

# Southern Regional High School District

## Course of Study

Department: WORLD LANGUAGE

Course #: 5140

### Course Title:

**FRENCH IV HONORS / ADVANCED LEVEL FRENCH HONORS COURSES**  
**August 2008**

### Essential Questions of the Course:

1. How do I function in a linguistically competent way to function successfully in the context of the daily life of French society?
2. What linguistic devices are necessary to complement my communicative repertoire to include advanced nuances of expression such as hypothesizing, sequencing several time frames in the same sentence, transitioning, etc.?
3. What interdisciplinary connections exist between French language and culture and the history of western civilization, geography, art, music, science, and technology?
4. How has French literature impacted upon world literary movements?
5. Are assorted themes in French literature still contemporary today and how?

### Assessments:

1. Students will make a speaking presentation in French on aspects of French culture of particular interest to the individual student or relevant to the student's future college major, using both traditional and technological sources as references. (Interpretive and Presentational)
2. Students throughout the course will learn about, discuss, research, write, and present their findings about ancient and modern French civilizations and related important historical events. (Interpretive, Interpersonal, Presentational) (Cultural perspectives, practices, and products)
3. Students will write essays on aspects of literary analysis concerning selections of French literature. Evidence of students' best selected works (written, artistic, or taped) will be selected and reflected upon in writing. Students will analyze and reflect upon their proficiency in all skill areas. (Interpretive and Presentational)
4. Students will sustain conversation in French on more advanced functions of everyday life or cultural topics initiated by the teacher. (Interpersonal and Presentational)

# Unit of Study - 1

**Unit Title: ADVANCED NARRATION IN THE PAST**

## Essential Questions of the Unit:

1. How do I express two simultaneous actions in the past?
2. How do I differentiate between action completed during a definite period of time versus on-going past actions?
3. What techniques do I need to describe background, age, weather, physical features, emotions, thoughts, or clock time in the past?
4. How do I tell about childhood memories?
5. How do I express one action completed in the past before another action completed in the past?
6. What grammatical devices do the French use to objectively report history or narrate literature in the past which are non-existent in English?

## Assessments:

1. Students will complete tests and quizzes on verb formation of the various past tenses. (Presentational)
2. Students will identify historical personages, important places or things.
3. Students will answer essay questions on societal hierarchies and specific period influences and contributions to civilization. (Interpretive and Presentational)
4. Students will write a short composition describing a childhood memory, and/or an accident or incident. (Presentational)

## **Content:**

### **CULTURE: HISTORICAL OPTIONS:**

Prehistoric Times  
Origins of France  
The Roman Conquest  
Charlemagne and His Empire  
The Middle Ages  
The Sun King and the 17<sup>th</sup> Century  
Louis XVI, Marie Antoinette, and the French Revolution

### **VOCABULARY:**

- Expressions of Past Time for the Passe Compose and Imparfait
- Societal and Political Terminology

### **GRAMMAR:**

- Imperfect Tense (Imparfait): Formation and Usage ( On-going actions, habitual actions, Background description, age, weather, mental states, emotions, two simultaneous actions)
- Past Perfect Tense (Plus-que-Parfait) Formation and Usage ( Action occurring before another past action)
- Present Perfect Tense (Passe Compose) Contrast with the Imparfait
- Passe Simple Historical and Literary Tense: Recognition Purposes

## **Skills:**

- Describing actions or background that happened in the past with accurate choice of three past tenses and verb form.
- Selecting accurate adverbial expressions of time to denote specificity.
- Reading appropriate literary selections that employ the historic and literary past tense and recognize meaning.
- Acquiring global perspective of historical era studied as evidenced in detailed essay question responses in writing.
- Discussing salient features of historical period emphasized.

## **Purpose / Rational of the unit:**

Skills learned in this unit open the door for the student to comprehend authentic historical and literary texts, affording the student the experience of reading many works by French authors (such as Jean Paul Sartre, Albert Camus, etc.) often on the English AP reading lists in the original language. This permits the student to see how authors objectively distance themselves using grammatical devices non-existent in English. Students will be able to narrate in several time frames.

