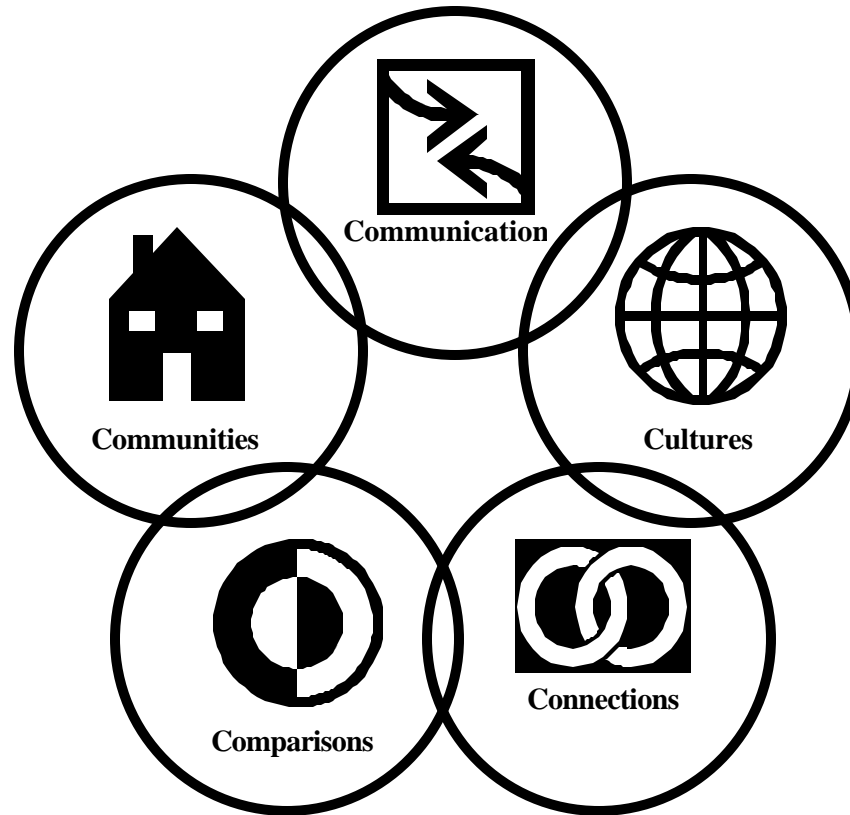


Revised 7/10/05

Foreign Language Curriculum Framework



French 4 & 5 Upper Levels

2005-2006

Montgomery County Public Schools

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Introduction
MCPS French 4 and 5 Curriculum Framework
Goal, Understandings, Sequence of Instruction, Organization of Content and Instructional Approach

Goal

The goal of the Montgomery County Public Schools' Upper level French program is to continue the goals of the level 1-3 program, while emphasizing the importance of precise grammar and vocabulary usage in order to be an advanced language user. Students continue to use French for meaningful communication in order to communicate on more sophisticated topics, and at a higher level of proficiency. The upper French language program transitions the students from the use of language as it is used in every day real-life situations to using the language more in depth in order to communicate with native speakers on a range of topics including literature, politics, and culture. Through French language study at Levels 4 and 5, students continue to develop sensitivity to the cultural and linguistic heritage of other groups, understand their influence on American culture, and become prepared to participate in a society characterized by linguistic and cultural diversity.

Enduring Understandings

- As the world moves towards a global community, it is increasingly important to be able to communicate in languages other than English.
- It is important to understand the cultural perspectives that generate patterns of behavior, ways of life, worldviews, and contributions.
- Proficiency in a foreign language is a vehicle to gaining knowledge that can only be acquired through that language and its culture.
- The study of a foreign language enables students to develop insights into the nature of language and culture.
- Learning a foreign language enables an individual to participate in multilingual communities.

Sequence of Instruction

Students of French 4 and 5 continue to use language in a variety of situations with ever-increasing linguistic and cultural accuracy. In addition to gaining advanced communication skills, students acquire cultural knowledge and culturally appropriate interaction skills essential for communicating with native speakers of French. They develop insights into their own language and culture through linguistic as well as cultural comparisons with French-speaking people and their culture. The interdisciplinary focus of relating the content they are learning in other academic areas to content in their French class also enhances their foreign language experience. Students become aware of the use of French in their community as well as the ability to access the French-speaking culture and people via technological connections.

The *Foreign Language Upper Level French Curriculum Framework* delineates the performance indicators for Levels 4 and 5 of French in Montgomery County Public Schools. The performance indicators state what the students should know and be able to do at each level of instruction. In order to achieve these indicators, a thematic content base with accompanying vocabulary topics and essential structures has been identified. Within a given theme area, the performance indicators of the communication goal are the primary focus and the performance indicators in the goal areas of culture, comparisons, connections, and communities provide broader connections in which to learn the language.

