

FRENCH 4

* NYS Standard 1: Using language for communication (read, write, listen, speak)

** NYS Standard 2: Cultural Understanding

Month	Content	Skills	Assessment	Essential Questions
SEPTEMBER	<p>Chapter 1 of French Text, <u>Interaction.</u> <u>Grammar/Verbs:</u></p> <ul style="list-style-type: none"> • Present tense of regular “er” verbs + stem-changing “er” verbs. • Imperative • Irregular verbs: être, avoir, faire, aller • Nouns (number + gender) <p>Articles (definite + indefinite). <u>Vocabulary:</u></p> <ul style="list-style-type: none"> • Food- nouns + verbs • Stores + specialty shops • Food characteristics • Quantity expressions • Recipe instructions • Words from articles, “Petite Histoire de Chocolat” + “La Grande Peur”. <p>** Standard 2</p> <ul style="list-style-type: none"> • French consumer habits • Eating habits • “Les Deux Magots” –café • Eccentric food and eating habits of French historical leaders. • French department stores and locations on subway map. 	<p>** Standard 1 <u>Reading:</u></p> <ul style="list-style-type: none"> • (*UHS students)- Read and interpret the short story, “ Moitié du Poulet”. • Interpret article related to French eating habits. • Interpret the article, Les Grandes Peurs. (Fears of French youth). <p><u>Listening:</u></p> <ul style="list-style-type: none"> • Interpret and apply instruction given in French. • Interpret conversations about French eating habits. • Interpret narratives about summer activities of class members. • Interpret TPRS (Total Physical Response) story that uses common verbs. <p><u>Speaking:</u></p> <ul style="list-style-type: none"> • Engage in discussions about summer activities. • Interview a partner about meal-taking and preferred food. • Create questions, using high frequency verbs. • Socialize using French during the “Café français.” <p><u>Writing:</u> (*UHS students)- Create a calendar journal on summer activities.</p>	<ul style="list-style-type: none"> • Reading comprehension related to food/eating habits- current + historical. • Picture story- oral or written • Essay-Write about your fears (Ideas from “Les Grandes Peurs) UHS students • Journal: summer activities- UHS students • Essay – “Moitie-de-Poulet- UHS students • CD activities related food/eating vocabulary • Participation in class activities, using French • PowerPoint or other media display: Cooking Show • Unit test <p>* UHS = University in the High School (College credit through University at Albany)</p>	

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SEPT. (cont.)	map. <ul style="list-style-type: none"> • Proverbs/sayings- food • Axelle Red- recording artist 	<ul style="list-style-type: none"> • Write a list of foods you eat. 		
OCTOBER	<p>Chapter 2</p> <p><u>Grammar/Verbs:</u></p> <ul style="list-style-type: none"> • Ir/re verbs • Negation • Basic question patterns • Reflexive + reciprocal verbs • Irregular “oir” verbs • Depuis + present tense <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • Vocabulary from the book, <u>La Belle et La Bête</u> • School related vocabulary and expressions • Reflexive verbs of daily routines and other expressions • Types of housing <p>** Standard 2</p> <p><u>Culture:</u></p> <ul style="list-style-type: none"> • Living situation in France past and present • Lifestyles of young people today in France • Carla Bruni- recording artist 	<p>** Standard 1</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Interpret <u>La Belle et La Bête</u>. • Interpret articles about architecture and housing in France, on-line and from text. <p><u>Listening:</u></p> <ul style="list-style-type: none"> • Interpret and apply instruction given in French. <p><u>Speaking:</u></p> <ul style="list-style-type: none"> • Engage in discussions about school and daily routines. • Complain about French class, using negation. • Present information related to housing/architecture to the class. • Create a story related to a picture. <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Rewrite stories making verbs ending/ and reflexive pronoun changes to match the subject • Critique the book vs. the Disney version of <u>La Belle et la Bête</u>. 	<ul style="list-style-type: none"> • Total Physical Response Story Telling (TPRS) activities • Games • CD listening and writing activities from the text • Recorded story-telling activity • Reading comprehension activities. • Comparative writing of book and film- <u>La Belle et La Bête</u> • Unit test • Participation in class activities, using French 	

