



**Course: Honors
French IV**

Grade Level: 9-12

Unit 1

**Course/Subject:
Honors French IV**

**Grade:
9-12**

**Unit 1
Retour en vacances**

**Suggested Timeline:
4 weeks**

Grade Level Summary

This course is designed to strengthen the student's command of spoken and written French. Language components, as outlined in the National Foreign Language Standards, continue to be addressed. The course begins with a review of previously learned vocabulary and grammar. The presentation of new material is supplemented by the constant re-entry of information learned in French I and II. Special emphasis is placed on the ability to express individual feelings and opinions. Supplemental material provides enrichment, individualization and reinforcement. Cultural information is integrated into the learning process so that students increase their awareness of the arts, music, geography, history, customs and traditions of the French speaking world. The successful completion of this course will serve as a foundation for advanced language study.

Grade Level Units

Unit 1- Retour en vacances

Unit 2- Amours et amitiés
Unit 3- En pleine nature
Unit 4- La presse
Unit 5- Notre planète
Unit 6- La société
Unit 7- L'art en fête

Unit Title

Retour de vacances

Unit Summary

- Express likes, dislikes, and preferences
- Ask about plans
- Tell when and how often you did something
- Describe a place in the past (imperfect)

Unit Essential Questions:

1. How does a person talk about themselves in a variety of basic tenses?
2. In describing yourself, what pronouns and/or agreement are needed to enhance fluency and accuracy?
3. In what ways does culture influence the practices of self-expression?

Key Understandings:

1. The present
2. The passe compose vs. imparfait
3. Reflexive verbs in the passe compose

Focus Standards Addressed in the Unit:

Standard Number

Standard Description

1.1, 1.2	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.
2.1, 2.2	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.
3.1, 3.2	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
4.1, 4.2	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.

Important Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
1.1, 1.2, 1.3	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.
2.1, 2.2	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.
3.1, 3.2	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
4.1, 4.2	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.
5.1, 5.2	Communities Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Irregular verbs (prendre, faire, venir) in present and passe compose Faire vs. jouer with activities and games Agreement of past participles with direct object pronouns 	<ul style="list-style-type: none"> Proper conjugations include stem changes Faire is for activities and jouer is for games/sports Me, te, nous, vous forms agreement

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
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<ul style="list-style-type: none"> • Conjugation (and distinction) of -er, -ir, -re verbs; stem changers, and other irregulars in present and past tenses. • Conjugation of reflexive verbs with their appropriate pronouns. • 	<ul style="list-style-type: none"> • Conjugations in the present & past tenses of regular and irregular verbs with all six pronouns • Apply vocabulary in reading, writing, listening and speaking activities • Communicate in complex sentences using a variety of conjunctions, filler-words, and sequential vocabulary. 	<ul style="list-style-type: none"> • Communication • Creative • Competent
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Academic Vocabulary:

<ul style="list-style-type: none"> • Conjugation • Stem 	<ul style="list-style-type: none"> • Irregular • Past participle • Agreement 	<ul style="list-style-type: none"> • l'Hexagone
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> • Chapter 1 assessment (summative) • Speaking & listening assessment(s)
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Interdisciplinary Connections:

- Mathematics with review of numbers
- Geography of France
- Parts of speech
- Art and literature/language studies

Additional Resources:

- Textbook, audio, workbook, online resources

Created By: Northern York County School District World Language Department



**Course: Honors
French IV**

Grade Level: 9-12

Unit 2

**Course/Subject:
Honors French IV**

**Grade:
9-12**

**Unit 2
Amours et amitiés**

**Suggested Timeline:
4 weeks**

Grade Level Summary

French IV is a continuation of the study of the vocabulary, grammar and francophone cultures studied in French I, II, and III. It is designed to further strengthen the student's command of spoken and written French. Language components, as outlined and described in the National Foreign Language Standards, continue to be addressed. Cultural information is integrated into the learning process so that students increase their awareness of the arts, music, geography, history, customs and traditions of the French-speaking world. French IV provides greater opportunity for creative, self expression. French literature is introduced throughout the course, providing numerous topics for both oral and written discussion. The successful completion of this course will serve as a foundation for advanced language study.

