

Modern Foreign Language Level IV

Course Description

In Level IV foreign language, students continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of the language, understanding oral and written messages in the foreign language, and making oral and written presentations in the foreign language. They are able to exchange and support opinions on a variety of topics related to contemporary and historical events and issues. They comprehend spoken and written texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students use the foreign language to access information in other subject areas and to compare and contrast cultural elements in the countries where the language is spoken with their own.

Teachers are REQUIRED to use the assessment program that accompanies the textbooks as the MINIMUM baseline standard for evaluation of each chapter's objectives. The computer test bank and alternate assessments should not be used as the primary evaluation of student performance. Chapter objective checklists for each unit taught will be required paperwork and kept in each teacher's evaluation notebook. Evidence such as student work, integrate reports, and administrative observations may also be required at the time of post observation interviews and summative evaluations.

	<i>National Standards for Foreign Language</i>
COMMUNICATION <i>Communicate in Languages Other Than English</i>	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 <i>Gain Knowledge and Understanding of Other Cultures</i>	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 <i>Connect with Other Disciplines and Acquire Information</i>	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 <i>Develop Insight into the Nature of Language and Culture</i>	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 <i>Participate in Multilingual Communities at Home & Around the World</i>	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.

From a mysterious past to today's divisions				
20 - 55 minute class periods M-F; 11 - 90 minute class periods AB Block				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p>1.1 Interpersonal Talk about the remnants from pre-historic France. Talk about the new economic regions of France. Ask about others. Describe yourself and others.</p> <p>1.2 Interpretive Read, listen, watch Read about pre-historic France and answer comprehension questions. Listen to short dialogues and answer comprehension questions. Listen to information about the provinces of France and answer comprehension questions. Listen to dictation and write the paragraph.</p>	<p>1.3 Presentational Present information, tell about, tell Present information describing others. Tell about why pre-historic monuments seem strange to us. Express your opinion about the name changes of certain French departments.</p>	<p>2.1 Practices and Perspectives Discuss, investigate, research Discuss the reasons for erecting 20 meter stone monuments, such as the menhirs.</p> <p>2.2 Products and Perspectives Discuss, investigate, research Research the existence of traces from ancient cultures in our region.</p>	<p>3.1 Cross-Curricular Connect French class with art and social studies class</p> <p>3.2 Target Culture Acquire, research Acquire information about Francophone people.</p>	<p>4.1 Language Compare forms and uses of the present tense in French and English. Compare question formation in French and English. Compare the position and agreement of adjectives in French and English.</p> <p>4.2 Culture Compare the economic regions of France to economic regions of the U.S.</p>
			<u>Communities</u>	
			<p>5.1 Beyond the School Use, utilize, find, search out Use the acquired language through blogs, e-mails, telephone conversations, finding articles about Francophone places and finding items labeled in French.</p>	
<u>Essential Structures</u>		<u>Vocabulary Strands</u>	<u>Discrete Skills Assessments</u>	<u>Integrated Skills Assessments</u>
<p>Present tense of regular and irregular verbs, interrogative expressions, singular and plural nouns, definite and indefinite articles, adjective agreement, and negative expressions.</p>		<p>Geological terms, geographical terms, people, transportation, and body parts</p>	<p>Textbook Assessment program as minimum standard evaluation.</p> <p>Teacher generated items for review, recycling and remediating.</p>	<p>Chapter or nine week projects and performance assessments.</p>

From Gaul to the Middle Ages				
25 - 55 minute class periods M-F; 13 - 90 minute class periods AB Block				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p>1.1 Interpersonal Talk about the Roman influence in France. Talk about the spread of Christianity in France. Talk about literature from 50 B.C. to the 6th century. Talk about things around town, sports, food and drink.</p> <p>1.2 Interpretive Read about the Roman occupation of Gaul and answer comprehension questions. Read about the first Christian king and answer comprehension questions. Read excerpts from literature and answer questions. Listen to short dialogues and answer questions. Listen to a reading about Vercingétorix and the people of Gaul and answer questions. Watch documentary about Gallic wars. Listen to dictation and write the paragraph.</p>	<p>1.3 Presentational Present information about food, drink, and sports. Present information about symbols that have historical importance. Act out a scene from "La Vase de Soissons."</p>	<p>2.1 Practices and Perspectives Research the origin of your city. Discuss punishment and rewards.</p> <p>2.2 Products and Perspectives Research the French influence in your city.</p>	<p>3.1 Cross-Curricular Connect French class with art and social studies class</p> <p>3.2 Target Culture Acquire information about Francophone people.</p>	<p>4.1 Language Compare the uses and forms of irregular verbs in French and English. Compare the use of past tenses in French and English. Compare the uses of possessive adjectives in French and English. Compare the uses of direct and indirect objects in French and English.</p> <p>4.2 Culture Compare the cultural heritage of France and the U.S.</p>
				<u>Communities</u>
				<p>5.1 Beyond the School Use the acquired language through blogs, e-mails, telephone conversations, finding articles about Francophone places and finding items labeled in French.</p>
<u>Essential Structures</u>		<u>Vocabulary Strands</u>	<u>Discrete Skills Assessments</u>	<u>Integrated Skills Assessments</u>
<p>Present tense of irregular verbs, prepositions, possessive adjectives, passé composé with avoir, direct and indirect object pronouns.</p>		<p>Historical terms, in town, food and drinks, sports</p>	<p>Textbook Assessment program as minimum standard evaluation.</p> <p>Teacher generated items for review, recycling and remediating.</p>	<p>Chapter or nine week projects and performance assessments.</p>