When communicating in French, both in writing and in conversation, the students will improve their linguistic competence through the study of vocabulary and advanced level grammatical structures, including idiomatic expressions, in order to enhance the effectiveness of their communication skills. Standards for grammatical accuracy increase as the students' language study progresses. Whenever possible, the required literature selections from the Advanced Placement French Literature Course have been suggested or incorporated into the sample activities in the Instructional Guides for French 4 and 5. Students who complete this upper level sequence of the French language program are expected to continue their language study in *Advanced Placement French Language* and *French Literature* courses as well as in the *International Baccalaureate Standard* and *Higher Level* programs.

Organization of Content

The French 4 and 5 Instructional Guides are organized into four overarching themes and a variety of related topics. The overarching themes are identical in each level but the topics differ in content and vocabulary. Within each semester of both levels 4 and 5, the structures are the same, but differ in depth and breadth. **A collection of sample activities that models Best Practices and Instructional Strategies is developed for each topic. Each collection includes a sample activity for each of the 8 essential components: a pre-assessment, an introduction to vocabulary, a vocabulary practice, an introduction to structures, a structure practice, a formative assessment, an interpretive activity (i.e. reading, listening, viewing), and a summative assessment.** There are a total of 9 sample units of instruction in Level 4 and 9 sample units of instruction in Level 5. The overview of the themes and topics are on page 9 of this document.

Teachers have the option to choose which topics they want to include in their level 4 and 5 courses but are urged to complete at least two topics per semester. Teachers may choose two topics in one theme or two topics in two different themes. The semesterization of the topics are suggestions but are not mandated. The grammar structures are mandated. Although the grammar structures have been predetermined for semester A and semester B, teachers may choose to teach the structures in different units as long as all the structures are included in the course.

Levels 1- 5 Instructional Approach

The study of a language involves learning vocabulary and structures in the context of the meaning one wishes to convey. It also involves nonverbal communication, knowledge of status and discourse style, and at times, the learning of a whole new alphabet.

Communication strategies must be taught to enable students to circumlocute, and to derive meaning from context. Direct instruction in language learning strategies should be a part of the experience.

Concepts from other content areas must be incorporated into the foreign language learning experience. This not only gives a context to the language experience, but also expands and reinforces the students' knowledge in other areas. Access to a variety of technological tools, such as the Internet, e-mail, DVD, and CD-ROM allows for an enhanced cultural experience as well as a context for interaction with native speakers.

Teachers use a variety of resources and teaching approaches to meet varied student interests and abilities. Differentiated instruction recognizes student learning styles, strengths, and interests and is paced to make the curriculum accessible to everyone. Students in Levels 4 and 5 will go beyond the use of textbooks and workbooks in order to use authentic readers, newspapers, magazines, video and audiotapes, films, realia, computer software, and other technological resources which help bring language and culture to life. To the greatest extent possible, listening materials include native speakers in authentic situations in the target culture, and reading materials are drawn from authentic sources in the target language. Through teaching strategies such as large and small group instruction, pair and group communicative activities, class discussions, individual projects, dramatizations, and games, students are actively involved in language learning.

Thinking skills are enhanced through the study of a foreign language. Students' reasoning skills improve when communicating in a foreign language due to the cognitive skills it demands. The ability to negotiate meaning through two-way interpersonal exchanges or one-way negotiation with text (interpretive communication) or one-way expression of content and perspective (presentational communication) requires the use of the higher-order thinking skills. These communication skills, along with explicit training in learning strategies, are a part of every foreign language experience. Critical thinking skills are fundamental in the language-learning process from the basic level of recall and identification to the higher levels of analysis, synthesis, and evaluation as vocabulary and rules are applied to create original utterances and thoughts.

Research shows that students learn a great deal more than they are explicitly taught. When surrounded by rich, authentic oral and written language, they will acquire the foreign language. Teacher talk must be comprehensible, but in the foreign language, and organized around a communicatively meaningful goal. In an atmosphere of trust, mutual respect, risk-taking, and exploration in which students are actively involved in meaningful, purposeful exchanges, learning will take place. Although the textbook is one of the many tools used to provide this experience, it is not the sole organizing factor of an acquisition-rich classroom.

Frequent ongoing assessment of students' progress in the foreign language is essential. Teachers pre-assess the students' knowledge of vocabulary, structures, reading, and cultural content before instruction in new content begins. Formative assessments take place at regular intervals during the instructional stage to check for understanding and mastery of the material being taught, and to allow the teacher to adjust instruction to meet students' needs. Summative assessments evaluate all the goals in the standards and, in format, mirror the activities used to teach the topics.

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National Standards Standards for Foreign Language Learning

The academic standards for each level of instruction are organized around five goal areas of language learning: (1) Communication, (2) Cultures, (3) Connections, (4) Comparisons, and (5) Communities. For each goal there are two or three standards that describe what students of foreign languages should know and be able to do at the end of each level of study. The standards do not *prescribe* how students should get there; rather, they offer guidance to those responsible for assisting them on the journey.

