



# SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



**CONTENT AREA(S): World Languages**

**COURSE/GRADE LEVEL(S): French 4Honors  
Grades 11-12**

## **I. Course Overview**

This course is designed for students who have successfully completed French 3. While it continues to pursue the goal of communicative competence in everyday situations, it also aims at enabling the student to communicate ideas and feelings and to describe events in the past and future--in short, to deal with the abstract and the concrete. Reading for information, pleasure, and interpretation is emphasized much more than in previous courses. Students will be continuously encountering and encouraged to adopt new vocabulary as well as new styles of speaking and writing. French is used exclusively in this class.

## **II. Units of Study**

Unit 1: *Basic Communication*

Unit 2: *Important Places and Activities*

Unit 3: *My Home and My Environment*

Unit 4: *Appointments*

Unit 5: *Personal Relationships*

Unit 6: *Critical Reading and Analysis*

Unit 7: *Reading Comprehension, Written Accuracy and Style*

## **III. Learning Objectives**

By the conclusion of this course, students should be able to:

- A. Read unfamiliar material aloud with an understandable accent.
- B. Demonstrate understanding in response to classroom directions and information given in French at a normal speaking pace.
- C. Demonstrate understanding of spoken French heard in the classroom and in audio activities, such as language lab exercises and audio programs.
- D. Recognize and demonstrate understanding of such elements of French literature as plot, setting, theme and characterization.
- E. Express ideas on topics covered in the textbook as well as in targeted activities.
- F. Paraphrase short articles, stories and poems in speaking and writing.
- G. Demonstrate a general understanding of unfamiliar texts with the aid of a bilingual dictionary.
- H. Maintain a short conversation in French on a topic of everyday interest with the teacher or a classmate.
- I. Speak about events which take place in the present, past and future.



## SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



- J. Compare and contrast French and American attitudes toward education, the family, sports, and other aspects of contemporary life.
- K. Write essays, short stories, reports, and poetry in French on a variety of subjects, showing evidence of personal style and versatility in the language. Give oral presentations, scripted and guided.

### **IV. Essential Questions**

#### **Unit 1: Basic Communication**

Can I speak about what is happening around me?

Can I speak about what I did over the summer and what I am expecting to do during the academic year?

#### **Unit 2: Important Places and Activities**

Can I speak about activities that I do, did, or will do for myself?

Can I tell others to do things to/for themselves?

Can I successfully navigate through a trip to the farm, the post office, or the travel agency?

Can I research, organize and carry out a trip to a francophone country?

Can I express strong feelings, doubts and desires?

Can I speak persuasively, with passion and emotion?

Can I forcefully debate a controversial topic?

#### **Unit 3: My Home and the Environment**

Can I explain what I might do to keep my home in good repair?

Can I explain what the dangers are if I don't?

Can I conduct a job search, write a resume, make an appointment and interview for a job?

Can I speak about the threats facing our environment and what might be done to lessen societies' impact upon it?

Can I read and comprehend an essay or short story ?

#### **Unit 4: Appointments**

Can I give a first-hand account to the police investigators of an accident you witnessed in the street last evening?

Can I make a doctor or dentist appointment by phone, visit the office, explain why I'm there, and discuss what I need with the pharmacist where I stop on the way home?

Can I dissect a poem of some length, discover its meaning, and explain the message in my own words?

#### **Unit 5: Personal Relationships**

Can I get a date with that "special person" upon whom I've had my eye since school opened?

Can I cultivate relationships with friends, family, and acquaintances who are part of my life?

Can I end a relationship?

Can I read a short story for enjoyment without sacrificing content or meaning?



## SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



Can I view developing current events issues with a critical eye, assess, and communicate an informed opinion to others?

### **Unit 6:** Critical Reading and Analysis

Can I read a short story of several chapters and critically discuss content and style of writing either in an essay or verbally?

Can I write a clear, concise, accurate critique of something I have read or watched?

Can I view a full-length feature film, understand context as well as content, then critically analyze and assess the various elements?

### **Unit 7:** Reading Comprehension, Written Accuracy and Style

Can I read, comprehend and digest a full-length piece of classic literature?

Can I write a full-length critical analysis or “explication de texte” on the passages I read?

Can I retell, discuss and orally manipulate the various elements of a story?

## **V. Key Performance and Benchmark Tasks**

Unit 1: Unit Test, quizzes, written assignments, oral presentations, demonstrations

Unit 2: Unit Test, debates, “La Marseillaise” singing

Unit 3: Writing of classified ads, “workshop” demonstrations/oral presentations, writing an alternate ending to a French story

Unit 4: Writing of insurance claim, written essay on poetry

Unit 5: Role-playing, oral presentation on readings, current events discussions

Unit 6: Classroom discussion, creative writing, play writing and performing, role-playing

Unit 7: Classroom discussion, vocabulary quizzes, graded skits, “novel” project

## **VI. Instructional Materials**

Textbooks: Discovering French, Rouge

Ancillaries: CDs/DVDs for text

Language lab activities and practice

Internet materials, downloaded or LCD projected

Teacher-supplied materials: poems, stories, articles, novels

Current events: video clips, movies, articles,...