</i>, video series</li> <li>• Movies depicting French culture</li> <li>• French music</li> <li>• Manipulatives</li> <li>• <i>CultureGrams</i>, hard copy &amp; online database</li> <li>• Realia</li> </ul> <p><b><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></b></p> <ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Projects (i.e. travel)</li> <li>• Oral presentations</li> <li>• Field trips</li> <li>• Reading assignments</li> <li>• Video with follow-up discussion</li> </ul>
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- Classroom discussion
- Games (French trivia, board games, Jeopardy, Concentration)
- Speakers with expertise on specific subjects
- Role-play a conversation in French with an important historical figure

**SUGGESTED ASSESSMENT METHODS**

- Homework
- Reflective writing
- Performance-based assessments
- Multi-media presentations
- Projects
- Student presentations
- Quizzes and tests
- Student participation
- Teacher observations

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