COMMUNICATION

Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES

Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

ESSENTIAL QUESTIONS ENDURING UNDERSTANDINGS

*-Why is it important to communicate in another language?
-How can your communication with a foreign speaker be more meaningful if you speak his/her language?*

As the world moves toward a global community, it is increasingly important for foreign language study to result in proficiencies that enable students to engage in conversation, interpret authentic materials, and present concepts in a language other than their own.

*-Why is it important to understand the perspectives (value systems) of another culture?
-How do the products and practices of a culture come from these value systems or perspectives?*

The sharing and learning about customs and products increase students' understanding of the cultural perspectives that generate patterns of behavior, ways of life, world views, and contributions in the multiple countries and regions where the language is spoken.

CONNECTIONS

Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

*-How can the study of a foreign language enhance your knowledge of other disciplines?
-What can you read about in your foreign language that you would not be exposed to in your native language?*

As students increase their proficiency in another language, they acquire skills, which empower them to gain knowledge in other disciplines and sensitivity to a variety of viewpoints in the target cultures.

COMPARISONS

Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

*-How are thought processes organized into the structure of different languages?
-Why do different cultures have different value systems?*

Students develop their critical thinking abilities as they become aware of the similarities and differences between their first and second languages. In so doing, they gain new perspectives on their own language and culture.

COMMUNITIES

Participate in Multilingual Communities at Home and Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

*-Where can you use the language other than the classroom?
-How has learning a foreign language enriched your life?*

Learning a foreign language opens doors to a greater variety of career options, increased lifelong learning opportunities, and enhanced leisure activities.

Overview of Themes, Topics, & Structures for French 4 & 5

French 4A

Theme: Identity

Topics:

- Autobiography/Biography

Theme: Discovery and History

Topics:

- Man and His Environment: Social conditions
- Science and Technology: Scientists
- Introduction to the Francophone World #

French 4B

Theme: Change

Topics:

- Issues in Society: North African Influence

Theme: Creativity

Topics:

- Cinema
- Poetry #
- Art
- Songs and Music #

French 5A

Theme: Identity

Topics:

- Autobiography/Biography

Theme: Discovery and History

Topics:

- Man and His Environment: Ecology
- Francophone World:
 - West Africa #
 - Haiti #

French 5B

Theme: Change

Topics:

- Politics/Political Systems: The European Union #
- Issues in Society: News in the Media

Theme: Creativity






Topics:

- Poetry #
- Cinema
- Songs and Music #

Denotes topics with supplemental CDs

Structures include all 1-3 structures and must include the following structures in French 4 & 5:	
French 4A & 5A	French 4B & 5B
<ul style="list-style-type: none"> • Verb forms: Simple and Compound Tenses • Subjunctive Mood: Present and Past Tenses • Literary Past tense • Pronouns: Object, Disjunctive, Possessive, Demonstrative, Relative, Interrogative • Articles • Transition Words • Negative Expressions • Participle using en • Passive voice • Idiomatic Expressions 	<ul style="list-style-type: none"> • Si clauses • Present participle • Indirect Discourse • Adverbs: Form and Placement • Indefinite Pronouns • Adjectives • Conjunctions • Special uses: Present, Future, and Conditional • Subjunctive: Conjunctions, Negatives, and Superlatives • Idiomatic Expressions

Level: French 4A
Theme: Identity/L'identité
Topic : Autobiography/Biography/Autobiographie/Biographie

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
PERFORMANCE INDICATORS				
1.1 Engage in conversation to obtain information about significant events or people in one's life. 1.2 Identify and interpret events shaping Francophone life. 1.3 Present an original biographical portrait of a Francophone celebrity.	2.1 Identify and describe the social conditions shaping individuals' lives in Francophone cultures. 2.2 Explain the influence of Francophone culture on a literary or historical figure.	3.1 Investigate other disciplines, art, music, or history as they relate to Francophone literature or film works about an individual. 3.2 Explain the Francophone perspective about a francophone individual found in authentic background information.	4.1 Identify linguistic elements, including transition words and punctuation, and compare them to English equivalents. 4.2 Compare the experiences of various Francophone groups who live in the U.S.	5.1 Communicate with French speakers on topics of personal interest, community, or world issues. 5.2 Attend cultural events and social activities sponsored by community Francophone groups.

Essential Structures

Students entering Level 4A are expected to use the structures learned in Levels 1-3 with increasing accuracy. These structures will be reviewed as needed.

