



French IV (Grades 10-12)

Course Description:

The curriculum for this course is developed from the [Wisconsin Model Academic Standards for Foreign Languages](#). This full-year elective course is designed to help students attain a level three proficiency in listening, reading, writing and speaking French, in accordance with the State and National Standards. The cultural practices, products and perspectives of French-speaking countries are an integral part of every thematic unit.

Essential Understandings:

1. The ability to communicate interpersonally (speaking or in writing) provides a platform for the exchange of information and negotiation of meaning. (A.1, A.2, A.3, A.4, A.5)
2. Interpretive communication through listening and reading allows one to extrapolate meaning and increase personal enjoyment from language. (B.1, B.2, B.3, B.4, B.5)
3. Presentational communication in speaking and writing gives people a format in which they may distribute information or express their thoughts and opinions. (C.1, C.2, C.3, C.4, C.5)
4. The study of cultural practices gives insight into the behavior, activities, beliefs and attitudes of people of other cultures and allows for a better understanding of other groups of people. (D.1, D.2, D.3, D.4)
5. Familiarization of cultural products from other countries such as objects, symbols, history, contributions, and US influence augments the understanding of what is important to the people of the cultures being studied. (E.1, E.2, E.3, E.4)
6. Seeing things through the other country's point of view enables a connection in perspective. (G.1, G.2)
7. Comparisons in language enable students to extend proficiency in their own language. (H.1, H.2, H.3, H.4, H.5)
8. Comparisons in culture increases empathy toward those of the culture studied. (I.1, I.3, I.3)

Unit	Description of Unit and Learning Targets
La Cuisine <ul style="list-style-type: none">• How do food practices and perspectives around the French-speaking world tell stories about their cultures?	<p>In this unit, students will learn to talk about food and its preparation. Students will also increase their communication skills by learning the future tense, the placement of two object pronouns and the construction “faire + infinitive”. Additionally, students will discuss the cuisine and food practices and perspectives of various French provinces.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none">• I can ask and answer a variety of questions that require follow up questions and responses for more information.• I can defend personal preferences, feelings, and opinions with more complete explanation.• I can comprehend the main idea of selected, short authentic written materials.• I can understand spoken language that incorporates familiar vocabulary and structures.• I can begin to derive meaning through use of prediction, prefixes, suffixes, root words, words similar to English, contextual clues, and word order.• I can write and present a speech on a topic that has been researched.• I can write formal compositions, research papers, and letters for a variety of purposes.

	<ul style="list-style-type: none"> • I can interact in a variety of cultural contexts with sensitivity and respect. • I can identify major contributions and historical figures from the culture studied that are significant in the target cultures. • I can read material, listen to and/or watch programs in the language studies on topics from other classes. • I can read, view, listen to, and talk about subjects contained in popular media from other countries in order to gain a perspective on other cultures. • I can understand the concept of culture as they compare other cultures to their own. • I can use various media in the language studied for study, work, or pleasure.
La Route <ul style="list-style-type: none"> • How do driving practices and perspectives among the French-speaking world compare with my own? 	<p>In this unit, students will learn to talk about cars, roads, and driving. They will learn vocabulary associated with different types of cars, gas station services, and city and highway driving. Student will also increase their communication skills by learning the conditional, the conditional forms of regular and irregular verbs, how to form sentences with multiple object pronouns and si clauses. Students will also compare and contrast obtaining drivers licenses in France and in the US.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can ask and answer a variety of questions that require follow up questions and responses for more information. • I can comprehend the main idea of selected, authentic written materials. • I can understand spoken language that incorporates familiar and unfamiliar vocabulary and structures. • I can write formal compositions, research papers, and letters for a variety of purposes. • I can interact in a variety of cultural contexts with sensitivity and respect. • I can read, view, listen to, and talk about subjects contained in popular media from other countries in order to gain a perspective on other cultures. • I can understand the concept of culture as they compare other cultures to their own. • I can use various media in the language studied for study, work, or pleasure.
Le Grammaire - Les pronoms relatifs <ul style="list-style-type: none"> • How does the function of relative pronouns differ in the French language and my own? 	<p>In this unit, students will make their speech and writing more complex and native-like with the help of 20+ simple and complex relative pronouns.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can understand spoken language that incorporates more advanced vocabulary and structures. • I can understand written language that incorporates more advanced vocabulary and structures. • I can incorporate more advanced structures in speaking and writing.
Les Voyages <ul style="list-style-type: none"> • How do travel practices and perspectives in France compare and 	<p>In this unit, students will learn vocabulary associated with making a hotel reservation (including but not limited to utilizing online sites such as booking.fr, airbnb.fr, hostelworld.com, etc.), checking in and out, identifying features of a hotel room, and requesting various hotel</p>

