

French IV Scope & Sequence

Proficiency Goal: Intermediate Mid

ACTFL Standards addressed:

Communication:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures:

- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections:

- Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
- Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons:

- Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities:

- Standard 5.1: Students use the language both within and beyond the school setting.
- Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Unit Title & Connection to AP Thematic Units	Suggested Pacing:	Vocabulary to Be Introduced/Reviewed	Grammar Topics and Concepts to be Introduced/Reviewed	Essential Questions:	What Can Students Do by the End of the Unit?
<p>Unit 1: L'individu versus le stéréotype (Qui suis-je ?)</p> <p>Ap Context: The Influence of Language and Culture on Identity</p>	4-6 weeks	<ul style="list-style-type: none"> -Physical Description -Personality Traits -Stereotypes 	<ul style="list-style-type: none"> -Regular adjectives -Adjective placement -Comparisons and superlatives -Present tense of regular and irregular verbs -Irregular adjective forms -Adverbs 	<p>Comment vous vous décrivez? Comment êtes-vous par rapport à vos amis ou les membres de votre famille? Quels stéréotypes existent pour décrire les Américains et les personnes des pays francophones?</p>	<ul style="list-style-type: none"> -I can describe people in an organized way with some detail. -I can participate in conversations on topics that go beyond my everyday life. -I can write an autobiographical statement for a contest, study abroad or other special program, or job application. -I can give a presentation about my interests, hobbies, lifestyle, or preferred activities
<p>Unit 2: La Francophonie d'Aujourd'hui</p> <p>AP Context: Factors That</p>	<p>Suggested Pacing: 4-6 weeks</p>	<p>Vocabulary to Be Introduced/Reviewed</p> <ul style="list-style-type: none"> -Geographical terms -Using prepositions with countries, cities -Nationalities -Everyday life (food, clothing, work, school) 	<p>Grammar Topics and Concepts to be Introduced/Reviewed</p> <ul style="list-style-type: none"> -Reflexive verbs 	<p>Essential Questions: Comment est la vie quotidienne des habitants des pays francophones variés ?</p>	<p>What Can Students Do by the End of the Unit?</p> <ul style="list-style-type: none"> -I can exchange general information about

<p>Impact the Quality of Life</p>		<p>-Government, religion</p>		<p>Quels sont quelques avantages et quelques inconvénients de vivre dans un pays francophone aujourd'hui ? Comment est-ce que l'histoire d'une région influence la vie contemporaine ?</p>	<p>communities, such as demographic information and points of interests. -I can discuss what is currently going on in another community or country. -I can ask for and provide descriptions of places I know and places I would like to visit. -I can compare and contrast life in different locations and in different times. -I can have a conversation on a variety of everyday topics, such as school, family, interests, and work. -I can explain basic rules, policies, or laws and have</p>
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					a conversation about them. -I can understand a tour guide's description of a city's history and attractions.
Unit 3: La Seconde Guerre Mondiale AP Context: Environmental, Political, and Societal Challenges	Suggested Pacing: 4-6 weeks	Vocabulary to Be Introduced/Reviewed -World War 2 -Biographical details	Grammar Topics and Concepts to be Introduced/Reviewed -Review of passé composé and the imparfait -Formation of dates and numbers to express the year -impact of World War II on France, including the Occupation and Resistance	Essential Questions: Qu'est-ce qui s'est passé en France pendant la Seconde Guerre mondiale ? Qu'est-ce que l'Occupation ? Qu'est-ce que la Résistance ? Qui étaient les héros de la Résistance ?	What Can Students Do by the End of the Unit? - I can ask and answer questions related to history. -I can talk about the historical events of WWII. -I can read a short summary of a historical figure's accomplishments.
Unit 4: La Famille et l'amour dans le monde francophone AP Context: Families in Different Societies	Suggested Pacing: 4-6 weeks	Vocabulary to Be Introduced/Reviewed -Possessive adjectives -Dating, engagement, wedding vocabulary -Family celebrations -Rites of passage	Grammar Topics and Concepts to be Introduced/Reviewed -Conditional and future -"Si" clauses - Subjunctive mood	Essential Questions: Qu'est-ce qu'une famille ? Comment est-ce qu'on choisit un partenaire de vie ?	What Can Students Do by the End of the Unit? -I can participate in conversations on social or cultural questions relevant