The following structures will be presented in Level 4A:

Verb Forms:

- Simple tenses
- Compound tenses
- Articles
- Subjunctive: present and past

Infinitives

- Participles using "en"
- Negative expressions
- Transition words






Pronouns:

- Object, Disjunctive, Possessive
- Relative, Demonstrative, Interrogative
- Idiomatic Expressions
- Literary past

Level: French 4A

Theme: Discovery and History/L'histoire et les découvertes

Topic: Man and Environment/Social Conditions /L'homme et son environnement/ Les conditions sociales

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
PERFORMANCE INDICATORS				
1.1 Engage in conversation to obtain information about current societal issues. 1.2 Identify the main ideas and explain the significant societal issues. 1.3 Present information including solutions, regarding the challenges of societal issues.	2.1 Identify societal issues and their solutions that are particular to Francophone countries. 2.2 Identify and explain societal products that are unique to Francophone concerns.	3. 1 Investigate topics from other disciplines, such as the physical and social sciences, and geography, as they relate to topics investigated in the Francophone world. 3.2 Examine and explain the different perspectives using authentic materials about the topics investigated.	4.1 Identify cognates and explain their formation and origin. 4.2 Compare perspectives and practices in the Francophone world on societal concerns with the practices and perspectives on similar topics in the U.S.	5.1 Prepare information flyers in French to compliment topics being discussed in the physical and social science classes. 5.2 Participate in a community service experience in a Francophone country.

Essential Structures:






Students entering Level 4A are expected to use the structures learned in Levels 1-4A with increasing accuracy. These structures will be reviewed as needed.

The following structures will be presented in Level 4A:

- Si clauses
- Present participle
- Indirect discourse
- Indefinite pronouns
- Adverbs: forms and placement
- Subjunctive with particular conjunctions, negatives, and superlatives

- Special uses of present, future, and conditional
- Passive voice
- Adjectives
- Conjunctions
- Idiomatic expressions

Level: French 4A
Theme: Discovery and History/L'histoire et les découvertes
Topic: Scientists/Les scientifiques

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
PERFORMANCE INDICATORS				
1.1 Engage in conversation to obtain information about current scientific issues and past and present French scientists. 1.2 Identify the main ideas and explain the significant ideas regarding past and present scientists and scientific issues. 1.3 Present information about discoveries and inventions of past and present French scientists.	2.1 Describe the role of science in the Francophone academic preparation. 2.2 Identify and explain scientific and societal products that are unique to Francophone concerns.	3. 1 Investigate topics from other disciplines, such as social sciences, geography, and art, as they relate to topics investigated in the Francophone world. 3.2 Examine and explain the different perspectives using authentic materials about the topics investigated.	4.1 Identify cognates and explain their formation and origin. 4.2 Compare perspectives and practices in the Francophone world on scientific concerns practices and perspectives on similar topics in the U.S.	5.1 Prepare information flyers in French to compliment topics being discussed in the physical and social science classes. 5.2 Participate in a scientific research experience in a Francophone country.

Essential Structures:






Students entering Level 4A are expected to use the structures learned in Levels 1-4A with increasing accuracy. These structures will be reviewed as needed.

The following structures will be presented in Level 4A:

Si clauses
 Present participle
 Indirect discourse
 Indefinite pronouns
 Adverbs: forms and placement
 Subjunctive with particular conjunctions, negatives, and superlatives

Special uses of present, future, and conditional
 Passive voice
 Adjectives
 Conjunctions
 Idiomatic expressions

Level: French 4A
Theme: Discovery and History/L'histoire et les découvertes
Topic: The Francophone World/Le monde francophone

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
PERFORMANCE INDICATORS				
1.1 Engage in conversation about countries, geography and important people in the Francophone world. 1.2 Identify countries, organizations, literature, and important individuals in Francophone countries. 1.3 Create and present basic information regarding a Francophone country while creating an individual Francophone identity using documents, a poster, and dialogue.	2.1 Describe the role and importance of music and literature in Francophone countries. 2.2 Identify and explain musical and literary products that are unique to Francophone countries.	3. 1 Investigate topics from other disciplines, such as the physical and social sciences, geography, and mathematics, as they relate to topics investigated in the Francophone world. 3.2 Examine and explain the different perspectives using authentic materials about the topics investigated.	4.1 Identify the use of prepositions with infinitives in English and compare it to their use in French. 4.2 Compare perspectives and practices in the Francophone world of "la patrimoine" and patriotism with those in the U.S.	5.1 Communicate with French about their native countries. 5.2 Attend cultural events and social activities sponsored by community Francophone groups.

Essential Structures:

Students entering Level 4A are expected to use the structures learned in Levels 1-4A with increasing accuracy. These structures will be reviewed as needed.

The following structures will be presented in Level 4A:






Si clauses
 Present participle
 Indirect discourse
 Indefinite pronouns
 Adverbs: forms and placement
 Subjunctive with particular conjunctions, negatives, and superlatives

Special uses of present, future, and conditional
 Passive voice
 Adjectives
 Conjunctions
 Idiomatic expression

French 4B

Theme: Change/Le changement

Topic: Issues in Society: North African Influence/L'influence nord africaine en France

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
PERFORMANCE INDICATORS				
1.1 Engage in conversation to discuss students' origins, cultures, traditions and "Americanism". 1.2 Identify and explain what it means to be "French", and what various groups think about "la laïcité". 1.3 Present a debate on the various issues of "la laïcité et le voile".	2.1 Identify and describe the new law about "la laïcité" and past laws regarding similar issues. 2.2 Identify various reasons for passing the past and present laws regarding "la laïcité".	3.1 Investigate the history of French colonialism in North Africa and the immigration of North Africans to France. 3.2 Identify the French perspective on separation of church and state and African immigration.	4.1 Identify and use linguistic elements that do not translate literally and compare them to their English equivalents. 4.2 Compare the American ideology about separation of church and state to the French.	5.1 Listen to and present "rai" music sung in French. 5.2 Investigate the current situation of the Maghrébins living in France.