<p>contrast with my own?</p>	<p>services. They will learn more about the pronouns “y” and “en”. Students will also learn the formation of regular and irregular adverbs. Additionally, students will discuss cultural similarities and differences of traveling in France and the United States.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can ask and answer a variety of questions that require follow up questions and responses for more information. • I can defend personal preferences, feelings, and opinions with more complete explanation. • I can suggest options for solving problems related to personal needs and needs of others. • I can understand spoken language that incorporates more advanced vocabulary and structures. • I can comprehend the main ideas and supporting ideas of oral presentations and selected authentic materials including videos, and radio and television broadcasts. • I can understand more complex written materials on a variety of topics and formats. • I can comprehend the main idea and key supporting ideas, and begin to make inferences in selected authentic written materials. • I can observe and imitate appropriate patterns of behavior used with friends and family in the cultures studied. • I can identify expressions that cannot be translated word for word in order to derive meaning.
<p>La littérature</p> <ul style="list-style-type: none"> • How is our understanding of culture and society constructed through and by language? 	<p>In this unit, students will develop an interest in the richness of the French literature and breadth of the francophone culture. Students will be presented with integral literary pieces that are linguistically accessible and that bring them direct contact with the variety of literature in the French-speaking world.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can discuss or debate a wide variety of topics from the local to the international level, hypothesizing, convincing, persuading, and negotiating to reach a conclusion. • I can ask and answer a variety of questions that require elaboration and substantiation of opinions. • I can defend personal preferences, feelings, and opinions with substantive arguments. • I can discuss options and negotiate to solve a problem. • I can ask for clarification and be able to paraphrase to ensure understanding ask and answer a variety of questions that require follow up questions and responses for more information. • I can defend personal preferences, feelings, and opinions with more complete explanation. • I can suggest options for solving problems related to personal needs and needs of others. • I can ask for clarification and suggest alternative words to ensure understanding. • I can understand spoken language that incorporates more advanced vocabulary and structures. • I can understand more complex written materials on a variety of topics and formats. • I can comprehend the main idea and key supporting ideas, and begin to make inferences in selected authentic written

	<p>materials.</p> <ul style="list-style-type: none"> • I can present student-created works and authentic literature. • I can interact in a variety of cultural contexts with sensitivity and respect. • I can examine the role and importance of various social activities within the cultures studied. • I can connect objects and symbols of other cultures to the underlying beliefs and perspectives. • I can examine the role and significance of other cultures on the target culture. • I can explain the impact of a culture's views on what is happening and could happen in the world today. • I can evaluate the target country's geography with respect to the impact on politics, economics, and history. • I can explain how beliefs, perspectives, and attitudes affect the target countries' position on global issues . • I can identify cultural characteristics of language such as formalities, levels of politeness, informal and formal language. • I can discuss the meaning of perspectives, products, and practices in different cultures. • I can compare the form, meaning, and importance of certain perspectives, products, and practices in different cultures. • I can understand the concept of culture as they compare other cultures to their own.
<p>L'art français</p> <ul style="list-style-type: none"> • How are cultural practices and perspectives brought to light/highlighted in works of art in the francophone world and in my own? 	<p>In this project-based unit, students will expand their beliefs and attitudes within the cultures studied. In order to do so, each student will become the expert of one artist and art movement in francophone history. They will research this artist and movement and share their findings with the class in the format of stations & a full-group presentation. Students will need to research and compile their findings in a neat/visually appealing way as well as create their own rendition of one of the artist's pieces.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can ask and answer a variety of questions that require follow up questions and responses for more information. • I can understand spoken language that incorporates more advanced vocabulary and structures. • I can understand more complex written materials on a variety of topics and formats. • I can present student-created works. • I can examine the role and importance of various social activities within the cultures studied. • I can connect objects and symbols of other cultures to the underlying beliefs and perspectives. • I can examine the role and significance of other cultures on the target culture. • I can explain the impact of a culture's views on what is happening and could happen in the world today. • I can evaluate the target country's geography with respect to the impact on politics, economics, and history. • I can explain how beliefs, perspectives, and attitudes affect the target countries' position on global issues. • I can identify cultural characteristics of language such as formalities, levels of politeness, informal and formal language. • I can discuss the meaning of perspectives, products, and practices in different cultures.

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