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NOVEMBER	<p>Chapter 3</p> <p><u>Grammar/Verbs:</u></p> <ul style="list-style-type: none"> • Irregular “ir” verbs • Descriptive adjectives + placement • Passé compose + imparfait • Use of C’est vs. Il est • Adjective agreement + endings • Possessive and demonstrative adjectives • Adverb formation <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • Slang expressions • Words related to ceramic artwork at the Everson Museum • Social issues • Personal items • Words related to leisure activities <p>** Standard 2</p> <p><u>Culture:</u></p> <ul style="list-style-type: none"> • Avignon, France • St. Catherine’s Day • Everson Museum trip: French art/ceramics • Picasso • Social issues 	<p>** Standard 1</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Interpret articles on Impressionism and the works of Picasso • Interpret an article on the language of French young people • Interpret the TPRS Story: Les Deux Epoux. <p><u>Listening:</u></p> <ul style="list-style-type: none"> • Interpret and apply instruction given in French. • Interpret and summarize the teacher’s narrative about her trip to Avignon. • Interpret the children’s song, <u>Le Petit Chemin</u> for past tense verbs. <p><u>Speaking:</u></p> <ul style="list-style-type: none"> • Engage in discussions about social issues. • Apply current slang expressions to situations in the student’s own life. • Create questions and react to the teacher’s narrative about her Avignon trip. 	<ul style="list-style-type: none"> • Survey form completion from the Everson Museum trip. • Essay that recounts the teacher’s trip to Avignon, using past tenses in the third person. • Retell or Rewrite of the TPRS story, <u>Les Deux Epoux</u>. • Creation of a St. Catherine’s Day hat for another classmate, followed by a verbal justification for the creation. • Creation of a story about a character in an impressionistic painting. • Game: <i>Personne secrete</i> • Participation in class activities, using French • Creation of a “Podcasting Interview” 	

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DECEMBER	<p><u>Grammar/Verbs</u></p> <ul style="list-style-type: none"> • Comparative and superlative • Use of adjective vs. adverb • Placement of adverbs • Irregular past participles <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • Words from film, <u>Au Revoir les Enfants</u> • Words related to French Christmas customs <p>** Standard 2</p> <p><u>Culture:</u></p> <ul style="list-style-type: none"> • Holiday customs in December • The French Resistance during WWII 	<p>** Standard 1</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Interpret the Reader's Digest condensed version of <u>It's a Wonderful life (La Vie est Belle)</u>. • Interpret and apply previous knowledge of articles about the French Resistance. <p><u>Listening:</u></p> <ul style="list-style-type: none"> • Interpret and apply instruction given in French. • Recognize key vocabulary and interpret the French film, <u>Au Revoir Les Enfants</u>. • Create a list of holiday words while listening to the film, <u>Noel en France</u>. • Interpret personal stories about the teacher's childhood. <p><u>Speaking:</u></p> <ul style="list-style-type: none"> • React to the teacher's narratives about her childhood. • Apply vocabulary used in the teacher's narrative to your own personal experiences. • Teach holiday vocabulary and culture to Elementary. <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Respond to questions on the film, <u>Au Revoir les enfants</u>. 	<ul style="list-style-type: none"> • CD or cassette recording of a memorable event in the student's life. • Comprehension questions from the film, <u>Au Revoir les Enfants</u>. • Rubric: Elementary School project • Essay: Person of the Year (Personne de l'Annee) • Reading comprehension questions from and article on the French Revolution. • Participation in class activities, using French 	