Essential Structures:






Students entering Level 4B are expected to use the structures learned in Levels 1-4A with increasing accuracy. These structures will be reviewed as needed.

The following structures will be presented in Level 4B:

- Si clauses
- Present participle
- Indirect discourse
- Indefinite pronouns
- Adverbs: forms and placement
- Subjunctive with particular conjunctions, negatives and superlatives

- Passive Voice
- Adjectives
- Conjunctions
- Idiomatic expressions
- Special uses of present, future, and conditional

Level: French 4B
Theme: Creativity/L'âme créatrice
Topics: Cinema / Le cinéma

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
PERFORMANCE INDICATORS				
1.1 Engage in conversation and express opinions, about movies, genres and components of films. 1.2 Identify the main ideas and explain the significant details from written movie critiques and from Francophone movies. 1.3 Create and present an original movie poster using elements discussed about film components.	2.1 Identify French movies and filmmakers. 2.2 Identify French perspectives reflected in movies made by French filmmakers.	3.1 Investigate topics, themes or from literature, or literary texts used for movies. 3.2 Examine critiques of both American and Francophone films that reflect francophone viewpoints.	4.1 Compare and contrast the use of “si” clauses in French and English. 4.2 Compare similar American and French films and remakes of French films in English, and identify cultural differences.	5.1 Watch Francophone movies in local movies theaters or rent them from local video stores. 5.2 Create a Francophone film circle with other students of French and/or with French speakers.

Essential Structures:

Students entering Level 4B are expected to use the structures learned in Levels 1-4A with increasing accuracy. These structures will be reviewed as needed.






The following structures will be presented in Level 4B:

Si clauses
 Present participle
 Indirect discourse
 Indefinite pronouns
 Adverbs: forms and placement

Subjunctive with particular conjunctions,
 negatives, and superlatives
 Special uses of present, future, and conditional
 Passive voice

Adjectives
 Conjunctions
 Idiomatic expressions

Level: French 4B
Theme: Creativity/L'âme créatrice
Topics: Poetry/La poésie

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
PERFORMANCE INDICATORS				
1.1 Engage in conversation to discuss the use of nature in poetry. 1.2 Identify the main ideas in various Francophone poems. 1.3 Create and present an original poem	2.1 Identify various Francophone poems and poets. 2.2 Identify Francophone perspectives of literature as reflected in the poetry studied.	3.1 Investigate literary devices used in poetry and literature.	4.1 Compare and contrast the use of past tenses when telling a story in both French and English. 4.2 Compare the use of nature in poetry in French and English poems and other literary forms	5.1 Read and/or write poems in French. 5.2 Create Francophone poetry slam events with other students of French and/or with French speakers.






Essential Structures:

Students entering Level 4B are expected to use the structures learned in Levels 1-4A with increasing accuracy. These structures will be reviewed as needed.

The following structures will be presented in Level 4B:

- Si clauses
- Present participle
- Indirect discourse
- Indefinite pronouns
- Adverbs: forms and placement
- Subjunctive with particular conjunctions, negatives, and superlatives
- Special uses of present, future, and conditional
- Passive voice
- Adjectives
- Conjunctions
- Idiomatic expressions

Level: French 4B
Theme: Creativity/L'âme créatrice
Topics: Art/L'art

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
PERFORMANCE INDICATORS				
1.1 Engage in conversation and express opinions, including emotions, about paintings and painters. 1.2 Identify different periods of art, their characteristics and French artists. 1.3 Create and present an exposé on a French painter.	2.1 Identify French paintings and their artists 2.2 Identify the French perspectives past and present about art, different movements and various artists.	3.1 Investigate topics from the arts that relate to Francophone creative products. 3.2 Examine critiques of creative products that reflect Francophone view points.	4.1 Compare and contrast the use of demonstrative adjectives in English and French. 4.2 Compare American artists with French artists of the 19 th and 20 th centuries.	5.1 Visit the National Gallery and other museums in the area where there is an abundance of Francophone art.






Essential Structures:

Students entering Level 4B are expected to use the structures learned in Levels 1-4A with increasing accuracy. These structures will be reviewed as needed.