Grade Level Units

Unit 1- Retour en vacances
Unit 2- Amours et amitiés
 Unit 3- En pleine nature
 Unit 4- La presse
 Unit 5- Notre planète
 Unit 6- La société
 Unit 7- L'art en fête

Unit Title

Amours et amitiés

Unit Summary

- Describe series of events, sharing good and bad news
- Ask for and give advice
- Renew old acquaintances

Unit Essential Questions:

1. How do I express events that happened in the past?
2. What is the purpose for making a verb reciprocal?
3. When using the past conditional, what is the speaker conveying?
4. How is the usage of "if" clauses dependent on the conjugations?
5. What is a subjunctive clause and how does it differ in English?

Key Understandings:

1. Reciprocal verbs & disjunctive pronouns
2. Past conditional
3. Irregular verbs; manquer & plaire
4. The subjunctive; necessity, desire, emotions

Focus Standards Addressed in the Unit:

Standard Number

Standard Description

1.1, 1.2, 1.3	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.
2.1, 2.2	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.
3.1, 3.2	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
4.2	Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Important Standards Addressed in the Unit:

1.1, 1.2, 1.3	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.
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5.1, 5.2	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> • “Je te manque” vs. “Tu me manques” • “Je veux que tu partes.” 	<ul style="list-style-type: none"> • Students will commonly mistranslate the sentence, “I miss you” as “Je te manque”, rather than “Tu me manques”. It might help to compare manquer to plaire or intéresser. • Students may need to be reminded that to use the subjunctive requires a change of subject. Otherwise, a simple infinitive construction is used (<i>Je veux partir - never- Je veux que je...</i>)

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Reciprocal verbs & disjunctive pronouns • Past conditional 	<ul style="list-style-type: none"> • Interpret reciprocal verbs & disjunctive pronouns in simple sentence structure 	<ul style="list-style-type: none"> • Communication • Competent • Collaboration

<ul style="list-style-type: none"> • Irregular verbs; manquer & plaire • The subjunctive; necessity, desire, emotions 	<ul style="list-style-type: none"> • Conjugate regular and irregular verbs to the past conditional • Identify specific construction differences and interpret irregular verbs, manquer & plaire. • Identify clauses of necessity and conjugate to the subjunctive mood. 	
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Academic Vocabulary:

<ul style="list-style-type: none"> • (Dependent) clause • Subjective 	<ul style="list-style-type: none"> • Infinitive • Auxiliary verb • Past participle 	<ul style="list-style-type: none"> • Mood • Reciprocal/reflexive
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Evidence: Assessments and Performance Task(s)

- Summative assessment by way of:
 - Writing (story, fable, legend etc.)
 - Listening assessment
 - Oral storytelling
 - Chapter 4 assessment
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Interdisciplinary Connections:

- Mathematics with review of numbers
 - Geography of the Maghreb and French-speaking Africa
 - World Cultures; geographical and cultural terms
 - Health and wellness in relationships & family structures
 - Parts of speech
-

Additional Resources:

- Textbook, audio, workbook, online resources
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**Course: Honors
French IV**

Grade Level: 9-12

Unit 3

**Course/Subject:
Honors French IV**

**Grade:
9-12**

**Unit 3
En pleine nature**

**Suggested Timeline:
4 weeks**

Grade Level Summary

French IV is a continuation of the study of the vocabulary, grammar and francophone cultures studied in French I, II, and III. It is designed to further strengthen the student's command of spoken and written French. Language components, as outlined and described in the National Foreign Language Standards, continue to be addressed. Cultural information is integrated into the learning process so that students increase their awareness of the arts, music, geography, history, customs and traditions of the French-speaking world. French IV provides greater opportunity for creative, self expression. French literature is introduced throughout the course, providing numerous topics for both oral and written discussion. The successful completion of this course will serve as a foundation for advanced language study.

Grade Level Units

Unit 1- Retour en vacances
Unit 2- Amours et amities
Unit 3- En pleine nature
Unit 4- La presse
Unit 5- Notre planète
Unit 6- La societe
Unit 7- L'art en fete

Unit Title

En pleine nature

Unit Summary

- Express astonishment and fear
- Forbid and give warning
- Give general directions
- Complain and offer encouragement

Unit Essential Questions:

1. How do I express fear and emotion in the subjunctive?
2. What is a subjunctive clause and how does it differ in English?
3. What makes a phrase a command?
4. What idiomatic expressions have we learned thus far and how do they compare in English?

