

# Seymour Public Schools Curriculum

## Subject Title French IV

In French IV, students will continue to emphasize the development of speaking and listening skills. There is heavy emphasis on building vocabulary, from both the textbook and ancillary materials. Short literary works as well as novels and novelettes are used in class and at home. French geography and culture are included in many lessons. Extensive practice on composition skills is employed throughout the year.

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## French IV-Unit 6

In this unit, students will gain further understanding of how to make, accept, and refuse suggestions. They will make arrangements, apologies, and express thanks for hospitality shown to them. The vocabulary concerns itself with relationships in families. The grammar is a review of reciprocal verbs in the present, past, and future tenses.

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| <b>Grade:</b><br>12           | <b>Subject:</b><br>French IV-Unit 6  |
| <b>CSDE Standard</b>          | <b>Communication</b><br>Interpersonal mode; Presentational mode  |
| <b>Enduring Understanding</b> | Effective communication allows those engaged to understand one another.  |
| <b>Essential Questions</b>    | How do I use another language to communicate with others?<br>How do I present information, concepts and ideas in another language in a way that is understood?   |
| <b>Content Standard:</b>      | <ul style="list-style-type: none"> <li>• Prepare oral presentations and/or written summaries on topics of current or historical interest in the target language.</li> <li>• Use a dictionary or thesaurus written entirely in the target language, as appropriate, to select words for use in preparing written and oral reports.</li> <li>• Express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments</li> <li>• Employ rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts, to successfully communicate their messages.</li> <li>• Participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences.</li> <li>• Make brief presentations to their class in the target language on topics of personal interest or topics that have been studied in other subject areas.</li> <li>• Effectively use repetition, rephrasing and gestures to assist them in communicating their meaning in the target language.</li> <li>• Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.</li> <li>• Prepare oral presentations and/or written summaries on topics of current or historical interest in the target language</li> </ul> |

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| <b>Performance Expectations (Student outcomes)</b>  | <ul style="list-style-type: none"> <li>• How do I use my understanding of culture to communicate and function appropriately in another culture?</li> <li>• How do I use another language to communicate with others?</li> <li>• How do I demonstrate an understanding of the similarities, differences and interactions across languages?</li> <li>• How do I present information, concepts and ideas in another language in a way that is understood?</li> </ul> |   |  |
| <b>Strategies/Modes (examples)</b> <ul style="list-style-type: none"> <li>• Whole class instruction</li> <li>• Teacher-facilitated group work</li> <li>• Word study: Developing content vocabulary</li> <li>• Reciprocal teaching</li> <li>• Differentiation</li> </ul> | <b>Materials/Resources (examples)</b> <ul style="list-style-type: none"> <li>• Text</li> <li>• Workbook</li> <li>• Supplemental worksheets and workbooks</li> <li>• CDs</li> <li>• DVDs</li> </ul>  | <b>Assessments (examples)</b> <ul style="list-style-type: none"> <li>• Tests</li> <li>• Quizzes</li> <li>• Exit slips</li> <li>• Group dialogues</li> <li>• Homework</li> </ul> |  |

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## French IV-Unit 7

In this unit, the students will make suppositions; express doubt and certainty; ask for and give advice; express astonishment; caution someone; and express fear, reassurance, and relief. They will continue to structure their writing with the subjunctive tense, along with vocabulary of the tropical rainforest and savannah of Africa.

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| <b>Grade: 12</b>   | <b>Subject:<br/>French IV-Unit 7</b>  |
| <b>CSDE<br/>Standard</b>                                       | <b>Communication<br/>Interpersonal mode; Presentational mode</b>  |
| <b>Enduring<br/>Understanding</b>                              | <b>Effective communication allows those engaged to understand one another.</b>  |
| <b>Essential<br/>Questions</b>                                 | <b>How do I use another language to communicate with others?<br/>How do I present information, concepts and ideas in another language in a way that is understood?</b>  |
| <b>Content<br/>Standard:</b>                                   | <ul style="list-style-type: none"> <li>• <b>Express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments</b></li> <li>• <b>Employ rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts, to successfully communicate their messages.</b></li> <li>• <b>Participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences.</b></li> <li>• <b>Effectively use repetition, rephrasing and gestures to assist them in communicating their meaning in the target language</b></li> <li>• <b>Use a dictionary or thesaurus written entirely in the target language, as appropriate, to select words for use in preparing written and oral reports.</b></li> </ul> |
| <b>Performance<br/>Expectations<br/>(Student<br/>outcomes)</b> | <ul style="list-style-type: none"> <li>• <b>In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</b></li> <li>• <b>In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.</b></li> </ul>   |