The following structures will be presented in Level 4B:

- Si clauses
- Present participle
- Indirect discourse
- Indefinite pronouns
- Adverbs: forms and placement
- Subjunctive with particular conjunctions, negatives, and superlatives
- Special uses of present, future, and conditional
- Passive voice
- Adjectives
- Conjunctions
- Idiomatic expressions

Level: French 4B
Theme: Creativity/Lâme créatrice
Topics: Songs and Music/La chanson et la musique

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
PERFORMANCE INDICATORS				
<p>1.1 Engage in conversation and express opinions about music and popular singers.</p> <p>1.2 Identify and explain significant details about the history of French song and past and present musicians.</p> <p>1.3 Create and present a written and oral project describing the life and accomplishments of a famous Francophone musician.</p>	<p>2.1 Identify various types of Francophone music and musicians, and their uses in Francophone cultures.</p> <p>2.2 Identify the importance of music and song in Francophone cultures.</p>	<p>3.1 Investigate Francophone classical musicians and composers, and their music.</p> <p>3.2 Examine critiques of French or English musicians and song that reflect Francophone view points.</p>	<p>4.1 Compare and contrast the use of language, such as poetry or slang, or verb tense in both French and English song.</p> <p>4.2 Compare song styles and musical styles of Francophone music and song with American music and song.</p>	<p>5.1 Go to a concert of French music, or listen to French music at home.</p> <p>5.2 Create a French concert of classical or popular music.</p>






Essential Structures:

Students entering Level 4B are expected to use the structures learned in Levels 1-4A with increasing accuracy. These structures will be reviewed as needed.

The following structures will be presented in Level 4B:

- Si clauses
- Present participle
- Indirect discourse
- Indefinite pronouns
- Adverbs: forms and placement
- Subjunctive with particular conjunctions, negatives, and superlatives
- Special uses of present, future, and conditional
- Passive voice
- Adjectives
- Conjunctions
- Idiomatic expressions

Level: French 5A
Theme: Identity/L'identité
Topic: Autobiography/Biography/Autobiographie/Biographie

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
PERFORMANCE INDICATORS				
1.1 Exchange opinions on current or past events affecting the lives of French-speaking people. 1.2 Identify and analyze the main ideas from authentic materials or life-shaping events. 1.3 State main concerns affecting the lives of French-speaking people and suggest solutions.	2.1 Analyze how and why past experiences have shaped various Francophone groups. 2.1 Examine social behaviors presented in literature and film and identify the cultural perspectives.	3.1 Increase knowledge of other disciplines, such as history, art, and music, through the study of important Francophone personalities. 3.2 Identify and explain the Francophone perspectives that are present in French literature and the French media.	4.1 Select and use appropriate structures and idiomatic expressions. 4.1 Identify regional or social influences on the French language as compared to the influences on the English language. 4.2 Identify and analyze the differences between American and Francophone reactions to similar life-shaping events.	5.1 Investigate how idiomatic expressions about personal interests vary from country to country.

Essential Structures:

Students entering Level 5A are expected to use the structures learned in Levels 1-4 with increasing accuracy. These structures will be reviewed as needed.

The following Level 4A structures will be presented in more detail in Level 5A:

Simple tenses

Compound tenses

Articles

Subjunctive: present and past

Negative expressions

Participles using "en"

Literary past

Pronouns:

Interrogative

Relative

Disjunctive

Demonstrative

Object

Possessive

Infinitives






Transition words

Idiomatic Expressions

Level: French 5A

Theme: Discovery and History/ *L'histoire et les decouvertes*

Topic: Man and Environment/Ecology/*L'homme et son environnement/L'écologie*

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
PERFORMANCE INDICATORS				
1.1 Engage in conversation about environmental issues in the U.S. and in the world. 1.2 Identify and evaluate the important concepts regarding ecology and the environment. 1.3 Create and present a project about an ecological problem.	2.1 Identify and analyze the cultural practices regarding ecology and recycling. 2.2 Identify and evaluate Francophone perspectives regarding the environment and ecology.	3.1 Reinforce and expand knowledge of other disciplines such as geography, geology, and biological sciences. 3.2 Identify Francophone sources for discussion about the environment and ecology.	4.1 Compare the use of negative structures in French and in English. 4.2 Identify and analyze cultural differences regarding ecology, the environment and waste.	5.1 Create posters in French for the school that can be posted alongside the English posters 5.2 Explore francophone research efforts in scientific an environmental fields.

Essential Structures:

Students entering Level 5B are expected to use the structures learned in Levels 1-5A with increasing accuracy. These structures will be reviewed as needed. The following Level 4B structures will be presented in more detail in Level 5B:

Si clauses
 Passive voice
 Adjectives
 Indirect discourse
 Indefinite pronouns






Subjunctive with particular conjunctions, negatives, and superlatives
 Special uses of present, future and conditional
 Adverbs: form and placement
 Present participle
 Conjunctions