Key Understandings:

1. The subjunctive with expressions of fear
2. Giving commands
3. Verbs followed by à or de and the infinitive
4. Idiomatic expressions

Focus Standards Addressed in the Unit:

Standard Number

Standard Description

1.1, 1.2, 1.3	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.
2.1, 2.2	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.
3.1, 3.2	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
4.2	Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Important Standards Addressed in the Unit:

1.1, 1.2, 1.3	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.
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5.1, 5.2	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> To write commands, students learned to drop the “s” from the “tu” form of “-er” verbs. In the word “est”, the “s” is silent when it is a form of the verb être. 	<ul style="list-style-type: none"> Sometimes, they mistakenly drop the “-s” from the “tu” form of “-ir” and “-re” verbs. It is pronounced when it is the noun meaning <i>east</i>. Context should make the difference evident.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Conjugation (and distinction) of -er, -ir, -re verbs; stem changers, and other irregulars in the subjunctive to express fear and emotion. Using the imperative (command tense) to heed warning 	<ul style="list-style-type: none"> Conjugations in the subjunctive of regular and irregular verbs with all six pronouns Apply vocabulary in reading, writing, listening and speaking activities 	<ul style="list-style-type: none"> Communication Competent Collaboration

<ul style="list-style-type: none"> • Differentiation between verbs meaning “to bring” and “to take”. • Categorizing verbs with their appropriate preposition and the infinitive 	<ul style="list-style-type: none"> • Communicate in complex sentences using a variety of conjunctions, filler-words, and sequential vocabulary. 	
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Academic Vocabulary:

<ul style="list-style-type: none"> • Subjunctive • Subjective • Preposition 	<ul style="list-style-type: none"> • Infinitive • Idiom/idiomatic • Mood 	
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Evidence: Assessments and Performance Task(s)

- Summative assessment by way of:
 - Writing (story, fable, legend etc.)
 - Listening assessment
 - Oral storytelling
 - Chapter 5 assessment
-

Interdisciplinary Connections:

- Mathematics with review of numbers
 - Environment and biology with animals and nature
 - Geography of French-speaking North America
 - Parts of speech
-

Additional Resources:

- Textbook, audio, workbook, online resources
-

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**Course: Honors
French IV**

Grade Level: 9-12

Unit 4

**Course/Subject:
Honors French IV**

**Grade:
9-12**

**Unit 4
La presse**

**Suggested Timeline:
4 weeks**

Grade Level Summary

French IV is a continuation of the study of the vocabulary, grammar and francophone cultures studied in French I, II, and III. It is designed to further strengthen the student's command of spoken and written French. Language components, as outlined and described in the National Foreign Language Standards, continue to be addressed. Cultural information is integrated into the learning process so that students increase their awareness of the arts, music, geography, history, customs and traditions of the French-speaking world. French IV provides greater opportunity for creative, self expression. French literature is introduced throughout the course, providing numerous topics for both oral and written discussion. The successful completion of this course will serve as a foundation for advanced language study.

Grade Level Units

Unit 1- Retour en vacances
Unit 2- Amours et amitiés
Unit 3- En pleine nature
Unit 4- La presse
Unit 5- Notre planète
Unit 6- La société
Unit 7- L'art en fête

Unit Title

La presse

Unit Summary

- Express certainty and possibility
- Express doubt and disbelief
- Break news and ask for more information

Unit Essential Questions:

1. How do I express doubt and possibility in the subjunctive?
2. How do you express uncertainty around an event using "quelque part", "quelqu'un"...etc.?
3. In what ways are croire and paraître irregular verbs?
4. What grammatical structure can be implemented to avoid repetition in a story and enhance fluency?

