

French Level 4

“Year at a Glance” : Intermediate Mid

Theme	Suggested Grammar and Contexts
Semester 1	
Family & community <i>La famille et la communauté</i>	<u>Suggested Grammar:</u> review present tense (regular and irregular), connecting words <u>Suggested Contexts:</u> <ul style="list-style-type: none"> - Childhood & adolescence - Citizenship - Love and Friendship <u>Essential questions:</u> <ul style="list-style-type: none"> - What constitutes a family in different societies? - How do individuals contribute to the well-being of communities? - How do the roles that families and communities assume differ in societies around the world? - How do love and friendship differ? - How do people in different communities express love and friendship?
Common Assessment #1 – Fall	
Contemporary Life <i>La vie contemporaine</i>	<u>Suggested Grammar:</u> passé composé, object pronouns <u>Suggested Contexts:</u> <ul style="list-style-type: none"> - Advertising & Marketing - Education - Holidays & Celebrations - Housing & Shelter - Leisure & Sports - Professions - Rites of Passage - Travel <u>Essential questions:</u> <ul style="list-style-type: none"> - How do societies and individuals define quality of life? - How is contemporary life influenced by cultural products, practices, and perspectives? - What are the challenges of contemporary life?
Personal & public identities <i>La quête de soi</i>	<u>Suggested Grammar:</u> imparfait <u>Suggested Contexts:</u> <ul style="list-style-type: none"> - Alienation & Assimilation - Beliefs & Values - Gender & Sexuality - Language & Identity - Multiculturalism - Nationalism & Patriotism <u>Essential questions:</u> <ul style="list-style-type: none"> - How are aspects of identity expressed in various situations? - How do language, culture, beliefs and values influence identity? - How does one’s identity develop over time?
Common Assessment #2 – Winter	

Semester 2	
<p>Global Challenges</p> <p><i>Les défis mondiaux</i></p>	<p>Grammar: subjunctive</p> <p><u>Suggested Contexts:</u></p> <ul style="list-style-type: none"> - diversity issues - economic issues - human rights - ecological issues <p><u>Essential questions:</u></p> <ul style="list-style-type: none"> - What environmental, political, and social issues propose challenges to societies throughout the world? - What are the origins of those issues? - What are possible solutions to those challenges?
Common Assessment #3 – Spring	
<p>Science & Technology</p> <p><i>La science et la technologie</i></p>	<p>Grammar: future, conditional</p> <p><u>Suggested contexts:</u></p> <ul style="list-style-type: none"> - current research topics - ethical questions - intellectual property <p><u>Essential questions:</u></p> <ul style="list-style-type: none"> - How do developments in science and technology affect our lives? - What factors have driven innovation and discovery in the fields of science and technology? - What role does ethics play in scientific advancement?
<p>Beauty and Aesthetics</p> <p><i>L'esthétique</i></p>	<p>Grammar: infinitive constructions</p> <p><u>Suggested Contexts:</u></p> <ul style="list-style-type: none"> - Francophone Artistic Heritage - Francophone Literature - Francophone Music <p><u>Essential questions:</u></p> <ul style="list-style-type: none"> - How are perceptions of beauty and creativity established? - How do ideals of beauty and aesthetics influence daily life? - How do the arts both challenge and reflect cultural perspectives? <p>Note: many of these contexts will have been discussed in the course of discussing the previous themes. For this reason, this theme has been placed last.</p>
Final Assessment #4	

WORLD LANGUAGES: French

Beginning Language – Level 4

Learner Profile- By the end of Level 4, students should be able to function at a *“Intermediate-Mid”* level (intermediate-mid on the ACTFL proficiency scale).

What can Intermediate-Mids do?

Major Focus	CREATED		
	High	Mid	Low
WHAT LANGUAGE DO I USE? Vocabulary	- I am coherent and in control with created language, plus I occasionally rise to planned language.	Vocabulary: - I use circumlocution as a strategy when I don't know specific vocabulary.	- I am not bound by formulaic expressions.
HOW DO I USE LANGUAGE ? Text Type and Function	- I use many different sentence types (variety of sentence structures). - I occasionally use sentence connectors, link or connect paragraphs / use linking and transitional words.	Text type and Function: - I use discrete sentences and strings of sentences. - I occasionally use paragraph structure that is not sustained (logical organization of ideas and string of sentences). - I ask and answer questions. - I describe and narrate, and I may provide simple explanations. - I “create” with the language (show independent thought, and provide some added detail). - I use a variety of tenses (present tense with good control, and past and future tenses with limited control). - I participate in conversational and transactional situations (ex: ordering food, buying clothes, getting tickets).	- I express independent thoughts. - I create recombinations of simple sentences. - Generally I communicate using created functions, but without ease and consistency. - I fall back to formulaic expressions when dealing with unfamiliar situations.
HOW WELL AM I UNDERSTOOD DOING THE TASK? Comprehensibility		Comprehensibility: - I can generally be understood by a native speaker. Errors do not impede comprehension.	