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| Strategies/Modes (examples) :  | Materials/Resources (examples):  | Assessments (examples):   |
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| <ul style="list-style-type: none"> <li>• Whole class instruction</li> <li>• Teacher-facilitated group work</li> <li>• Word study: Developing content vocabulary</li> <li>• Reciprocal teaching</li> <li>• Differentiation</li> </ul> | <ul style="list-style-type: none"> <li>• Text</li> <li>• Workbook</li> <li>• Supplemental worksheets and workbooks</li> <li>• CDs</li> <li>• DVDs</li> </ul> | <ul style="list-style-type: none"> <li>• Tests</li> <li>• Quizzes</li> <li>• Exit slips</li> <li>• Group dialogues</li> <li>• Homework</li> </ul> |

## French IV-Unit 8

In this unit, the students will convey good wishes to someone; give advice; express annoyance; and write a complaint letter, especially with the last component. They will also address and close the letter correctly. They will understand the correct usage of a *si* clause, which they have seen in their readings in the target language. The students will also continue studying the vocabulary concerning Africa, this time comparing city life to traditional life in the bush.

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| <b>Grade:</b><br>12           | <b>Subject:</b><br>French IV-Unit 8   |
| <b>CSDE Standard</b>          | <b>Communication</b><br>Interpersonal mode; Presentational mode   |
| <b>Enduring Understanding</b> | Effective communication allows those engaged to understand one another.   |
| <b>Essential Questions</b>    | How do I use another language to communicate with others?<br>How do I present information, concepts and ideas in another language in a way that is understood?  |
| <b>Content Standard:</b>      | <ul style="list-style-type: none"> <li>• Express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments</li> <li>• Employ rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts, to successfully communicate their messages.</li> <li>• Participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Effectively use repetition, rephrasing and gestures to assist them in communicating their meaning in the target language</li> <li>• Use a dictionary or thesaurus written entirely in the target language, as appropriate, to select wording preparing written and oral reports. Express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments</li> <li>• Employ rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts, to successfully communicate their messages.</li> </ul> |  |
| <b>Performance Expectations (Student outcomes)</b>   | <ul style="list-style-type: none"> <li>• In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</li> <li>• In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.</li> </ul>   |  |
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| <p style="text-align: center;"><b>Strategies/Modes (examples)</b></p> <ul style="list-style-type: none"> <li>• Whole class instruction</li> <li>• Word study: Developing content vocabulary</li> <li>• Reciprocal teaching</li> <li>• Differentiation</li> <li>• Teacher-facilitated group work</li> </ul> | <p style="text-align: center;"><b>Materials/Resources (examples)</b></p> <ul style="list-style-type: none"> <li>• Text</li> <li>• Workbook</li> <li>• Supplemental worksheets and workbooks</li> <li>• CDs</li> <li>• DVDs</li> </ul>   | <p style="text-align: center;"><b>Assessments (examples)</b></p> <ul style="list-style-type: none"> <li>• Exit slips</li> <li>• Group dialogues</li> <li>• Tests</li> <li>• Quizzes</li> <li>• Homework</li> </ul> |

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## French IV-Unit 9

In this unit, the students will express agreement, disagreement, and indifference; make requests and recommendations; ask and make judgments; inquire and then summarize a story. In addition, students will employ negative statements and relative pronouns. The vocabulary of this unit concerns itself with television programming and different genres of movies.

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| <b>Grade:</b><br>12                                | <b>Subject:</b><br>French IV-unit 9<br><b>Communication – Presentational (Understanding)</b>   |
| <b>CSDE Standard</b>                               | <b>Communication</b><br>Interpersonal mode; Presentational mode  |
| <b>Enduring Understanding</b>                      | Effective communication allows those engaged to understand one another.  |
| <b>Essential Questions</b>                         | How do I use another language to communicate with others?<br><b>How do I present information, concepts and ideas in another language in a way that is understood?</b>  |
| <b>Content Standard:</b>                           | <ul style="list-style-type: none"> <li>Express their likes and dislikes regarding various people, objects, categories and events present in their everyday environment.</li> <li>Participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences.</li> <li>Effectively use repetition, rephrasing and gestures to assist them in communicating their meaning in the target language</li> <li>Use a dictionary or thesaurus written entirely in the target language, as appropriate, to select words for use in preparing written and oral reports. Express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments.</li> <li>Employ rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts, to successfully communicate their messages.</li> </ul> |
| <b>Performance Expectations (Student outcomes)</b> | <ul style="list-style-type: none"> <li>In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</li> <li>In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.</li> </ul>  |
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| Strategies/Modes (examples)  | Materials/Resources (examples)   | Assessments (examples)  |
|--|--|---|
| <ul style="list-style-type: none"><li>• Whole class instruction</li><li>• Teacher-facilitated group work</li><li>• Word study: Developing content vocabulary</li><li>• Reciprocal teaching</li><li>• Differentiation</li></ul> | <ul style="list-style-type: none"><li>• Text</li><li>• Workbook</li><li>• Supplemental worksheets and workbooks</li><li>• CDs</li><li>• DVDs</li></ul> | <ul style="list-style-type: none"><li>• Exit slips</li><li>• Group dialogues</li><li>• Homework</li><li>• Tests</li><li>• Quizzes</li></ul> |