Key Understandings:

1. The subjunctive with doubt, disbelief, and uncertainty
2. The verbs croire and paraître
3. Quelque part, quelqu'un, quelque chose, quelque fois
4. The object pronouns
5. Qui est-ce qui, qui est-ce que, qu'est-ce qui and qu'est-ce que
6. Supplemental negative expressions

Focus Standards Addressed in the Unit:

Standard Number

Standard Description

1.1, 1.2, 1.3	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.
2.1, 2.2	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.
3.1, 3.2	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
4.2	Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Important Standards Addressed in the Unit:

1.1, 1.2, 1.3	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.
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5.1, 5.2	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Students may mistake the word quelquefois for the phrase quelque temps, but their use is similar to English usage. Students may erroneously think it is necessary to add “pas” to negative expressions. 	<ul style="list-style-type: none"> Quelquefois means sometimes (on some occasions) and quelque temps means some time (an undetermined length of time) Such as “ne...nulle part” and “ne...aucun(e)”. They may write, “Je n’ai pas aucune idée” or “Je ne le trouve pas nulle part.”

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Conjugation (and distinction) of -er, -ir, -re verbs; stem changers, and other irregulars in the subjunctive to express doubt and possibility. 	<ul style="list-style-type: none"> Conjugations in the subjunctive of regular and irregular verbs with all six pronouns 	<ul style="list-style-type: none"> Communication Competent Creativity

<ul style="list-style-type: none"> • Conjugating irregular verbs referring to opinion; croire and paraître. • Object pronouns replace the nouns that are being used as direct and indirect objects. • The words for what, who, and whom depend on whether the question word is the subject or object of a sentence. 	<ul style="list-style-type: none"> • Apply vocabulary in reading, writing, listening and speaking activities • Communicate in complex sentences using a variety of conjunctions, filler-words, and sequential vocabulary. 	
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Academic Vocabulary:

<ul style="list-style-type: none"> • Subjunctive • Negate • Preposition 	<ul style="list-style-type: none"> • Infinitive • Mood • Une rubrique 	
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Evidence: Assessments and Performance Task(s)

- Summative assessment by way of:
 - Writing (story, column, dialogue, etc.)
 - Listening assessment
 - Oral storytelling
 - Chapter 6 assessment
-

Interdisciplinary Connections:

- Mathematics with review of numbers
 - English journalism cross-over vocabulary
 - Geography of French-speaking North America
 - Parts of speech
-

Additional Resources:

- Textbook, audio, workbook, online resources
-

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**Course: Honors
French IV**

Grade Level: 9-12

Unit 5

**Course/Subject:
Honors French IV**

**Grade:
9-12**

**Unit 5
Notre planète**

**Suggested Timeline:
4 weeks**

Grade Level Summary

French IV is a continuation of the study of the vocabulary, grammar and francophone cultures studied in French I, II, and III. It is designed to further strengthen the student's command of spoken and written French. Language components, as outlined and described in the National Foreign Language Standards, continue to be addressed. Cultural information is integrated into the learning process so that students increase their awareness of the arts, music, geography, history, customs and traditions of the French-speaking world. French IV provides greater opportunity for creative, self expression. French literature is introduced throughout the course, providing numerous topics for both oral and written discussion. The successful completion of this course will serve as a foundation for advanced language study.

Grade Level Units

Unit 1- Retour en vacances
Unit 2- Amours et amitiés
Unit 3- En pleine nature
Unit 4- La presse
Unit 5- Notre planète
Unit 6- La société
Unit 7- L'art en fête

Unit Title

Notre planète

Unit Summary

- Caution
- Tell why something happened
- Make predictions and express assumptions
- Express and support an opinion

Unit Essential Questions:

1. How can we protect our planet against (natural) disasters?
2. Can you defend why something happened using cause and effect analysis?
3. How can personal opinions affect the gravity of a situation? (comparative & superlative)

Key Understandings:

1. The comparative and superlative
2. The passive voice
3. Prepositions
4. Quand, lorsque and des que
5. The subjunctive after a conjunction
6. The verb éteindre

Focus Standards Addressed in the Unit:

Standard Number

Standard Description

1.1, 1.2, 1.3	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.
2.1, 2.2	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.
3.1, 3.2	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
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Important Standards Addressed in the Unit:

1.1, 1.2, 1.3	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.
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Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> When students use the dictionaries, they often choose “parce que”, when they really mean “a cause de...” Empirer = empire 	<ul style="list-style-type: none"> Parce que = because and is followed by a clause A cause de = because of and is followed by a noun Empirer is a false cognate as it relates to the adjective “pire” - to worsen.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Conjugation (and distinction) of -er, -ir, -re verbs; stem changers, and other irregulars to the passive voice. Forming comparatives and superlatives of adjectives and adverbs 	<ul style="list-style-type: none"> Conjugations in the passive voice of regular and irregular verbs with all six pronouns Apply vocabulary in reading, writing, listening and speaking activities 	<ul style="list-style-type: none"> Communication Competent Creativity

<ul style="list-style-type: none"> • After quand or lorsque, use the present when discussing a general situation. Use the future after quand, lorsque, and des que when the event will happen in the future. • Éteindre is an irregular verb which means to put out or switch off. 	<ul style="list-style-type: none"> • Communicate in complex sentences using a variety of conjunctions, filler-words, and sequential vocabulary. 	
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Academic Vocabulary:

<ul style="list-style-type: none"> • Passive • Voice • Preposition 	<ul style="list-style-type: none"> • Infinitive • Mood • Comparative / superlative 	<ul style="list-style-type: none"> • Conjunction
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Evidence: Assessments and Performance Task(s)

- Summative assessment by way of:
 - Writing (story, column, dialogue, etc.)
 - Listening assessment
 - Oral storytelling
 - Chapter 7 assessment
-

Interdisciplinary Connections:

- Mathematics with review of numbers
- Environmental and meteorology vocabulary
- Geography of French-speaking Europe
- Parts of speech

Additional Resources:

- Textbook, audio, workbook, online resources
-

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**Course: Honors
French IV**

Grade Level: 9-12

Unit 5

**Course/Subject:
Honors French IV**

**Grade:
9-12**

**Unit 6
La société**

**Suggested Timeline:
4 weeks**

Grade Level Summary	French IV is a continuation of the study of the vocabulary, grammar and francophone cultures studied in French I, II, and III. It is designed to further strengthen the student's command of spoken and written French. Language components, as outlined and described in the National Foreign Language Standards, continue to be addressed. Cultural information is integrated into the learning process so that students increase their awareness of the arts, music, geography, history, customs and traditions of the French-speaking world. French IV provides greater opportunity for creative, self expression. French literature is introduced throughout the course, providing numerous topics for both oral and written discussion. The successful completion of this course will serve as a foundation for advanced language study.
Grade Level Units	Unit 1- Retour en vacances Unit 2- Amours et amitiés Unit 3- En pleine nature Unit 4- La presse Unit 5- Notre planète Unit 6- La société Unit 7- L'art en fête

Unit Title	La société
Unit Summary	<ul style="list-style-type: none"> Express a point a view and speculate Ask for assistance and relate information

Unit Essential Questions: <ol style="list-style-type: none"> How do you construct an argument for a debate and support your point of view? What is the difference between factual and opinion-based evidence? What tenses are used most frequently when asking for help? 	Key Understandings: <ol style="list-style-type: none"> Contractions with lequel The past subjunctive Adverbs The conditional The verb vaincre Chacun et chacune
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Focus Standards Addressed in the Unit:

Standard Number	Standard Description
1.1, 1.2, 1.3	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.
2.1, 2.2	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.
3.1, 3.2	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
4.2	Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Important Standards Addressed in the Unit:

1.1, 1.2, 1.3	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.
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4.1, 4.2	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.
5.1, 5.2	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> ● If students are not careful they may confuse the conditional with the future. ● Students may not trust that the singular forms of vaincre are perfectly regular. ● Election = élection but to elect =... 	<ul style="list-style-type: none"> ● They use the same stems or the conditional with the imparfait since they use the same endings. ● The il/elle form, vaine, may seem incomplete, and the “s” ending on the vaines may look unusual to them. ● élire

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> ● To avoid repetition of a noun, use a form of lequel (which one) which agrees with the nouns it replaces. ● You can also make contractions with lequel if it is the relative and interrogative pronouns that refers to things after a preposition. 	<ul style="list-style-type: none"> ● Conjugations in the passive voice of regular and irregular verbs with all six pronouns ● Apply vocabulary in reading, writing, listening and speaking activities ● Communicate in complex sentences using a variety of 	<ul style="list-style-type: none"> ● Communication ● Competent ● Critical Thinking