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JANUARY	<p>Chapter 4</p> <p><u>Grammar/Verbs:</u></p> <ul style="list-style-type: none"> • Irregular “oire” and “re” verbs • Future tense • Passé simple tense <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • Computer and telecommunications • Words from the chapter, Jean Valjean et l’Eveque from <u>Les Misérables</u>. <p>** Standard 2</p> <p><u>Culture:</u></p> <ul style="list-style-type: none"> • La Fete des Rois • Video: <u>La Guillotine</u> or <u>The French Revolution</u>. 	<p>** Standard 1</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Interpret articles about the French Revolution + use of the passé simple in the articles. • Interpret the lyrics for the French National Anthem, “La Marseillaise”. • Identify “famous people” in short paragraphs that use the passé simple. • Interpret the chapter, Jean Valjean et l’Eveque. <p><u>Listening:</u></p> <ul style="list-style-type: none"> • Interpret TPRS stories that use telecommunications vocabulary. • Identify future tense in a song by Axelle Red, “Toujours”. • Interpret children’s stories that incorporate the passé simple. <p><u>Speaking:</u></p> <ul style="list-style-type: none"> • Retell the TPRS story using pictures as a guide. • Model the TPRS story and tell about a personal experience while using telecommunications vocabulary. • Develop answers to questions on the chapter, Jean Valjean et l’Eveque <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Create written responses to the reading, Jean Valjean et l’Eveque. • Develop answers on the French Revolution and related articles. 	<ul style="list-style-type: none"> • Selection of 5 New Years resolutions using the future tense. • Crossword completion – telecommunications • Game: La Bombe • Quiz: Jean Valjean et l’Eveque (vocabulary + passé simple) • Quiz on computer/telecommunications vocabulary or create a story board/PowerPoint display that incorporates vocabulary. • Participation in class activities, using French 	

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FEBRUARY	<p>Chapter 5</p> <p><u>Grammar/Verbs:</u></p> <ul style="list-style-type: none"> • The pluperfect tense • More practice with the imparfait. <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • Words from short stories from the collection, Petit Nicolas. • Print media <p>** Standard 2</p> <p><u>Culture:</u></p> <ul style="list-style-type: none"> • Le Chandeleur • Mardi Gras 	<p>** Standard 1</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Interpret with a partner an assigned Petit Nicolas short story for understanding. • Interpret current articles about print media in France. • Interpret articles from assigned newspapers on-line. <p><u>Listening:</u></p> <ul style="list-style-type: none"> • Interpret and apply instruction given in French. <p><u>Speaking:</u></p> <ul style="list-style-type: none"> • Create responses to questions about Petit Nicolas short story. <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Create sentences using print media vocabulary. • Complete sentences using the pluperfect tense. • Interpret information from on-line newspaper articles. 	<ul style="list-style-type: none"> • Midterm project: Retell/Illustration of a Petit Nicolas short story, using the passé simple + imparfait. • Project presentation • Test- Petit Nicolas story + vocabulary • Reading comprehension activity – Print Media • Game- Navire de Guerre • Teaching activity in Elementary School: Mardi Gras • Participation in class activities, using French 	

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MARCH	<p>Chapter 6</p> <p><u>Grammar/Verbs:</u></p> <ul style="list-style-type: none"> • Time expressions • Future/conditional tense review • Future perfect • Past conditional • Interrogative pronouns • Quel/lequel <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Cinema • Vocabulary taken from film, La Gloire de mon Père • Vocabulary from Guy de Maupassant's, La Parure <p>** Standard 2</p> <p><u>Culture:</u></p> <ul style="list-style-type: none"> • Cannes film festival. • French film director, Marcel Pagnol • Popular French animated film classics • Videos: Asterix + La Gloire de mon Père 	<p>** Standard 1</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Interpret La Parure. • Interpret character descriptions from Asterix comic. • Interpret readings on the history of cinematography in France. • Analyze the French titles of American films and try to guess the English title. <p><u>Listening:</u></p> <ul style="list-style-type: none"> • Interpret and apply instruction given in French. • Interpret and critique the French classic, La Gloire de mon Père. • Interpret the animated film, Asterix <p><u>Speaking:</u></p> <ul style="list-style-type: none"> • Discuss French films • Discuss articles about French film culture • Compare similarities and differences between the Academy awards and the French film festival at Cannes. <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Create questions using interrogative pronouns. • Express answers to questions on films shown in class. • Prepare a list to share of facts learned from cinema articles. 	<ul style="list-style-type: none"> • Participation in class activities and discussions, using French • Questions on films • Reading comprehension – Cinema/film articles • Quiz – grammar/verbs/vocabulary • Test- Chapter 6 	