### **New Jersey Core Curriculum Content Standards:**

7.1 All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

7.2 All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

**Time Frame of Unit:**

**6 Weeks**

## **Instructional Activities:**

- Graphic charting of time sequences and sentences
- Group and pair-share oral and written exercises using the different time frames
- Reading summaries about historical periods and taking notes
- Listening to teacher's mini-lectures
- Filling in information organizers and providing oral feedback
- Identify Passe Simple in authentic texts

## **Materials and Resources:**

- *French for Fluency*
- *Discovering French Rouge*
- *En France*
- *Teacher Handouts and Transparencies*
- *Tableaux Culturels*

## Unit of Study - 2

### Unit Title: Analyzing Literary Works

#### Essential Questions of the Unit:

##### OPTION A: GASTON LEROUX'S, "LE FANTOME DE L'OPERA"

1. How is the timeless literary theme of the beauty and the beast reflective of this literary work?
2. What emotional and psychological forces in opposition create an antithetical effect and how are they explained?
3. How do you evaluate the character traits of the three main characters?
4. What is the role of fantasy and reality in both the novel and the Broadway play? What are other comparisons and contrasts?
5. What characteristics of the gothic novel suggest elements of the supernatural?

#### Essential Questions of the Unit:

##### OPTION B: GEORGES BIZET'S OPERA, "CARMEN"

1. What was life like in 19<sup>th</sup> century Spain?
2. If you were a psychologist, how would you assess the personality of Carmen and Don Jose?
3. What types of internal conflicts were besieging Don Jose?
4. What comparisons and contrasts do you see in Michaela as a traditional symbol of Spanish culture versus Carmen as a counter-culturalist?

## **Essential Questions of the Unit:**

### **OPTION C: MOLIERE'S PLAY, "LE BOURGEOIS GENTILHOMME"**

1. What elements of comedy are the underpinnings of Moliere's play?
2. How would you assess Moliere's contribution to the literary world?
3. Do you agree with the statement that Moliere is France's Shakespeare and why or why not? What is the comparison of both authors on a worldwide scope?
4. What conclusions about 17<sup>th</sup> century society can you draw from this play?

## **Essential Questions of the Unit:**

### **OPTION D: THE EPIC, "LA CHANSON DE ROLAND"**

1. How does the poem / story embody epic characteristics?
2. What was Roland's tragic flaw and how did it lead to his downfall?
3. In what manner can you reconstruct early medieval societal hierarchy from reading this work?
4. What is oral tradition and what role did the troubadours play?

## **Essential Questions of the Unit:**

### **OPTION E: VICTOR HUGO'S "LE BOSSU DE NOTRE DAME" ("THE HUNCHBACK OF NOTRE DAME")**

1. What literary themes and morals are enmeshed in Hugo's novel?
2. What societal elements can be extrapolated concerning the "intermediate" Middle Ages from the story?
3. How would you assess the elements of justice and injustice in this era?
4. What are the similarities and differences between today's modern justice system and that of the Middle Ages?
5. In what way did the church influence medieval society?

## **Content:**

### **Culture:**

- Contributions of great French writers to our literary heritage
- Historical underpinnings of western civilization as evidenced in literature

### **Vocabulary:**

- Character and personality traits
- Emotions and Feelings
- Literary Analysis Terms
- Societal Conventions

### **Grammar:**

- Interplay of Four Past Tenses in Context
- Direct and Indirect Discourse
- Hypothetical Statements
- Sequence of Tenses
- Passe Simple in Context
- Subjunctive

### **Assessments:**

- Essay Question Test on specific literary works
- Written composition on a interpretive topic (Interpretive and Presentational)
- Oral presentation on interdisciplinary aspect as an outgrowth of literary work of student's choosing, based on technology assisted research (Interpretive and Presentational)

