

**World Languages
French IV Honors**

Unit 1 : L'enfance et le système éducatif

<p>Essential Understandings</p>	<ul style="list-style-type: none"> ▪ Language enables communication. ▪ Language is inextricably linked to culture. ▪ Western languages have certain structural similarities
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ How are children treated in other societies? ▪ What childhood experiences can be considered universal?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ School is compulsory in France. ▪ The French value their educational system. ▪ There are similarities and differences for children growing up in French and American cultures.
<p>Vocabulary</p>	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ memory/nostalgia, school terms, childhood play/recreation, genders of nouns, partitives v. definite articles, review of all indicative tenses, review of relative pronouns <i>qui</i> & <i>que</i>, review of object pronouns, the subjunctive
<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ Narrate childhood experiences. ▪ Express opinions. ▪ Discuss the French and American school systems. ▪ Express <i>who, whom, which, that</i> in complex sentences. ▪ Refer to people and things already mentioned. ▪ Use common expressions requiring the subjunctive.
<p>Related Maine Learning Results</p>	<p><u>World Languages</u> A. Communication A1. Interpersonal 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"> a. Interact in a variety of social situations including formal and informal personal exchanges and/or phone inquiries. b. Provide and exchange detailed information on familiar topics, orally and in writing. c. Describe and explain states of being, orally and in writing. d. Express agreement and disagreement, orally and in writing, supporting opinions with simple reasoning.

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<p>Related Maine Learning Results</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">a. Identify main ideas, topics and specific information in a variety of authentic written materials.b. Identify main ideas, topics, and specific information in authentic films.c. Identify main ideas, topics, and specific information in authentic oral/signed materials. <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">a. Read authentic passages aloud with appropriate pronunciation, phrasing, and intonation.b. Relate a story about a personal experience or event orally.c. Paraphrase and/or summarize texts orally and in writing using a presentational format.d. Write brief narrative compositions and expository/informational compositions.e. Give oral presentations on familiar subjects related to a culture in which the target language is spoken. <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">a. Compare a variety of grammatical structures and syntax between languages.b. Identify examples of vocabulary in both languages that do not translate directly from one language to another.c. Use idiomatic expressions and/or proverbs in the target language.d. Identify examples of vocabulary (in English and the target language) that convey different meanings in different contexts.
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<p>Related Maine Learning Results</p>	<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> <ol style="list-style-type: none">Identify and explain the reason behind significant practices of a culture(s) in which the target language is spoken.Describe stereotypes associated with perspectives of a culture(s) in which the target language is spoken.Identify differences in cultural practices among peoples that speak the same language. <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> <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.</p> <ol style="list-style-type: none">Identify and compare influential figures from the two cultures.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.Use the target language in a manner that would be considered appropriate by native speakers and explains what makes it appropriate communication. <p>C. Connections</p> <p>C1. Knowledge of Other Learning Results Content Areas Students use the target language to enhance their knowledge of other Learning Results content areas.</p> <ol style="list-style-type: none">Provide examples of grammatical knowledge acquired in the target language that are used to achieve a better understanding of grammatical structures in English.Provide examples of information gathered through target language resources that are applied in other Learning Results content areas.
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<p>Related Maine Learning Results</p>	<p>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.</p> <ol style="list-style-type: none"> a. Interpret short prose, poetry, or plays in the target language that reflect the culture(s) in which the target language is spoken and make connections to the viewpoints of the culture associated with the target language(s). b. Located selected magazines, newspapers, authentic entertainment media an 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). c. Locate selected magazines, newspapers, authentic entertainment media, and electronic media in the target language and describe viewpoints of a culture in which the target language is spoken. <p>D. Communities D1. Communities Students demonstrate their understanding an use their knowledge of the target language to communicate with target language speakers and to understand the importance of culture and language in the 21st century.</p> <ol style="list-style-type: none"> a. Interact with people, either in the community or online, who use the target language in their professions. b. Independently access a variety of target language sources for one’s own entertainment or enrichment. c. Explain how personal, educational, and career opportunities are expanded and enhanced by knowledge of the target language and associated culture(s). d. Communicate with target language speakers using the target language.
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Poetry recitation ▪ In-class writing ▪ Reading, discussion, analysis
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Quizzes ▪ Skits ▪ Essays ▪ Listening comprehension ▪ Reading comprehension

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<p>Sample Resources</p>	<ul style="list-style-type: none">▪ <u>Publications :</u><ul style="list-style-type: none">○ <u>Une Fois Pour Toutes</u> (Longman Publishing)○ <u>La Dernière Leçon</u> (Alphonse Daudet)○ <u>Départ Pour l'Ecole</u> (extrait de L'Enfant Noir - Camara Laye)○ <u>Le Chandail</u> (Roch Carrier)○ <u>La Machine à détecter tout ce qui est américain</u> (Roch Carrier)○ Newspaper and magazine articles▪ <u>Videos:</u><ul style="list-style-type: none">○ <u>Le Chandail</u>○ <u>Le Petit Nicolas</u> (Sempé-Goscinny)○ <u>Films – L'Argent de Poche, Les 400 Coups</u>
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