

**World Languages  
French IV  
Unit 1: La France**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Language enables communication.</li> <li>▪ Language is inextricably linked to culture.</li> <li>▪ Western languages have certain structural similarities.</li> <li>▪ France is part of a larger community; the European Community.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ What are the current events in France?</li> <li>▪ Who am I?</li> <li>▪ Who are my classmates?</li> <li>▪ How does one describe past events?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ France's situation in Europe and in the world is changing.</li> <li>▪ One uses <i>passé compose</i> and <i>imparfait</i> to differentiate between past tenses in French.</li> <li>▪ One uses the future tense to express ideas about the future in French.</li> <li>▪ School vacation periods lend themselves to different activities.</li> <li>▪ The manner in which questions are posed indicates how they should be answered.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ body parts, reflexive verbs, past tense review, future tense review, introduction of compound tenses, viticulture</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Describe past, present and future events in one's life, in the community or in France.</li> <li>▪ Ask and answer questions about events.</li> <li>▪ Comprehend short stories and novelettes written in French.</li> </ul>
<b>Related Maine Learning Results</b>	<p><u>World Languages</u></p> <p>A. Communication</p> <p>A1. Interpersonal</p> <p>Students express their own thoughts and opinions about familiar topics and elicit the thoughts and opinions of others by using strings of sentences and/or short paragraphs. Students of modern languages use pronunciation and intonation which would be comprehensible to a native speaker accustomed to interacting with language learners.</p> <ol style="list-style-type: none"> <li>a. Interact in a variety of social situations including formal and informal personal exchanges and/or phone inquiries.</li> <li>b. Provide and exchange detailed information on familiar topics, orally and in writing.</li> <li>c. Describe and explain states of being, orally and in writing.</li> <li>d. Express agreement and disagreement, orally and in writing, supporting opinions with simple reasoning.</li> </ol>

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<p><b>Related Maine Learning Results</b></p>	<p>A2. Interpretive Students comprehend conversations, narratives, and recorded material in familiar contexts that are longer and/or more complex than those in the 6-8 span.</p> <ul style="list-style-type: none"><li>a. Identify main ideas, topics and specific information in a variety of authentic written materials.</li><li>b. Identify main ideas, topics, and specific information in authentic films.</li><li>c. Identify main ideas, topics, and specific information in authentic oral/signed materials/</li></ul> <p>A3. Presentational Students express their own thoughts to describe and narrate in oral and written presentations using strings of sentences and/or short paragraphs and with sufficient accuracy in form and pronunciation that could be understood by native speakers accustomed to interacting with language learners.</p> <ul style="list-style-type: none"><li>b. Relate a story about a personal experience or event orally.</li><li>d. Write brief narrative compositions and expository/informational compositions.</li></ul> <p>A4. Language Comparisons Students use their understanding of the nature of language to enhance their communication in the target language.</p> <ul style="list-style-type: none"><li>a. Compare a variety of grammatical structures and syntax between languages.</li><li>c. Use idiomatic expressions and/or proverbs in the target language.</li></ul> <p>B. Culture</p> <p>B1. Practice and Perspectives Students identify and explain how perspectives of a culture(s) are related to cultural practices of a culture(s) in which the target language is spoken</p> <ul style="list-style-type: none"><li>a. Identify and explain the reason behind significant practices of a culture(s) in which the target language is spoken.</li></ul> <p>B2. Products and Perspectives Students explain how political structures, historical artifacts, literature, and/or visual and performing arts reflect the perspectives of a culture(s) in which the target language is spoken.</p>
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<p><b>Related Maine Learning Results</b></p>	<p>B3. Comparison with Own Culture Students explain how products, practices, and perspectives of a culture(s) in which the target language is spoken contribute to the culture in which the student lives. b. Explain the reasons for a variety of similarities and differences between the culture in which the student lives and the culture(s) in which the target language is spoken.</p> <p>C. Connections C1. Knowledge of Other Learning Results Content Areas Students use the target language to enhance their knowledge of other Learning Results content areas. a. Provide examples of grammatical knowledge acquired in the target language that are used to achieve a better understanding of grammatical structures in English. b. Provide examples of information gathered through target language resources that are applied in other Learning Results content areas. C2. Distinctive Viewpoints Students locate authentic resources and describe ideas about the target language and associated culture(s) that are available only through sources in the target language. b. Locate selected magazines, newspapers, authentic entertainment media, and electronic media in the target language and use these media as the basis for describing the viewpoints of the culture associated with the target language(s).</p> <p>D. Communities D1. Communities Students demonstrate their understanding and use their knowledge of the target language to communicate with target language speakers and to understand the importance of culture and language in the 21<sup>st</sup> century. d. Communicate with target language speakers using the target language.</p>
<p><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Que savez-vous? <u>Images Un</u> text</li> <li>▪ Mystere a Saint-Emilion text and auditory materials</li> <li>▪ Mots clés auditory materials</li> <li>▪ Composition: Si j'avais _____, j'aurais</li> </ul>
<p><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Quizzes</li> <li>▪ Skits</li> <li>▪ Composition</li> <li>▪ Listening comprehension</li> <li>▪ Reading comprehension</li> <li>▪ Games</li> </ul>

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<b>Sample Resources</b>	<ul style="list-style-type: none"><li>▪ <u>Publications:</u><ul style="list-style-type: none"><li>○ <u>Breaking the French Barrier</u></li><li>○ <u>Schaum's Communicating in Language</u></li></ul></li></ul>
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