End-of-Level Targets:

Level 3: CREATED-Mid

Level 2



FRENCH 4 - First Semester

Theme 1: Famille et Communauté

<p><u>Theme: Self expression and interpersonal Relationships</u></p> <p>Vocabulary: Describe and discuss my personal relationships</p>	<p><u>Enduring Understanding:</u></p> <ul style="list-style-type: none"> • How do people define themselves and others in their interpersonal relationships? 	<p><u>Culture Connections:</u></p> <ul style="list-style-type: none"> • How do I appropriately interact with, express myself to, and understand friends and new acquaintances in francophone cultures?
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INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Listening	Reading	Listening/Speaking or Reading/Writing	Speaking	Writing
<ul style="list-style-type: none"> • I can understand a simple authentic description of a person's emotions and interactions with others. • I can understand a simple description of someone's self-expression. 	<ul style="list-style-type: none"> • I can read authentic literature (developed for a francophone audience) about relationships 	<ul style="list-style-type: none"> • I can discuss personal identity and interpersonal relationships. 	<ul style="list-style-type: none"> • I can discuss (ask and answer questions) issues of personal identity and interpersonal relationships with other francophones. 	<ul style="list-style-type: none"> • I can write a letter to a friend or classmate presenting my personal feelings and discussing our relationship and inquiring about theirs. • I can write a simple formal email expressing my opinion about cosmopolitan issues. I can ask for additional information.

<p><u>Review of Essential Structures/Grammar:</u></p> <ul style="list-style-type: none"> • present tense of regular and spelling change verbs (broaden regular verb vocabulary) • irregular verbs • review interrogatives

Common Assessment #1 - Fall

Thème 2 : La Vie Contemporaine

<p><u>Theme: City Life</u></p> <p><u>Vocabulary:</u> Describe and discuss life in the city:</p>	<p><u>Enduring Understanding:</u></p> <ul style="list-style-type: none"> • How do people define quality of life? 	<p><u>Culture Connections:</u></p> <ul style="list-style-type: none"> • How do the attitudes and practices of cosmopolitans in my city compare and contrast with those of various French cosmopolitan cities?
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INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Listening	Reading	Listening/Speaking or Reading/Writing	Speaking	Writing
<ul style="list-style-type: none"> • I can understand a simple authentic audio excerpt describing city life and issues. 	<ul style="list-style-type: none"> • I can read an authentic brochure about cultural opportunities available in a city. • I can read authentic literature describing city life. 	<ul style="list-style-type: none"> • I can exchange information about culture and life styles. 	<ul style="list-style-type: none"> • I can present an account of my daily activities and routines. • I can discuss (ask and answer questions) my personal habits and civic interactions. 	<ul style="list-style-type: none"> • I can write a short essay comparing and contrasting cosmopolitan issues between cultures. • I can write a simple formal email expressing my opinion about cosmopolitan issues. I can ask for additional information.

Review of Essential Structures/Grammar:

- *passé composé with avoir and être and irrégular past participles*
- *object pronouns and agreement with past participles*

Thème 3 : La Quête de Soi

<p><u>Theme: Personal Identities</u></p> <p><u>Vocabulary:</u> Describe and discuss the influences on personal identity.</p>	<p><u>Enduring Understanding:</u></p> <ul style="list-style-type: none"> • What influence do culture, language, beliefs and values have on the development of personal identities? 	<p><u>Culture Connections:</u></p> <ul style="list-style-type: none"> • How do the influences of culture, language, beliefs and values in my culture compare to their influence in other francophone cultures?
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INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Listening	Reading	Listening/Speaking or Reading/Writing	Speaking	Writing
<ul style="list-style-type: none"> • I can understand a simple authentic audio excerpt describing or discussing personal identity. 	<ul style="list-style-type: none"> • I can read an authentic article about cultural identity. • I can read authentic literature describing and discussing the media. 	<ul style="list-style-type: none"> • I can exchange information about cultural identities. 	<ul style="list-style-type: none"> • I can discuss my opinions of cultural influences on the development of personal identity, describing past events that support my opinion • I can present a simple comparison of these influences in my culture and a francophone culture. 	<ul style="list-style-type: none"> • I can write a short persuasive essay giving and supporting my opinion of the factors that influence personal identity. • I can write a simple formal email expressing my ideas about the factors of personal identity. I can ask for additional information.
<p><u>Essential Structures/Grammar:</u></p> <ul style="list-style-type: none"> • <i>imparfait</i> • <i>imparfait vs passé composé</i> 				