### **Skills:**

- Reading Comprehension
- Literary Analysis
- Interpretive Ability
- Writing of Themes
- Advanced Oral Discussion using the French Language

### **Purpose / Rational of the unit:**

The reading of both adapted and original literary texts, selected because of their high interest to this age level, increases motivation to pursue the study of literature. Additionally, the immersion factor of reading, thinking, speaking, and writing in French cultivates greater fluency with the language. Not only do students have the opportunity to develop literary analysis skills complementary to their Honors or AP English classes, but they also examine grammatical entities in context. Tying together literature, language, music, art, and history leads to the perfect interdisciplinary and multicultural experience for students.

### **New Jersey Core Curriculum Content Standards:**

7.1 All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

7.2 All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

**Time Frame of Unit:**

**Six Weeks**

## **Instructional Activities:**

Students will (done using the French language as much as possible):

- Write summaries of plots
- Brainstorm appropriate lists of vocabulary
- View videotape of film if available or attend performance if possible
- Answer questions on novel, poem, or play
- Analyze literary features
- Listen to music related to work where available, and analyze lyrics as poetry
- Make lists of historical, cultural, psychological, etc. analyses in collaborative groups, and “jigsaw” pertinent information collected in mini presentations to class
- Locate / highlight / explain grammatical devices in context

## **Materials and Resources:**

- Individual literary works
- Personal Teaching File
- Videocassettes (*Carmen*, *Le Bourgeois Gentilhomme*, *The Hunchback of Notre Dame* (Anthony Hopkins, Leslie Anne Downs), Disney’s version of *The Hunchback of Notre Dame* (in French))
- CDs (*Notre Dame de Paris*, <*Parisian Musical*>, *Phantom of the Opera*)

## Unit of Study 3

**Unit Title:     The Future, Modern Progress**

### **Essential Questions of the Unit:**

1. How do you express complex thoughts regarding what will happen?
2. How do you tell about a future event that will have taken place before another future event?
3. To what extent has France and French speaking areas impacted upon the modern world in the realms of science, pharmaceuticals, and technology?

### **Assessments:**

1. Students will complete tests and quizzes on formation and usage of the Future Tense and Future Perfect Tense.
2. Students will write a composition on their future aspirations. (Presentational)
3. Students will answer short essay questions on the status of modern progress in France and French speaking areas. (Presentational)
3. Students will conduct an Internet Research Project on specialized aspects of science and technology, and make presentation to class. (Interpretive and Presentational) (Cultural Products)

## **Content:**

### **CULTURE:**

- Contributions of French Scientists
- Pharmaceutical and Cosmoceutical Advances
- Aviation and Aerospace
- Telecommunications
- Rail Transportation
- French Auto Industry

### **VOCABULARY:**

- Expressions of Future Time (a year from now, etc.)
- Clause Connectors ( as soon as, etc)
- Scientific and Technological Inventions
- Domains of Society

### **GRAMMAR:**

- Expanded Future Tense with 23 Irregular Stems
- Clauses Using “When, As Soon As, As Long As, If”
- General Usage of Future Perfect Tense

**Skills:**

- Discussing what will happen and what will have happened by the time another event occurs
- Understanding, appreciating, writing, and talking about French cultural contributions

**Purpose / Rational of the unit:**

The student begins to communicate in the language using more complex linguistic structures. The cultural subject matter and technological vocabulary enables the student to discuss more intellectual scientific topics, which are necessary to compete in the global market today.

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7.2 All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

## **Time Frame of Unit:**

**6 Weeks**

## **Instructional Activities:**

- Development of agenda book with future plans
- Mock Fortune Telling
- Writing of Horoscopes
- Whole group and pair – share speaking exercises
- Readings on contemporary civilization
- Creation of graphic organizer for culture notes

## **Materials and Resources:**

- *French for Fluency*
- *En France (Arts et Sciences)*
- Articles and Readings from Teacher's Resource Collection
- Webquests or Internet Resources
- *Discovering French Rouge*
- *French Amsco Workbook*

## **Unit of Study - 4**

**Unit Title: Aspects of Daily Life**

### **Essential Questions of the Unit:**

1. How do you buy various items and obtain various services?
2. How do shopping habits differ in France and the United States?
3. How do you ask and answer questions using shortcuts?
4. How do you talk about numbers of people and things without specifying exact quantities?
5. How do you describe actions that others do for you?