					<p>to speakers of this language.</p> <ul style="list-style-type: none"> -I can give detailed descriptions about cultural events and respond to questions about them. -I can describe an event that I participated in or witnessed.
<p>Unit 5: Le Petit Prince</p> <p>AP Context: Influences of Beauty and Art</p>	<p>Suggested Pacing: 4-6 weeks</p>	<p>Vocabulary to Be Introduced/Reviewed -Words/phrases essential to understanding the novel</p>	<p>Grammar Topics and Concepts to be Introduced/Reviewed -Passé composé/ Imparfait -Direct and indirect object Pronouns -Passé simple (recognition) -Negative expressions (aucun, ne...plus, ne...rien, ne...jamais, etc.)</p>	<p>Essential Questions: Quelle est la différence entre l'imagination d'un enfant et celle d'un adulte ? -Comment est-ce qu'on juge les autres à cause de leur apparence ? -Quelle est la signification des baobabs et des couchers de soleil dans le contexte du roman ? -Comment est-ce qu'on</p>	<p>What Can Students Do by the End of the Unit? -I can follow stories and descriptions of some length and in various time frames and genres -I can ask and answer questions related to literature. -I can write a review of a movie, book, play, exhibit, etc.</p>

				<p>peut reconnaître l'amour ? -Quelles leçons peut-on apprendre des habitants des planètes visitées par le Petit Prince ? -Qu'est-ce qui signifie le terme "apprivoiser" par rapport de l'amour et l'amitié ?</p>	
<p>Unit 6: La Science</p> <p>AP Context: Science and Technology</p>	<p>Suggested Pacing: 4-6 weeks</p>	<p>Vocabulary to Be Introduced/Reviewed -Science and technology -Space exploration -Ecotourism</p>	<p>Grammar Topics and Concepts to be Introduced/Reviewed -Relative pronouns (qui, que, dont) -Relative pronoun lequel</p>	<p>Essential Questions: -En quoi l'évolution de la science et de la technologie touche-t-elle notre vie ? -Quelle est l'importance de l'exploration spatiale ? -Comment peut-on protéger le patrimoine naturel d'une région ? -Comment est-ce que la connaissance des langues étrangères aide dans le</p>	<p>What Can Students Do by the End of the Unit? -I can ask and answer questions related to science. -I can talk about a mathematics, technology, or science project. -I can follow simple directions to do an experiment in a science class. -I can explain how</p>

				<p>domaine de la science ?</p>	<p>technology has changed our lives while discussing this topic with another. -I can understand the main idea and a few supporting facts about a scientific discovery from a summarized description</p>
<p>Unit 7: L'Art</p> <p>AP Context: Influences of Beauty and Art</p>	<p>Suggested Pacing: 4-6 weeks</p>	<p>Vocabulary to Be Introduced/Reviewed -Prepositions Adjectives Visual arts - Colors, shapes, textures -Expressing opinions</p>	<p>Grammar Topics and Concepts to be Introduced/Reviewed -Idiomatic pronominal verbs (s'inspirer de, se servir de, se situer, s'agir de, s'intéresser à)</p>	<p>Essential Questions: -Quelle est l'importance de l'art dans les communautés francophones ? -Comment est-ce que les arts reflètent l'histoire d'une communauté ? -En quoi les arts reflètent-ils les perspectives culturelles ?</p>	<p>What Can Students Do by the End of the Unit? -I can talk about artists from other countries. -I can ask and answer questions related to art -I can write short reports about art or artists that I have researched</p>