Common Assessment #2 - Winter

Thème 4: Les Défis Mondiaux

<p><u>Theme: Global Challenges</u></p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> describe and discuss Global Challenges 	<p><u>Enduring Understanding:</u></p> <ul style="list-style-type: none"> What are the challenges and issues that face our global community? 	<p><u>Culture Connections:</u></p> <ul style="list-style-type: none"> How do the global challenges present in my community compare with those of a francophone community?
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INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Listening	Reading	Listening/Speaking or Reading/Writing	Speaking	Writing
<ul style="list-style-type: none"> I can understand a simple authentic audio excerpt describing or discussing global challenges. 	<ul style="list-style-type: none"> I can read an authentic brochure about global challenges. I can read authentic literature describing and discussing global challenges. 	<ul style="list-style-type: none"> I can exchange information about global challenges. I can discuss with good control of tense past and present global challenges. 	<ul style="list-style-type: none"> I can discuss my opinions of global challenges, describing past events that support my opinion. I can present a simple comparison of global challenges in my culture and a francophone culture. 	<ul style="list-style-type: none"> I can write a short persuasive essay giving and supporting my opinion of past and present global challenges. I can write a simple formal email expressing my opinion on global challenges and ask for additional information.

<p><u>Review of Essential Structures/Grammar:</u></p> <ul style="list-style-type: none"> <i>Subjunctive</i> <i>Future</i> <i>Conditional</i>

Common Assessment #3 - Spring

Thème 5 : La Science et La Technologie

<p><u>Theme: Science and Technology</u></p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> Progress, Research, and Technology 	<p><u>Enduring Understanding:</u></p> <ul style="list-style-type: none"> How do technological advances influence our lives and society? What are the benefits and disadvantages? 	<p><u>Culture Connections:</u></p> <ul style="list-style-type: none"> How do the attitudes towards technology and progress of francophone communities compare with those of my community?
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INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Listening	Reading	Listening/Speaking or Reading/Writing	Speaking	Writing
<ul style="list-style-type: none"> I can understand a simple authentic audio excerpt describing or discussing issues of technology and progress. 	<ul style="list-style-type: none"> I can read an authentic brochure about technology and progress issues. I can read authentic literature describing and discussing technology and progress. 	<ul style="list-style-type: none"> I can exchange information about technology and progress. I can discuss with good control of tense past and present technology and progress 	<ul style="list-style-type: none"> I can discuss and support my opinions of technology and progress. I can present a simple comparison of technology and progress issues in my culture and a francophone culture. 	<ul style="list-style-type: none"> I can write a short persuasive essay giving and supporting my opinion of past and present technology and progress issues I can write a simple formal email expressing my opinion on a technology issue.
<p><u>Review of Essential Structures/Grammar:</u></p> <ul style="list-style-type: none"> Relative Pronouns Compound Tenses <i>Si clauses</i> 				

Thème 6 : Beauty

<p><u>Theme: L'Esthétique</u></p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> The Arts and Esthetics 	<p><u>Enduring Understanding:</u></p> <ul style="list-style-type: none"> What is beauty and art? 	<p><u>Culture Connections:</u></p> <ul style="list-style-type: none"> How do the attitudes towards beauty and art of a francophone community compare with those of my community?
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INTERPRETIVE		INTERPERSONAL		PRESENTATIONAL	
Listening	Reading	Listening/Speaking or Reading/Writing	Speaking	Writing	
<ul style="list-style-type: none"> I can understand a simple authentic audio excerpt describing beauty and esthetics. 	<ul style="list-style-type: none"> I can read an authentic brochure about beauty and esthetics. I can read authentic literature describing and discussing beauty and esthetics. 	<ul style="list-style-type: none"> I can exchange information about beauty and esthetics. I can discuss with good control of tense past and present beauty and esthetics.. 	<ul style="list-style-type: none"> I can discuss and tell anecdotes about beauty and esthetics. I can present a simple comparison of beauty and esthetics in my culture and a francophone culture. 	<ul style="list-style-type: none"> I can write a short persuasive essay giving and supporting my opinion of beauty and esthetics. I can write a simple formal email discussing beauty and esthetics and ask for information or details. 	

Essential Structures/Grammar:

- infinitive Structures

Note: Art, Literature and Music will have been discussed in the course of discussing the previous themes. For this reason, this theme has been placed last.

Final Assessment #4