Idiomatic Expressions

Level: French 5A

Theme: Discovery and History/ *L’histoire et les decouvertes*

Topic: Francophone World: Africa/ *Le monde francophone : l’Afrique*

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
PERFORMANCE INDICATORS				
<p>1.1 Engage in conversation about student’s previous knowledge of Africa and Francophone Africa.</p> <p>1.2 Identify and evaluate the important concepts of tradition and folklore in African society.</p> <p>1.3 Create and present an original folktale based on students’ origins and African folklore.</p>	<p>2.1 Identify and analyze African currency and life styles.</p> <p>2.2 Identify and evaluate African values based on folktales.</p>	<p>3.1 Reinforce and expand knowledge of the history of colonialism in Africa.</p> <p>3.2 Through the use of African Francophone literature and newspaper, analyze African per-spectives on colonialism.</p>	<p>4.1 Compare the use of prepositions in both English and French and use in French with increasing frequency and accuracy.</p> <p>4.2 Identify and analyze cultural differences of family life and tradition in American and Francophone African society.</p>	<p>5.1 Create and present African folktales for other French classes or students in the elementary/middle school French immersion programs.</p> <p>5.2 Explore Francophone African cultures by attending theatrical events or continuing the study of Francophone African literature.</p>

Essential Structures:

Students entering Level 5B are expected to use the structures learned in Levels 1 -5A with increasing accuracy. These structures will be reviewed as needed. The following Level 4B structures will be presented in more detail in Level 5B:

Si clauses
 Passive voice
 Adjectives
 Indirect discourse
 Indefinite pronouns






Subjunctive with particular conjunctions, negatives, and superlatives
 Special uses of present, future and conditional
 Adverbs: form and placement
 Present participle
 Conjunctions

Idiomatic Expressions

Level: French 5A

Theme: Discovery and History/ *L’histoire et les decouvertes*

Topic: Francophone World: Haiti/ *Le monde francophone : Haïti*

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
PERFORMANCE INDICATORS				
1.1 Engage in conversation about Haitian life as pictured in Haitian art. 1.2 Identify and evaluate the important concepts of Haitian life and history. 1.3 Create and present an original “poème illustré” based on Haitian “poèmes illustrés” that were studied.	2.1 Identify and analyze Haitian art and artists. 2.2 Identify and evaluate Haitian traditions and life as seen through art and poetry.	3.1 Reinforce and expand knowledge of the history of Haiti and the French Antilles. 3.2 Through the use of Haitian literature and newspapers, analyze Haitian perspectives of the political strife in the country.	4.1 Compare the use of object pronouns in both English and French and use in French with increasing frequency and accuracy. 4.2 Identify and analyze cultural and political differences of family life and tradition in American and Haitian society.	5.1 Create and present Haitian folktales and/or art for other French classes or students in the elementary/middle school French immersion programs. 5.2 Explore Haitian culture by attending theatrical events or continuing the study of Haitian literature.

Essential Structures:

Students entering Level 5B are expected to use the structures learned in Levels 1-5A with increasing accuracy. These structures will be reviewed as needed. The following Level 4B structures will be presented in more detail in Level 5B:

Si clauses
 Passive voice
 Adjectives
 Indirect discourse
 Indefinite pronouns






Subjunctive with particular conjunctions, negatives, and superlatives
 Special uses of present, future and conditional
 Adverbs: form and placement
 Present participle
 Conjunctions

Idiomatic Expressions

Level: French 5B

Theme: Change/Le changement

Topic : Politics/Political Systems: The European Union/La politique et les systèmes politiques : L'union européenne

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
PERFORMANCE INDICATORS				
1.1 Engage in conversation about the American government and the French government. 1.2 Identify and evaluate the important concepts of both governments and the European Union. 1.3 Research and present information about a European Union country.	2.1 Identify and analyze the election process in France. 2.2 Identify and evaluate the history and French attitude toward a united Europe and the use of the euro.	3.1 Reinforce knowledge of the history of modern Europe and governments through the study of the history of a united Europe. 3.2 Hypothesize as to why the French do not always agree with other EU countries on economic matters.	4.1 Compare the use of prepositions to, from and in, in both French and English. 4.2 Compare American attitudes towards government and politics with those of the French.	5.1 Conduct a mock French election in the class with candidates and voting booths. 5.2 Read online newspaper articles about the EU and French politics.

Essential Structures:

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- Si clauses
- Passive voice
- Present Participle
- Adjectives
- Indirect Discourse
- Conjunctions

- Indefinite Pronouns
- Idiomatic Expressions
- Adverbs: forms and placements
- Subjunctive with particular conjunctions, negatives, and superlatives
- Special uses of present, future, and conditional

Level: French 5B

Theme: Change/Le changement

Topic : Issues in Society: News in the Media/ Les actualités

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
PERFORMANCE INDICATORS				
1.1 Debate an issue presented in the news. 1.2 Identify and evaluate the important concepts in the news. 1.3 Create and present an original news broadcast, a script for a news scene, or a newspaper.	2.1 Identify and analyze the cultural practices in the news. 2.2 Identify and evaluate Francophone perspectives of current event in the news.	3.1 Reinforce and expand knowledge of other disciplines such as journalism, psychology, or politics. 3.2 Hypothesize how an historical event might have been presented in a francophone news article.	4.1 Select appropriate structures and idiomatic expressions related to narrating past events and use with increasing frequency and accuracy. 4.2 Identify and analyze cultural differences to examine an issue when using Francophone sources.	5.1 Watch and read Francophone news that is available in the U.S. 5.2 Create a school newspaper in French reporting on current events and school events.