<ul style="list-style-type: none"> • The verb vaincre is an irregular verb. • Chacun/chacune means each (one) and if a singular pronoun. It corresponds to the third-person singular. 	<p>conjunctions, filler-words, and sequential vocabulary.</p>	
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Academic Vocabulary:

<ul style="list-style-type: none"> • Conditional • (interrogative & relative) Pronouns • Prepositions 	<ul style="list-style-type: none"> • Contractions 	<ul style="list-style-type: none"> • L'Union Européenne
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> • Summative assessment by way of: <ul style="list-style-type: none"> ◦ Writing (story, column, dialogue, etc.) ◦ Listening assessment ◦ Oral storytelling • Chapter 8 assessment

Interdisciplinary Connections:

- Mathematics with review of numbers
- Political science and public service terminology
- Geography of French-speaking Europe
- Parts of speech

Additional Resources:

- Textbook, audio, workbook, online resources

Created By: Northern York County School District World Language Department



**Course: Honors
French IV**

Grade Level: 9-12

Unit 6

**Course/Subject:
Honors French IV**

**Grade:
9-12**

**Unit 7
L'art en fête**

**Suggested Timeline:
4 weeks**

Grade Level Summary

French IV is a continuation of the study of the vocabulary, grammar and francophone cultures studied in French I, II, and III. It is designed to further strengthen the student's command of spoken and written French. Language components, as outlined and described in the National Foreign Language Standards, continue to be addressed. Cultural information is integrated into the learning process so that students increase their awareness of the arts, music, geography, history, customs and traditions of the French-speaking world. French IV provides greater opportunity for creative, self expression. French literature is introduced throughout the course, providing numerous topics for both oral and written discussion. The successful completion of this course will serve as a foundation for advanced language study.

Grade Level Units

Unit 1- Retour en vacances
Unit 2- Amours et amitiés
Unit 3- En pleine nature
Unit 4- La presse
Unit 5- Notre planète
Unit 6- La société
Unit 7- L'art en fête

Unit Title

L'art en fête

Unit Summary

- Ask for and give opinions
- Introduce and change the topic of conversation
- Making suggestions and recommendations
- Give an impression

Unit Essential Questions:

1. How do you discuss art using a variety of grammatical constructions (e.g. inversion, present participles, the comparative and superlative)?
2. In what ways does art impact cultural perspective?

Key Understandings:

1. Inversion
2. Present participles used as adjectives
3. Si and oui
4. The comparative and superlative
5. Demonstrative pronouns
6. The verbs savoir and connaitre

Focus Standards Addressed in the Unit:

Standard Number

Standard Description

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Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> When forming inverted questions, students might be reluctant to add the “-t-” to the third person singular verbs that end in “-ter”. Students may confuse “si” (if) with si (yes, in response to a negative). Students may have trouble remembering the plural of celui is ceux. 	<ul style="list-style-type: none"> It creates a slight stutter sound that they think might be incorrect, e.g. visite-t-elle? Punctuation is essential in order to distinguish “Si je peux” (If I can...) from “Si je peux...” (Yes I can!). It may be helpful to compare them to the disjunctive pronouns lui and eux.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Inversion is a formal way to ask a question. 	<ul style="list-style-type: none"> Conjugations in the passive voice of regular and irregular verbs with all six pronouns 	<ul style="list-style-type: none"> Communication Competent Critical Thinking

<ul style="list-style-type: none"> ● To form the present participle for most verbs, drop the -ons from the nous form, and add -ant. ● Savoir is used to describe knowing a fact or how to do something. Use connaitre to say you know someone or you are familiar with something, a person or a place. 	<ul style="list-style-type: none"> ● Apply vocabulary in reading, writing, listening and speaking activities ● Communicate in complex sentences using a variety of conjunctions, filler-words, and sequential vocabulary. 	
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Academic Vocabulary:

<ul style="list-style-type: none"> ● Inversion ● Comparative ● Superlative 	<ul style="list-style-type: none"> ● Impression ● Demonstrative pronouns ● Participle 	<ul style="list-style-type: none"> ●
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Evidence: Assessments and Performance Task(s)

- Summative assessment by way of:
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 - Listening assessment
 - Oral storytelling
- Chapter 9 assessment

Interdisciplinary Connections:

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