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## French IV-Unit 10

In this unit, the students will show interest in a topic; express disbelief; flatter or gently tease someone; and tell a joke. They will compare and contrast ideas and actions with the comparative and superlative formation. This unit's vocabulary concerns itself with marine life and everyday social activities.

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| <b>Grade:</b><br>12           | <b>Subject:</b><br>French IV<br><b>Communication – Presentational (Interaction)</b>  |
| <b>CSDE Standard</b>          | <b>Communication</b><br><b>Interpersonal mode; Presentational mode</b>   |
| <b>Enduring Understanding</b> | <b>Effective communication allows those engaged to understand one another.</b>   |
| <b>Essential Questions</b>    | <b>How do I use another language to communicate with others?</b><br><b>How do I present information, concepts and ideas in another language in a way that is understood?</b>   |
| <b>Content Standard:</b>      | <ul style="list-style-type: none"> <li>• Use a dictionary or thesaurus written entirely in the target language, as appropriate, to select words for use in preparing written and oral reports.</li> <li>• Express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments</li> <li>• Employ rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts, to successfully communicate their messages.</li> <li>• Participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences.</li> <li>• Make brief presentations to their class in the target language on topics of personal interest or topics that have been studied in other subject areas.</li> <li>• Effectively use repetition, rephrasing and gestures to assist them in communicating their meaning in the target language.</li> <li>• Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past. Prepare oral presentations and/or written summaries on topics of current or historical interest in the target language.</li> <li>• Prepare oral presentations and/or written summaries on topics of current or historical interest in the target language.</li> </ul> |

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|--|---|---|--|
| <b>Performance Expectations (Student outcomes)</b>   | <ul style="list-style-type: none"> <li>• In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</li> <li>• In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.</li> </ul> |   |  |
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| <b>Strategies/Modes (examples)</b>   | <b>Materials/Resources (examples)</b>   | <b>Assessments (examples)</b>   |  |
| <ul style="list-style-type: none"> <li>• Whole class instruction</li> <li>• Teacher-facilitated group work</li> <li>• Word study: Developing content vocabulary</li> <li>• Reciprocal teaching</li> <li>• Differentiation</li> </ul> | <ul style="list-style-type: none"> <li>• CDs</li> <li>• DVDs</li> <li>• Text</li> <li>• Workbook</li> <li>• Supplemental worksheets and workbooks</li> </ul>  | <ul style="list-style-type: none"> <li>• Tests</li> <li>• Quizzes</li> <li>• Exit slips</li> <li>• Group dialogues</li> <li>• Homework</li> </ul> |  |

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## French IV-Culture and Geography

In this unit on culture and geography, students should gain the skill to analyze the culture, evaluate it within its context, compare it to their culture, and develop the ability to function comfortably in that culture.

Skill and practice in the analysis of cultural phenomena equip students to enter a cultural situation, assess it, create strategies for dealing with it, and accepting it as a natural part of the people. The philosophy is to reduce the “we vs. them” approach to culture. If students are encouraged to accept and appreciate the diversity of other cultures, they will be able to develop the risk-taking strategies necessary to learn a language and to interact with people of different cultures.

Although there are many ways to approach teaching culture, two effective means are questioning-in which the teacher encourages the students to be more observant of the world around them, e.g.-realia, food, television, movies, etc. The other is by associating words with images, explaining the cultural connotation with picture and/or themes.

