

French IV

Standard 1: Communication

Students communicate in a World Language while demonstrating literacy in all four essential skills: Listening, speaking, reading, and writing

1.1 Listening - Students listen to and derive meaning from a variety of World Language sources.

Rationale: Students listen to and comprehend information spoken in a World Language.

In order to meet this standard a student:

- recognizes common expressions
- obtains meaning from diverse listening sources
- demonstrates comprehension through appropriate responses
- engages in a variety of listening situations

1.2 Speaking - Students speak in a World Language for a variety of purposes and for a variety of audiences.

Rationale: The ability to speak other languages allows students to communicate with people from various cultures.

In order to meet this standard a student:

- applies pronunciation rules and intonation patterns
- uses vocabulary, grammatical forms, and structures of the selected language to convey meaning
- applies knowledge of cultural practices to spoken language
- expresses needs, tells stories, obtains and conveys information, explains concepts and procedures, and persuades
- interacts with speakers of the language in a variety of venues: personal business, debate panels, dramatic presentations

MSBSD World Languages Content Standards

1.3 Reading - Students read and derive meaning from a variety of materials written in a World Language.

Rationale: Reading in a World Language gives students access to information and expands their knowledge. This ability provides students with the opportunity to learn about cultures and the human experience.

In order to meet this standard a student:

- recognizes words, phrases, idiomatic expressions, and grammatical structures
- demonstrates comprehension of reading materials written for a variety of purposes
- uses and applies the information gained from reading
- responds to the cultural elements contained in reading materials of the language

1.3 Writing - Students write in a World Language for a variety of purposes and for diverse audiences.

Rationale: Writing allows students to express themselves, to communicate with others, and to document ideas in a World Language.

In order to meet this standard a student:

- writes for purposes such as relating personal
- writes for audiences such as peers, teachers, community members, and people from other countries
- plans, drafts, revises, proofreads, and edits written communications
- uses correct grammar, sentence structure, vocabulary, spelling, punctuation, and capitalization to convey meaning
- uses legible handwriting and/or word processing

Standard 2: Culture

Students acquire and use knowledge of cultures while developing World Language skills.

Rationale: Language learners are culture learners as well. Students need to develop an understanding of the cultures in which the language is spoken, and the ability to function in an appropriate manner.

In order to meet this standard a student:

- demonstrates knowledge of aspects of world cultures such as daily life, educating, history, geography, government, economics, and the arts
- applies knowledge of cultural practices when communicating in a World Language
- uses the World Language to access cultural information available only in that language

Essential Learning Results Levels IV (Advanced)

MSBSD World Languages Content Standards

1.1 Listening - Students listen to and derive meaning from a variety of World Language sources.

In order to meet this standard a Level IV student:

- derives meaning through context, intonation and situations from listening sources including conversations, lectures, authentic videos, films, and recordings
- obtains meaning from simple conversations
- identifies the main idea or specific information from a variety of sources

1.3 Reading - Students read and derive meaning from a variety of materials written in a World Language.

In order to meet this standard a Level IV student:

- analyzes and synthesizes reading materials
- recognizes the author's point of view and purpose
- expresses personal reactions to reading materials
- interprets cultural elements found in reading materials

1.2 Speaking - Students speak in a World Language for a variety of purposes and for a variety of audiences.

In order to meet this standard a Level IV student:

- applies learned basic pronunciation and intonation patterns
- describes and narrates using learned vocabulary
- expresses and supports personal opinions
- maintains brief conversations on familiar topics
- asks and answers questions

1.4 Writing - Students write in a World Language for and for diverse audiences.

In order to meet this standard a Level IV student:

- analyzes and draws conclusions
- incorporates information from selected language resource materials in their writing
- selects and expresses ideas and opinions on topics from various content areas
- uses specialized vocabulary and more advanced grammatical structures

Standard 2: Culture

Students acquire and use knowledge of cultures while developing World Language skills.

In order to meet this standard a Level IV student:

- analyzes aspects of the cultures being studied, such as social and political institutions and laws
- functions in a culturally appropriate manner, through speaking and writing, in complex social and work situations
- researches a topic of interest using sources from the cultures being studied

**MSBSD World Languages
Course Outline**

French IV

Course Description:

French IV is taught exclusively in French. It explores topics in advanced composition and conversation, with an emphasis on refining and integrating advanced grammar into daily communication. Emphasis is placed on comprehension as it is spoken by native speakers. Students develop appropriate verbs, structures, vocabulary, idioms, and cultural understanding necessary to perform communicative functions at the advanced level.