Essential Structures:

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- Si clauses
- Passive voice
- Present Participle
- Adjectives
- Indirect Discourse
- Conjunctions

- Indefinite Pronouns
- Idiomatic Expressions
- Adverbs: forms and placements
- Subjunctive with particular conjunctions, negatives, and superlatives
- Special uses of present, future, and conditional

Level: French 5B
Theme: Creativity/L'âme créative
Topics: Poetry/La poésie,

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
PERFORMANCE INDICATORS				
<p>1.1 Exchange opinions about and reactions to style, theme, language and symbolism in poetry.</p> <p>1.1 Identify and evaluate the significance of theme, style and language in poetry.</p> <p>1.2 Present a critical analysis of a poem.</p>	<p>2.1 Analyze the cultural importance of poetry in Francophone countries.</p> <p>2.2 Analyze the social and political cultural perspectives reflected in Francophone poetry.</p>	<p>3.1 Extend knowledge of poetry and poetry used in music in English as well as in French.</p> <p>3.2 Hypothesize how viewpoints about poetry used in Francophone music differ when expressed by different Francophone cultures.</p>	<p>4.1 Compare how the use of language and meter differs in English and French poetry.</p> <p>4.2 Compare literary movements in Francophone and American/English societies.</p>	<p>5.1 Read and write poems in French.</p> <p>5.1 Form a poetry group to read and discuss Francophone poetry.</p>

Essential Structures:






Students entering Level 5B are expected to use the structures learned in Levels 1-5A with increasing accuracy. Structures will be reviewed as needed.

The following structures will be presented in Level 5B:

- Si clauses
- Present participle
- Indirect discourse
- Indefinite pronouns
- Adverbs: forms and placement
- Subjunctive with particular conjunctions, negatives, and superlatives
- Special uses of present, future, and conditional

- Passive Voice
- Adjectives
- Conjunctions
- Idiomatic Expressions

Level: French 5B
Theme: Creativity/L'âme créative
Topics: Cinema/Le cinéma

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
PERFORMANCE INDICATORS				
<p>1.1 Exchange opinions about and reactions to the use of literature adapted to cinema, and what is important to make a movie interesting.</p> <p>1.2 Identify and evaluate elements of a movie and critiques of elements.</p> <p>1.3 Create and present a short original movie based on a literary work.</p>	<p>2.1 Analyze the cultural importance of cinema and how the government subsidizes it in France.</p> <p>2.2 Analyze the social and political cultural perspectives reflected in Francophone cinema.</p>	<p>3.1 Extend knowledge of literature and the history of cinema.</p> <p>3.2 Analyze Francophone viewpoints of films through French critiques of both Francophone and American films.</p>	<p>4.1 Compare use of indirect discourse in English and French.</p> <p>4.2 Compare themes and style of American and Francophone cinema.</p>	<p>5.1 Form a “Vidéo club français” at school.</p> <p>5.1 Make a movie in French.</p>

Essential Structures:






Students entering Level 5B are expected to use the structures learned in Levels 1-5A with increasing accuracy. Structures will be reviewed as needed.

The following structures will be presented in Level 5B:

- Si clauses
- Present participle
- Indirect discourse
- Indefinite pronouns
- Adverbs: forms and placement
- Subjunctive with particular conjunctions, negatives, and superlatives
- Special uses of present, future, and conditional

- Passive Voice
- Adjectives
- Conjunctions
- Idiomatic Expressions

Level: French 5B
Theme: Creativity/L'âme créative
Topics: Music/La musique

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
PERFORMANCE INDICATORS				
1.1 Exchange opinions about and reactions to contemporary music. 1.2 Identify and evaluate genres of contemporary music and French musicians. 1.4 Create and/or present a song in French.	2.1 Analyze the cultural importance of contemporary French music. 2.2 Analyze the social and political cultural perspectives reflected in French music.	3.1 Extend knowledge of music and its genres. 3.2 Analyze Francophone viewpoints contemporary music by reading French music critiques.	4.1 Compare use of relative pronouns in English and French. 4.2 Compare themes and style of American and French contemporary music.	5.1 Sing or play music written by Francophone musicians or create own Francophone music. 5.1 Listen to Francophone music.

Essential Structures:

Students entering Level 5B are expected to use the structures learned in Levels 1-5A with increasing accuracy. Structures will be reviewed as needed.

The following structures will be presented in Level 5B:

- Si clauses
- Present participle
- Indirect discourse
- Indefinite pronouns
- Adverbs: forms and placement
- Subjunctive with particular conjunctions, negatives, and superlatives
- Special uses of present, future, and conditional

- Passive Voice
- Adjectives
- Conjunctions
- Idiomatic Expressions