A dark period but some great men					
25 - 55 minute class periods M-F; 13 - 90 minute class periods AB Block					
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>	
<p>1.1 Interpersonal Talk about the importance of Charlemagne and William the Conqueror. Talk about clothing and weather. Talk about things at home and at school.</p> <p>1.2 Interpretive Read about Charlemagne and William the Conqueror and answer questions. Listen to short dialogues and answer questions. Listen to a story about the Vikings and answer questions. Watch documentaries about Charlemagne and William the Conqueror. Listen to dictation and write the paragraph.</p>	<p>1.3 Presentational Present information, tell about, tell Tell about the reasons for the coronation of Charlemagne. Present information about clothing and weather.</p>	<p>2.1 Practices and Perspectives Discuss, investigate, research Discuss the outcome of giving Normandy to the Vikings.</p> <p>2.2 Products and Perspectives Discuss, investigate, research Research the life of William the Conqueror.</p>	<p>3.1 Cross-Curricular Connect French class with art and social studies class</p> <p>3.2 Target Culture Research words that are identical in French and English</p>	<p>4.1 Language Compare the use of past tenses in French and English. Compare the use of reflexive construction in French and English. Compare the use of demonstrative adjectives in French and English. Compare the use of object pronouns in French and English.</p> <p>4.2 Culture Compare the Charlemagne's educational system to today's schools.</p>	
				<u>Communities</u>	
				<p>5.1 Beyond the School Use the acquired language through blogs, e-mails, telephone conversations, finding articles about Francophone places and finding items labeled in French</p>	
<u>Essential Structures</u>		<u>Vocabulary Strands</u>	<u>Discrete Skills Assessments</u>	<u>Integrated Skills Assessments</u>	
<p>passé composé with être, adverbs, reflexive and reciprocal verbs, immediate future and recent past, demonstrative adjectives, the imperfect, double object pronouns, and partitive article.</p>		<p>historical terms, clothing, weather, things at home, things at school.</p>	<p>Textbook Assessment program as minimum standard evaluation.</p> <p>Teacher generated items for review, recycling and remediating.</p>	<p>Chapter or nine week projects and performance assessments.</p>	

Life and literature of the Middle Ages				
15 - 55 minute class periods M-F; 8 - 90 minute class periods AB Block				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p>1.1 Interpersonal Talk about the themes of the literature of the Middle Ages. Talk about vacations, music, and high tech items.</p> <p>1.2 Interpretive Read excerpts from the literature of the Middle Ages and answer questions. Listen to and answer questions about the readings. Listen to short dialogues and answer questions. Listen to dictation and write paragraph. Watch films about people living in the Provence region.</p>	<p>1.3 Presentational Present information about literature. Present information about vacations, music and high tech items. Present information about regional characteristics.</p>	<p>2.1 Practices and Perspectives Discuss the differences between the chansons de geste and the romans courtois. Invent a different ending to La Chanson de Roland.</p> <p>2.2 Products and Perspectives Research other famous couples in literature. Discuss the relationship between love and fate.</p>	<p>3.1 Cross-Curricular Connect French class with art and social studies class.</p> <p>3.2 Target Culture Research other versions of Tristan and Isolde.</p>	<p>4.1 Language Compare the use of past tenses in French and English. Compare the use of relative pronouns in French and English. Compare the use of future tense in French and English</p> <p>4.2 Culture Compare regional characteristics of the people of Southern France to those of Southern United States.</p>
				<u>Communities</u>
				<p>5.1 Beyond the School Use the acquired language through blogs, e-mails, telephone conversations, finding articles about Francophone places and finding items labeled in French</p>
<u>Essential Structures</u>		<u>Vocabulary Strands</u>	<u>Discrete Skills Assessments</u>	<u>Integrated Skills Assessments</u>
<p>: passé composé versus imparfait, agreement of past participle, passé simple, plus-que-parfait, relative pronouns « qui » and « que », prepositions with geographical names, future tense, uses of « on », uses of « tout »</p>		<p>literary terms, vacations, music, high tech, regional characteristics.</p>	<p>Textbook Assessment program as minimum standard evaluation.</p> <p>Teacher generated items for review, recycling and remediating.</p>	<p>Chapter or nine week projects and performance assessments.</p>