Course Beliefs:

We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21st century:

- **Lifelong Learning** - The skills required to acquire a World Language are basic to the learning process
- **Higher Achievement** - A higher level of skill is demanded of all workers in a global community
- **Economic Necessity** - In order to ensure our own future, we must be able to communicate with the rest of the world
- **Multicultural Perspective** - World Languages open doors not only to other languages, but also to other cultures, peoples, and lands

Instructional Strategies:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and recognition
- Homework and Guided Practice
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & Summative Assessments

Standards:

1. Students communicate in a World Language while demonstrating literacy in all four essential skills:
 - 1.1 Listening: Students listen to and derive meaning from a variety of purposes and audiences
 - 1.2 Speaking: Students speak for a variety of purposes and audiences
 - 1.3 Reading: Students read and derive meaning from a variety of written materials
 - 1.4 Writing: Students write for a variety of purposes and for diverse audiences
2. Students acquire and use knowledge of other cultures while developing World Language skills

Clauses:

- *cquand*
- *si*

Pronouns:

- direct object

Verbs:

- * compound tenses
- *plus-que-parfait*
- *conditionnel passé*
- * past infinitive
- * present participle
- * with prepositions
- *a'*
- *de*

**Key Concepts
&
Structures**

**Plus Expansion
of Level II and I
Key Concepts**

Culture:

Students know and are able to:

- analyze aspects of the cultures being studied such as social and political institutions and laws
- function in a culturally appropriate manner, through speaking and writing, in complex social and work situations
- research a topic of interest using sources from the cultures being studied

Level IV Topics:

1. Arts
2. History
3. Literary Analysis
4. Plus Expansion of Levels III, II, and I Topics

Student self-assessment:

Based on the **Standards, Topics and Key Concepts & Structures** listed here, students should ask themselves:

- 1.1 *Listening:* Can I understand French when I hear it?
- 1.2 *Speaking:* Can I speak French with a variety of people?
- 1.3 *Reading:* Can I read a variety of materials in French?
- 1.4 *Writing:* Can I write French for different purposes?
2 Can I share my knowledge of French speaking cultures?

Level I Topics:

1. Alphabet
2. Classroom Objects
3. Clothing
4. Colors
5. Daily Activities, Jobs
6. Days, Months, Dates, & Time
7. Family
8. Foods & Beverages
9. Greetings, Farewells, & Personal Information
10. Numbers
11. Places & Locations
12. Seasons & Weather

Level II Topics:

1. Body Parts, Health and Fitness
2. Daily Routines, Clothes, House
3. Description of People, Personalities, Nationalities, & Jobs
4. Dining Out
5. Directions
6. Leisure Time, Sports
7. School Schedule
8. Sports
9. Travel & Transportation

Level III Topics:

1. Arts & Entertainment
2. Ecology, weather
3. French-speaking World
4. Literature
5. Media & Technology
6. Plus Expansion of Levels II and I Topics

Arts:

- * Arts terminology
- * Fine arts
- * Visual Arts
- * Reading/listening/analyzing/
discussing
- *Connecting Topics:* All Topics
- *Culture:* Art as a reflection of diverse French-speaking cultures

Literary Analysis:

- * Literary terminology
- * Literary texts from the French-speaking
- * Abridged and unabridged texts, e.g. novels, plays, short stories
- * Reading/listening/analyzing/
discussing
- *Connecting Topics:* All Topics
- *Culture:* Literature as a reflection of the French-speaking world

Expansion of Level III Topics and Key Concepts:

French IV
Learning Experiences & Performance Indicators

Using the four skills of **listening, speaking, reading, and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**

History: (Possible topics)

- * Political and social terminology
- * French history
- * French colonialism and its effects
- * Current events and social issues
- * Reading/listening/analyzing/
discussing
- *Connecting Topics:* All Topics
- *Culture:* The evolution of French culture and its various influences on the French-speaking world

Preparation for IB, and AP exams

French IV Performance Indicators

Topic	Communication	Culture
Arts	<ul style="list-style-type: none"> • Interprets and presents information using arts terminology. • Views, reads, listens, discusses, and critically analyzes the fine arts including popular and classical music, theater, dance, and film • Views, reads, listens, discusses, and critically analyzes the visual arts including sculpture, paintings, and architecture 	<ul style="list-style-type: none"> • Describes how art is a reflection of the French culture, past and present
Library Analysis	<ul style="list-style-type: none"> • Exchanges, interprets, and presents information using literary terminology • Reads, views, listens, discusses, and critically analyzes literary texts from the French-speaking world • Reads, views, listens, discusses, and critically analyzes abridged and unabridged texts including novels, plays, and short stories • Exchanges, interprets, and presents information using political and social terminology • Analyzes the history of French and its impact on the social, political, and economic issues and events • Analyzes the impact of French colonialism and its past and present influence on the world • Reads, identifies, and analyzes past and current significant societal, economic, and political issues particular to French-speaking countries 	<ul style="list-style-type: none"> • Describes various French-speaking authors, past and presents, and how their literary works reflect perspectives of and contributions to French-speaking culture • Analyzes the evolution of French cultures and its various influences on the French-speaking world