### **Assessments:**

1. Students will complete tests, quizzes and collaborative work. (Interpretive, Interpersonal, and Presentational)
2. Students will write and present original dialogues demonstrating the ability to use vocabulary and complex linguistic structures in context related to the themes. (Interpretive, Interpersonal and Presentational)

## **Content:**

### **Culture:**

- Stores, Shops
- Shopping Trends

### **Vocabulary:**

- Stationary Store Items
- Post Office Items
- Camera Shop
- Pharmacy
- Supermarket
- Shoe Repair Shop
- Dry Cleaners
- Beauty Salon

### **Grammar:**

- Review of Possessive Adjectives, Interrogative Adjectives, Stressed Pronouns, Direct and Indirect Object Pronouns, Demonstrative Pronouns
- Introduction or Review of “Y” and “en”
- Relative Pronouns
- Possessive Pronouns
- Order of Multiple Pronouns
- Indefinite Expressions of Quantity
- Introduction of General “Faire Causatif”

**Skills:**

- Replacing nouns with pronouns
- Acquiring more efficient speaking ability
- Functioning in shopping scenarios

**Purpose / Rational of the unit:**

The strategies developed in this unit enable the student to communicate in a more efficient manner, while refining listening comprehension for subtle nuances when interacting with native speakers. The conversational expressions lead to proficiency in functioning in French speaking society on a practical basis.

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7.2 All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

**Time Frame of Unit:**

**6 Weeks**

## **Instructional Activities:**

- Oral Pronoun Replacement Drills
- Conversational Think-Pair-Shares
- Situational role-playing scenarios (salesperson / customer)
- Completion of written exercises
- Labeling of parts of sentences for pronoun signals and parts of speech to help with proper pronoun selection.

## **Materials and Resources:**

- *French for Fluency, Unit 2*
- *Discovering French Rouge, Unit 4*
- *French Amsco Workbook*
- *French for Fluency Workbook*
- *Custom Packet made by Teacher*
- *Discovering French Rouge Videocassette*

## Unit of Study - 5

### Unit Title: **Being Useful: Chores and Pastimes**

#### Essential Questions of the Unit:

1. How do you talk about various chores and activities around the home/
2. How do you ask others for help and give excuses if you cannot be of service to them?
3. How do you describe objects: their shape, dimensions, weight, and construction?
4. What pastimes do the French engage in?
5. How do French teenage working habits differ from those of American young people?
6. How do you describe what you have to do?
7. How do you express opinions about situations and events?
8. In what ways can you express emotions, wishes, and doubt?
9. What contributions have the French made to the world of art?

#### Assessments:

1. Students will complete standard tests and quizzes on the vocabulary of subjunctive expressions and verb forms.
2. Students will demonstrate competency in listening comprehension of targeted dialogues and language activities. (Interpretive)
3. Students will research develop an artist of their choice and make individual presentations to the class about the artist and specific works of art. (Interpretive and Presentational) (Cultural practices and products)
4. Students will state their opinion on a related topic. (Interpretive, Interpersonal, and Presentational)

## **Content:**

### **Culture:**

- Pastimes and views toward jobs for teenagers
- French Impressionist Painters

### **Vocabulary:**

- Domestic Chores
- Useful Objects
- Asking for help
- Accepting
- Refusing
- Thanking
- Expressions of opinion, necessity, doubt, emotions, impersonal expressions
- Form, Dimension, state, appearance, condition