Crusades, cathedrals, and calamities				
25 - 55 minute class periods M-F; 13 - 90 minute class periods AB Block				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p>1.1 Interpersonal Talk about the importance of the crusades. Talk about Jeanne d’Arc. Talk about travel and vacations, things in the kitchen and other things at home</p> <p>1.2 Interpretive Read about the crusades and answer questions. Read about Jeanne d’Arc and answer questions. Listen to short dialogues and answer questions. Listen to information about cathedrals and answer questions. Listen to an excerpt from La Farce de Maître Pathélin and answer questions. Listen to and answer questions about La ballade des pendus. Listen to dictation and write the paragraph.</p>	<p>1.3 Presentational Present information about Romanesque and Gothic cathedrals. Tell about the life of Jeanne d’Arc. Tell about things you have at home.</p>	<p>2.1 Practices and Perspectives Discuss the consequences of the crusades. Research the arts of the Middle Ages.</p> <p>2.2 Products and Perspectives Research the origins of the Hundred Years’ War.</p>	<p>3.1 Cross-Curricular Connect French class with art and social studies class.</p> <p>3.2 Target Culture Acquire information about Francophone people</p>	<p>4.1 Language Compare the use of the present tense in French and English. Compare the use of the past tense in French and English. Compare the use of interrogatives in French and English. Compare the use of object pronouns in French and English.</p> <p>4.2 Culture Compare the ideas of patriotism in the 15th century to today’s society</p>
				<u>Communities</u>
				<p>5.1 Beyond the School Use the acquired language through blogs, e-mails, telephone conversations, finding articles about Francophone places and finding items labeled in French</p>
<u>Essential Structures</u>		<u>Vocabulary Strands</u>	<u>Discrete Skills Assessments</u>	<u>Integrated Skills Assessments</u>
regular and irregular verbs in the present tense, interrogatives, passé composé with avoir and être, object pronouns.		historical terms, architectural terms, travel and vacation, things in the kitchen, things at home	Textbook Assessment program as minimum standard evaluation. Teacher generated items for review, recycling and remediating.	Chapter or nine week projects and performance assessments.

France in transformation: The great discoveries of the 15th century 20 - 55 minute class periods M-F; 11 - 90 minute class periods AB Block				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p>1.1 Interpersonal Talk about the importance of the inventions of the compass and the printing press. Talk about the changes brought on by the Renaissance. Talk about the importance of François I and Henri IV. Talk about sports, nature, and machines.</p> <p>1.2 Interpretive Read about the Renaissance and answer questions. Read about the Reformation and answer questions. Read excerpts from the literature of the Renaissance and answer questions. Listen to short dialogues and answer questions. Listen to information about the invention of the printing press and answer questions. Listen to and answer questions about an excerpt from Pantagruel.</p>	<p>Listen to and answer questions about Jehan le Fou. Listen to and answer questions about Ode à Cassandre. Listen to dictation and write the paragraph. Watch video about the castles of the Loire Valley and answer questions.</p> <p>1.3 Presentational Present information about Christopher Columbus and Jacques Cartier. Tell about your favorite sports and things in nature that affect us.</p>	<p>2.1 Practices and Perspectives Discuss who benefited from the discoveries of America and Canada.</p> <p>2.2 Products and Perspectives Discuss what importance the invention of the printing press has in today's society. Research the origin of the Mona Lisa.</p>	<p>3.1 Cross-Curricular Connect French class with art and social studies class.</p> <p>3.2 Target Culture Acquire information about Francophone people</p>	<p>4.1 Language Compare the use of past tenses in French and English. Compare the use of the future tense in French and English.</p> <p>4.2 Culture Compare the explorers of the 15th century to today's space exploration.</p>
				<u>Communities</u>
				<p>5.1 Beyond the School Use the acquired language through blogs, e-mails, telephone conversations, finding articles about Francophone places and finding items labeled in French</p>
<u>Essential Structures</u>		<u>Vocabulary Strands</u>	<u>Discrete Skills Assessments</u>	<u>Integrated Skills Assessments</u>
<p>: imperfect vs. passé composé, future, future tense with “quand”, recent past, near future, expressions with avoir</p>		<p>historical terms, architectural terms, sports, nature, machines.</p>	<p>Textbook Assessment program as minimum standard evaluation.</p> <p>Teacher generated items for review, recycling and remediating.</p>	<p>Chapter or nine week projects and performance assessments.</p>

