

COMMUNITY UNIT SCHOOL DISTRICT 200

French 4 (Fourth Year) High School Advanced Level - Two Semesters

- 1. Subject Expectation (State Goal 28)** **The student will use the target language to communicate within and beyond the classroom setting.**

Learning Standard A	Understand oral communications in the target language
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| Critical Content | 28.A.5 | a. | comprehend a variety of oral and audio presentations in academic, technical, social or work environments |
| | | | <ul style="list-style-type: none">• demonstrate understanding of main ideas on a variety of topics presented in the media• comprehend main ideas<ul style="list-style-type: none">- teacher presentations- native speakers- supplemental materials- films• comprehend information of increasing length without requiring translation• demonstrate comprehension of academic or cultural presentations (such as conversations, narratives, class lectures, plays, PowerPoint) |

Learning Standard B	Interact in the target language in various settings
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| Critical Content | 28.B.5a | a. | express a position on a topic in a discussion |
| | | | <ul style="list-style-type: none">• create original responses to open-ended questions• sustain conversation using familiar language patterns• recognize errors and attempt to self-correct |
| | * | | <ul style="list-style-type: none">• communicate with increasing confidence• use resources and previously learned material to summarize a story |
| | * | | <ul style="list-style-type: none">• apply techniques and skills used in other classes for various discussion forms (such as panels, critiques and interviews) |
| | * | | <ul style="list-style-type: none">• use idioms and culturally authentic expressions |
| | 28.B.5b | b. | converse using pronunciation, vocabulary, and syntax that is understandable and acceptable to a native speaker |
| | | | <ul style="list-style-type: none">• show moderate command of language in planned and extemporaneous conversation such as: |

- directed partner activities based on vocabulary and grammar
- role playing
- dialogues based on variety of vocabulary and grammar themes and readings
- expressing opinions about current events, movies and readings
- relating personal experiences
- questions and answers on everyday topics, spontaneous speech
- games and appropriate vocabulary and terminology

Learning Standard C	Understand written passages in the target language
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| Critical Content | 28.C.5a | <p>a. comprehend, with support as needed, a variety of materials in academic and social situations</p> <ul style="list-style-type: none"> • understand information of increasing length <ul style="list-style-type: none"> - read for meaning to summarize selected readings • summarize the main message and significant details of a variety of written materials with the help of available resources <p style="margin-left: 20px;">*</p> <ul style="list-style-type: none"> • demonstrate comprehension of key vocabulary as well as the main message of written materials with the use of other print sources (such as dictionaries) <p style="margin-left: 20px;">*</p> <ul style="list-style-type: none"> • demonstrate understanding of main ideas and significant details on a variety of topics presented in selected material (such as newspapers, magazines, and books) from the culture |
| | 28.C.5b | <p>b. discuss various layers of meaning in a written work (such as poetry, short story, novel or drama)</p> <ul style="list-style-type: none"> • demonstrate understanding of how word use, phrasing and sentence structure of the French language conveys meaning • demonstrate ability to use graphic organizer • organize information and concepts in a brief essay |
| | 28.C.5c | <p>c. explain how various languages are interrelated in terms of word origin and text structures</p> <ul style="list-style-type: none"> • correct use of tense, mood, and grammar concepts • explain the similarities and differences between French and English • recognize and use idiomatic expressions |

Learning Standard D	Use the target language to present information, concepts and ideas for a variety of purposes to different audiences
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| Critical Content | 28.D.5a | <p>a. write various works to meet academic and social needs (with supporting evidence from electronic and print sources if pertinent)</p> <ul style="list-style-type: none"> • essays, presentations, letters, compositions, paragraphs and/or reports |
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- notes in French
- 28.D.5b b. make presentations on a variety of academic and social topics
 - research and prepare a presentation on a topic of current or historical interest in the target culture
 - compose, edit and revise using reference materials (such as dictionaries and grammar references)
- 28.D.5c c. present an original piece
 - create and present an original story, poem, song, video, etc., on a given theme

2. Subject Expectation (State Goal 29) The student will use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.

Learning Standard A Understand manners and customs of various target language societies

- Critical Content 29.A.5 a. analyze and interpret manners and customs within the social, academic and work environments of France
- identify traditions and customs associated with times of the year and national events
 - explain accepted roles and activities of social units (such as the role of the immediate and extended family, and the concept of friendship)
 - exhibit knowledge of selected social practices that differ from those in the U.S.
 - compare and contrast routine practices of daily life (such as school, telephone conventions, food preferences and preparation, meal taking and manners, shopping, dwelling and dress)
 - use appropriate vocabulary and level of formality in addressing those of different ages and roles in social situations
 - increase awareness and respect for other cultures
 - explore and appreciate the arts (including films) and cuisine
 - discuss current events

Learning Standard B Understand music, dance, folk art, visual art, drama and architecture related to the target language societies

- Critical Content 29.B.5a a. explain the cultural and historical significance of characteristic art forms of a French-speaking society
- * • explain themes of selected art forms (such as music, painting, sculptures, dance and architecture)
 - * • use a wider range of vocabulary to discuss selected works of art

Learning Standard C	Understand literature and various media of target language societies
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| Critical Content | 29.C.5a | a. | demonstrate understanding of the main ideas of selected samples |
| | | | <ul style="list-style-type: none">• demonstrate comprehension with assistance (such as, glossaries, guided questions, and outlines) |
| | * | | <ul style="list-style-type: none">• demonstrate comprehension through original presentations using technology• study characters, settings, plots and themes |
| | 29.C.5b | b. | explain the influence of historical context on selected works |
| | | | <ul style="list-style-type: none">• study history, geography, customs and time frame |

Learning Standard D	Understand history of areas where the target language is spoken
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| Critical Content | 29.D.5 | a. | study different historical events using a variety of media and technology tools |
| | | | <ul style="list-style-type: none">• key historical figures• events• authors, artists, musicians |

Learning Standard E	Understand geography of various target language societies
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| Critical Content | 29.E.3 | a. | describe geographical aspects (e.g., population distribution, natural resources and main economic activities) of areas where French is spoken |
| | | | <ul style="list-style-type: none">• write or present a report on a French-speaking country using maps, charts, digital images, graphs and other geographic representations |

3. Subject Expectation (State Goal 30) **The student will use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.**

Learning Standard A	Use the target language to reinforce and further knowledge of other disciplines
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| Critical Content | 30.A.3c | a. | explore the physical and geological features, vegetation and animal life indigenous to areas where French is spoken |
| | 30.A.5a | b. | discuss economic conditions in French-speaking countries compared to the United States |
| | | | <ul style="list-style-type: none">• present information about French products and companies found in the United States |
| | 30.A.5b | c. | use French for math skills |
| | | | <ul style="list-style-type: none">• estimate measurements (such as train schedules, metric distances and purchases) |

- 30.A.5c d. discuss current science issues (e.g., ecology and the environment, health) from the perspective of French speakers
- 30.A.5d e. discuss/compare diet and nutrition in French-speaking countries and the United States

Learning Standard B	Use the target language to demonstrate knowledge and understanding of a variety of career options
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- Critical Content
- a. identify career options that require proficiency in French