The countries, cities, and areas of study include, but not limited to, the clothing, environment, foods, careers, etc. of:

- France
- Morocco
- Tunisia
- Central African Republic
- Québec
- Guadeloupe

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| <b>Grade:</b><br>12           | <b>Subject:</b><br>French IV<br>Culture and Geography  |
| <b>CSDE Standard</b>          | <ul style="list-style-type: none"> <li>• Cultures</li> <li>• Comparisons Among Cultures</li> </ul>   |
| <b>Enduring Understanding</b> | Although cultures can be diverse, there exists many commonalities.   |
| <b>Essential Questions</b>    | <ul style="list-style-type: none"> <li>• How do I use my understanding of culture to communicate and function appropriately in another culture?</li> <li>• How do I demonstrate an understanding of the similarities, differences and interactions across cultures?</li> </ul> |
| <b>Content Standard:</b>      | <ul style="list-style-type: none"> <li>• Observe and identify tangible products of the target language, such as toys, dress, types of dwellings, musical instruments and typical foods.</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>• Identify, experience or read about, and discuss expressive forms of the culture, including but not limited to literature, periodicals, films, television, websites and the fine arts, in order to explore their effects on the larger community.</li> <li>• Participate in age-appropriate cultural activities, such as games, songs, birthday celebrations, storytelling, dramatizations or role-playing of the target culture.</li> <li>• Use appropriate gestures and oral expressions for greetings, farewells and common or familiar classroom interactions of the target culture.</li> <li>• Identify, discuss and analyze various patterns of behaviors or interactions that are typical of the target culture.</li> <li>• Identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the target culture</li> <li>• Observe, identify and discuss patterns of behavior or interaction that are typical of their peer group in the target culture.</li> <li>• Identify, compare and contrast different forms of communication across cultures, including signs, symbols, advertisements, packages, displays, murals, songs and rhymes.</li> <li>• Investigate and report on cultural traditions and celebrations, such as holidays, birthdays, “coming of age” celebrations, seasonal festivals, religious ceremonies and recreational gatherings, that exist across cultures</li> <li>• Use new and evolving information and perspectives to demonstrate understanding of the similarities and differences across cultures.</li> <li>• Analyze how other cultures view the role of the United States in the world arena.</li> </ul> |
| <p><b>Performance Expectations (Student outcomes)</b></p> | <ul style="list-style-type: none"> <li>• In at least one language other than English, students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</li> <li>• In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.</li> </ul>  |

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| <b>Strategies/Modes (example)</b>   | <b>Materials/Resources (examples)</b>  | <b>Assessments (examples)</b>  |
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| <ul style="list-style-type: none"><li>• Small group work</li><li>• Differentiation</li><li>• Word Study: developing content vocabulary</li><li>• Homework</li><li>• Whole class instruction</li></ul> | <ul style="list-style-type: none"><li>• Realia demonstrations</li><li>• Songs</li><li>• Stories</li><li>• Films</li><li>• Video clips</li><li>• Poetry</li><li>• Text</li><li>• Worksheets</li></ul> | <ul style="list-style-type: none"><li>• Quizzes</li><li>• Map quizzes</li><li>• Puzzles</li><li>• Games</li><li>• Worksheets</li><li>• Homework</li><li>• Projects</li></ul> |

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## Literature

The French IV student will read a variety of literature—from short stories, textbook readings, novelettes and novels. They will read for understanding, learn the subsequent vocabulary, take assessments on the vocabulary and questions, and watch the corresponding short films to make comparisons to the readings.

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| <b>Grade:</b><br>12                                | <b>Subject:</b><br>French IV<br>Literature   |
| <b>CSDE Standard</b>                               | <b>Communication (interpretive mode)</b>   |
| <b>Enduring Understanding</b>                      | <b>Effective communication allows those engaged to understand one another.</b>   |
| <b>Essential Questions</b>                         | <b>How do I understand what others are trying to communicate in another language?</b>  |
| <b>Content Standard</b>                            | <ul style="list-style-type: none"> <li>Recognize the characters and the significance of their roles when reading authentic literary texts and comprehend the main plot and relevant subplot(s).</li> <li>Understand the main idea or plot and relevant details or subplots of radio or television programs, films or other forms of media designed primarily by native speakers of the target language.</li> </ul> |
| <b>Performance Expectations (Student Outcomes)</b> | In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.   |

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| Strategies/Modes (examples)   | Materials/Resources(examples)  | Assessments(examples)  |
|---|--|--|
| <ul style="list-style-type: none"><li>• Whole class instruction</li><li>• Audio exercises</li><li>• Think-pair-share</li><li>• Group activities</li><li>• Vocabulary translation</li><li>• Character analysis</li></ul> | Novelettes , vocabulary sheets for: <ul style="list-style-type: none"><li>• <i>Le Petit Prince</i></li><li>• <i>Le Petit Nicolas</i></li><li>• <i>Enfance d'une fille</i></li><li>• <i>Fierro</i></li><li>• <i>O'Gaya</i></li><li>• <i>Les trios femmes du roi</i></li><li>• <i>La Petite maison</i></li></ul> | <ul style="list-style-type: none"><li>• Quizzes</li><li>• Homework questions</li><li>• Review games and puzzles</li><li>• Projects</li></ul> |