

# Arrowhead High School

## Course Information

### French 4

**Department:** World Languages

**Course Length:** 2 semesters

**Grade levels):** 9-12

**Date Last Reviewed:**

**Prerequisite (if applicable) :**  
recommended 70% or higher in French 3

**Board Approved (if known):**

**Course Description and Purpose:** An emphasis will be placed on oral and written proficiency. Topics covered will pertain to French culture and history. Advanced grammar will be built into thematic units that utilize a variety of authentic resources.

#### Course Standards:

[Wisconsin Standards for World Languages](#)

Standard 1: Interpretive Communication

Standard 2: Interpersonal Communication

Standard 3: Presentational Communication

Standard 4: Intercultural Communication

Standard 5: Global Competence and Community Engagement



National World-readiness Standards for World Languages and the Wisconsin Standards for World Languages (adapted from The National Standards Collaborative Board, 2015, p. 28).

### Unit Outlines: Semester 1

| Themes     | L'Amitié<br><i>Friendship</i>                                                       | La Révolution<br>Française<br><i>French Revolution</i>                | L'Environnement<br><i>Environment</i>                              |
|------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------|--------------------------------------------------------------------|
| Unit Goals | Articulate the key aspects of various types of relationships in one's lives and how | Examine the events leading up to the French Revolution, including key | Look globally at issues affecting Francophone countries, including |

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|                                                 | these compare to cultural norms in France                                                                                                                                                                                                                                                                                                                    | contributions and aspects of Henri IV, Louis XIV, XV, and XVI<br><br>Analyze how these events have shaped French society                                                                                                                                                                                                                                                                                                                                        | food waste and water pollution and how these countries are solving these challenges                                                                                                                                                                                                    |
| <b>Can-Do Statements</b><br><br><b>I can...</b> | Discuss different types of relationships in my life and how they differ with cultural norms (colleagues, friends, dating, etc) and compare these to French rapports<br><br>Discuss what would have happened in the past had the conditions been different<br><br>Replace nouns with possessive pronouns to indicate whose object it is (Whose brother? Mine) | List the contributions and their implications on history made by former French Kings: Henri IV, Louis XIV, V, and XVI<br><br>Conjugate verbs in the past conditional verb tense<br><br>Conjugate verbs in the pluperfect verb tense<br><br>Use both the past conditional and pluperfect verb tense in a si clause to state what would have happened had another action happened in the past<br><br>Explain the various events that led to the French Revolution | Use vocabulary related to the environment to discuss issues and solutions pertaining to environmental issues<br><br>Express needs and wishes for the planet using the subjunctive<br><br>List some policies undertaken by various countries in an effort to reduce waste and pollution |
| <b>Vocabulary Topics</b>                        | -Vocab relevant to friendships, colleagues, relationships                                                                                                                                                                                                                                                                                                    | Vocabulary that pertains to our readings and watching <i>Le Roi Soleil</i>                                                                                                                                                                                                                                                                                                                                                                                      | Environmental vocabulary                                                                                                                                                                                                                                                               |
| <b>Grammar Topics</b>                           | -Reciprocal verbs<br>-Manquer<br>-Plus-que-Parfait                                                                                                                                                                                                                                                                                                           | -Past conditional and plus-que-parfait (si clauses)                                                                                                                                                                                                                                                                                                                                                                                                             | -À cause de, parce que, grâce à<br>-Subjunctive                                                                                                                                                                                                                                        |

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| <b>Themes</b>                                   | <b><i>Les Régions de la France</i></b><br><i>Regions of France</i>                                                                                                                                                                                                                                                                                                                        | <b>Le Petit Prince</b><br><i>The Little Prince</i>                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Unit Goals</b>                               | Identify geographical, regional, linguistic, and culinary aspects of France and its overseas departments                                                                                                                                                                                                                                                                                  | Read and analyze a classic novel of French literature<br><br>Use literary strategies to discuss and analyze the many metaphors and themes in the novel and how they reflect society                                                                                                                                                                                                                                                                             |  |
| <b>Can-Do Statements</b><br><br><b>I can...</b> | Identify the major geographical features of France and their location on a map<br><br>Identify the regions of France and their capitals, including overseas departments<br><br>Identify key aspects of each region, including tourist attractions, geographical features, and key products and cuisine<br><br>Conduct and present research on one region or overseas department of France | Use the literary form of the passé simple to conjugate and understand verbs in a novel<br><br>Draw connections between the events of Antoine de Saint-Exupéry's real life and the events that happen in his famous novel Le Petit Prince<br><br>Read and understand the plot points in a short novel<br><br>Go beyond the written word to analyze the theme and morale of the book<br><br>Write my own chapter that mimics the style of the novel read in class |  |
| <b>Vocabulary Topics</b>                        | Geographical terms                                                                                                                                                                                                                                                                                                                                                                        | Lots of vocabulary related to the novel                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Grammar Topics</b>                           | Comparative/superlative                                                                                                                                                                                                                                                                                                                                                                   | Passé simple                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |

| Primary Resources                                                                                                                                                                                                                                       |
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| Authentic songs, videos, articles from France<br>Resources curated from textbooks, collaborations with other French teachers<br>Resources from the AP themes on AATF (Association of American Teachers of French) website and hub<br>Petit Prince novel |