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APRIL	<p>Chapter 9</p> <p><u>Grammar/verbs:</u></p> <ul style="list-style-type: none"> • Subjunctive • Verbs followed by infinitives • Present participle <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • Vocabulary from on-line chapter story, Chloé. <p>** Standard 2</p> <p><u>Culture:</u></p> <ul style="list-style-type: none"> • The evolution of the French language in Europe • The role of the French language in today's world • April French holidays: Poisson d'Avril/Pâques • French-speaking countries 	<p>** Standard 1</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Interpret "The evolution of the French Language". • Interpret articles about the French-speaking parts of Africa, the Muslim religion, and influence on French culture. • Distinguish other non-European French-speaking countries. <p><u>Listening:</u></p> <ul style="list-style-type: none"> • Interpret and apply instruction given in French. • Listen to on-line chapter story, Chloé. <p><u>Speaking:</u></p> <ul style="list-style-type: none"> • Discuss and debate the importance of the French language/or other languages in today's world. • Create expressions using the subjunctive on various topics • Share vacation experiences with the class. • Create "Dr. Phil" solutions to problems, using the subjunctive. 	<ul style="list-style-type: none"> • Participation in class activities and discussions, using French • Various graded homework assignments on the subjunctive. • Discussion/debate on the importance of language study. • Reading comprehension on French-speaking countries • Game: Bataille française 	

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MAY	<p><u>Grammar/verbs:</u></p> <ul style="list-style-type: none"> • Object of prepositions (Dont/ce dont) • Relative pronoun, “où” <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • Words from Le Petit Prince (if covered in curriculum) • Words from various fables • Words from the film, Le Château de ma Mère. <p>** Standard 2</p> <p><u>Culture:</u></p> <ul style="list-style-type: none"> • May holidays/customs • Fables of La Fontaine and Africa. • French film 	<p>** Standard 1</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Interpret various fables. <p><u>Listening:</u></p> <ul style="list-style-type: none"> • Interpret and follow instruction given in French. • Interpret and critique the French classic film, Le Château de ma Mère. <p><u>Speaking:</u></p> <ul style="list-style-type: none"> • Analyze the moral/lesson on various fables. <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Create answers to questions on Le Château de ma Mère. • Create answers to questions on readings. 	<ul style="list-style-type: none"> • Participation in class activities and discussions, using French • Essay on Le Château de ma Mère. • Rubric: Mask project/presentation. 	

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JUNE	<p><u>Grammar/Verbs:</u></p> <ul style="list-style-type: none"> • Passé Composé and imparfait review for Final Project <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • Chloé – completion of words from chapter stories <p>** Standard 2</p> <p><u>Culture:</u></p> <ul style="list-style-type: none"> • June festival- La Fête de Musique 	<p>** Standard 1</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Interpret, summarize, and share an article of interest from the French version of Reader's Digest, Sélection. <p><u>Listening:</u></p> <ul style="list-style-type: none"> • Interpret and apply instruction given in French. • Interpret the film, Chocolat. <p><u>Speaking:</u></p> <ul style="list-style-type: none"> • Share with the class the article from Sélection. • Present to the class the autobiography of his/her life- Final Project. <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Create an autobiography of your life stages. • Create a coat-of-arms incorporating vocabulary relating to heritage and personal interests. 	<ul style="list-style-type: none"> • Participation in class activities and discussions, using French • Presentation on Sélection article. • Rubric and presentation – Final Project 	