### **Grammar:**

- Formation of Subjunctive of Regular Verbs
- Formation of Subjunctive of Frequently Used Irregular Verbs
- Use of Subjunctive with opinion, necessity, doubt, emotions, impersonal expressions
- Use of Indicative with possibility and certainty

## **Skills:**

- Describing one's responsibilities
- Asking for help, accepting, refusing, thanking
- Describing the physical characteristics of objects in detail
- Expressing opinion, doubt, emotions, necessity and making impersonal Statements
- Using the grammatically correct form of the subjunctive with the above
- Discussing art and artists in French

## **Purpose / Rational of the unit:**

The skills learned in this unit take the student to a very high plateau of language learning, raising him / her to an advanced intermediate level, using language structures of the educated native speaker.

The cultural topic of Impressionism introduces the student to the whole new world of appreciating the humanities through the vehicle of the language and cultural influences of the original artists. On the practical side, the conversational topic of chores and pastimes enables the student to converse with others, while sharing their common interests.

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7.2 All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

**Time Frame of Unit:**

**6 Weeks**

## **Instructional Activities:**

- Group and paired standard exercises and drills
- Listening comprehension of audiocassettes
- Brainstorming of random lists for each use of the subjunctive
- Conversational pair – share about chores and responsibilities

## **Materials and Resources:**

*Discovering French Rouge* (Text and audiocassettes)

*French for Fluency* (Text and Workbook)

*French Amsco Workbook*

Internet Resources

Library Book Collection

## Unit of Study - 6

**Unit Title:        IN THE CITY**

### **Essential Questions of the Unit:**

1. How do you arrange to meet new friend?
2. How do you explain where people live?
3. How do you describe your neighborhood?
4. How do you make wishes or suggestions?
5. How do you formulate polite requests
6. How do you narrate past actions in sequence/
7. How do you indicate what you would do in certain circumstances/
8. What are French cities like?
9. What are the advantages and disadvantages of city life?

### **Assessments:**

1. Students will complete standard tests and quizzes on the conditional and past conditional tenses. (Presentational)
2. Students will research a French city of their choice and give an oral presentation to the class. (Interpretive and Presentational)
3. Working in teams, students will research, design, and describe orally and in writing an ideal city that incorporates and reflects elements of the francophone culture. (Interpretive, Interpersonal, and Presentational) (Cultural perspectives, practices, and products)

## **Content:**

### **Culture:**

- French Cities
- Daily Life of a French Teenager (Living in the City)

### **Vocabulary:**

- Meetings, Dates, and Appointments
- Residences
- City Buildings and Places (Advanced)

### **Grammar:**

- Conditional Tense
- Past Conditional Tense
- "If" Clauses (Review of Imparfait and Plus que Parfait)

## **Skills:**

- Expressing cause and effect
- Expressing hypothetical situations
- Talking about personal responsibilities and hobbies
- Using correct structural entities to express politeness
- Researching and Reporting

## **Purpose / Rational of the unit:**

The subtle nuances of sophisticated complex clauses become part of the repertoire of the students' linguistic ability. Cause and effect clauses can be created in the hypothetical future: if something were true, then something else would happen; or if something had occurred, something else would have happened. The use of the conditional tense also provides the framework for the ultra- polite conversational patterns of "could you", "would you" and "should" you which are so expected and appreciated in French society.

The viewing of the video series takes the student into the real world of the French teenager, providing visual, auditory, and body language clues.

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7.2 All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

**Time Frame of Unit:**

**6 Weeks**

## **Instructional Activities:**

- Standard exercises and speaking activities (oral and written)
- Conversational practice with partner
- Internet Research on French Town
- Viewing of episodes of videocassette situational series, Clementine  
(There are 10 episodes. These can be staggered over the course of the semester if desired.)
- Summarizing each episode of Clementine.

## **Materials and Resources:**

*Discovering French Rouge*

*French for Fluency (Text and Workbook)*

*French Amsco Workbook*

*Internet*

*Clementine Video Series*

*Library Resource Collection*