<p>The 17th century: The great century of the classical age</p> <p>20 - 55 minute class periods M-F; 11 - 90 minute class periods AB Block</p>				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p>1.1 Interpersonal Talk about the importance of Cardinal Richelieu. Talk about the importance of Louis XIV. Talk about clothes, talk about life in the city and professional life.</p> <p>1.2 Interpretive Read about the work of Richelieu and answer questions. Read about the life of Louis XIV and answer questions. Listen to short dialogues and answer questions. Listen to information about Versailles and answer questions. Watch video about Versailles and answer questions.</p>	<p>1.3 Presentational Present information, tell about, tell Present information about Cardinal Richelieu. Tell about life at Versailles. Tell about plans for your personal life.</p>	<p>2.1 Practices and Perspectives Discuss the advantages and disadvantages of absolute power for a king. Discuss whether or not you would have liked to live at Versailles.</p> <p>2.2 Products and Perspectives Discuss how to measure the losses due to war focusing on things other than monetary losses.</p>	<p>3.1 Cross-Curricular Connect French class with art and social studies class.</p> <p>3.2 Target Culture Acquire information about Francophone people</p>	<p>4.1 Language Compare the use of reflexive verbs in French and English. Compare the use of possessive adjectives and pronouns in French and English. Compare the use of demonstrative adjectives in French and English. Compare the use of the conditional in French and English. Compare the use of the pluperfect and the future perfect in French and English. Compare the use of the imperative in French and English.</p> <p>4.2 Culture Compare the architecture of 17th and 18th century France to the United States</p>
				<p>Communities</p> <p>5.1 Beyond the School Use the acquired language through blogs, e-mails, telephone conversations, finding articles about Francophone places and finding items labeled in French</p>
<u>Essential Structures</u>		<u>Vocabulary Strands</u>	<u>Discrete Skills Assessments</u>	<u>Integrated Skills Assessments</u>
<p>reflexive verbs, possessive adjectives and pronouns, demonstrative adjectives, Conditional, “si” clauses, relative pronouns, pluperfect, future perfect, imperative.</p>		<p>historical terms, clothes, life in the city, professional life.</p>	<p>Textbook Assessment program as minimum standard evaluation.</p> <p>Teacher generated items for review, recycling and remediating.</p>	<p>Chapter or nine week projects and performance assessments.</p>

Classic French literature				
20 - 55 minute class periods M-F; 11 - 90 minute class periods AB Block				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p>1.1 Interpersonal Talk about the literature of the 17th and 18th centuries. Talk about news and entertainment. Talk about going to restaurants. Talk about student life.</p> <p>1.2 Interpretive Read excerpts from 17th and 18th century France and answer questions. Read a novel from the 19th or 20th centuries and answer questions. Listen to short dialogues and answer questions. Listen to a scene from L'école des Femmes and answer questions. Listen to dictation and write the paragraph. Watch a movie version of a classic French novel.</p>	<p>1.3 Presentational Present information, tell about, tell Present information about French literature. Tell about typical characters from French literature. Present information about student life.</p>	<p>2.1 Practices and Perspectives Discuss common themes in French literature. Research the background for a French novel such as Le Comte de Monte-Cristo</p> <p>2.2 Products and Perspectives Research the life of Molière. Research the life of a more recent author such as Alexandre Dumas or Antoine de St-Exupéry.</p>	<p>3.1 Cross-Curricular Connect French class with art and social studies class.</p> <p>3.2 Target Culture Acquire information about Francophone people</p>	<p>4.1 Language Compare the use of the subjunctive in French and English. Compare the use of indefinite adjectives and pronouns in French and English. Compare the use of comparatives and superlatives in French and English. Compare the use of adverbs in French and English. Compare the use of the present participle in French and English.</p> <p>4.2 Culture Compare the literature of the 17th and 18th century France to the United States.</p>
				<u>Communities</u>
				<p>5.1 Beyond the School Use the acquired language through blogs, e-mails, telephone conversations, finding articles about Francophone places and finding items labeled in French</p>
<u>Essential Structures</u>		<u>Vocabulary Strands</u>	<u>Discrete Skills Assessments</u>	<u>Integrated Skills Assessments</u>
<p>the subjunctive, indefinite adjectives and pronouns, comparatives and superlatives, adverbs, present participle.</p>		<p>literary terms, news and entertainment, eating out, student life</p>	<p>Textbook Assessment program as minimum standard evaluation.</p> <p>Teacher generated items for review, recycling and remediating.</p>	<p>Chapter or nine week projects and performance assessments.</p>