

**Honors French IV/ French IV**

<b>Timeline</b>	<b>Unit</b>	<b>Standard</b>	<b>Objective</b>	<b>Content</b>	<b>Additional Resources</b>	<b>Performance Task</b>	<b>Assessment</b>
3 Weeks	Sports et Loisirs  Unité 5	ACTFL 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe past events</li> <li>• Utilize expressions of congratulations</li> <li>• Describe talents and abilities</li> <li>• Create writing samples with personal descriptions of abilities and talents</li> <li>• Summarize daily routines</li> <li>• Construct a paragraph about daily routines</li> <li>• State likes and dislikes</li> <li>• Predict outcomes</li> <li>• State acceptance/refusal of invitations</li> <li>• Write an acceptance/refusal to an invitation</li> <li>• Utilize expressions of appreciation</li> <li>• List, identify, and recall various sports and activities</li> <li>• Recognize direct object pronouns</li> <li>• Utilize direct object pronouns in French sentences</li> <li>• List, identify, and recall types of television programs</li> </ul>	<p><b>Vocabulary Sports</b></p> <ul style="list-style-type: none"> <li>• Television and film genre</li> <li>• Musical instruments</li> <li>• Hobbies</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Irregular verbs “offrir” and “courir”</li> <li>• Direct object pronouns</li> <li>• Direct object in the “passé composé”</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• Sports in France</li> <li>• Cinema, theatre, music, television</li> <li>• Hobbies</li> <li>• Amiens and Bordeaux</li> </ul>	<p><u>Trésors du temps</u></p> <p>Internet worksheets for object pronouns</p> <p><u>On Y Va</u></p>	<p>Students will play the roles of a French exchange student who is spending the day speaking to various high school French classes and an American student who studies French. The two students will interview each other to find out about leisure activities they enjoy.</p> <p>Students will write an article for their school newspaper in which they will describe the interests of a “typical” French or American student. Students will utilize sports, TV programs,</p>	<p>One or more of the following:</p> <ul style="list-style-type: none"> <li>• Oral dialogues</li> <li>• Formative assessments</li> <li>• Quizzes</li> <li>• Unit tests</li> <li>• Presentations</li> <li>• Writing samples</li> <li>• Translations</li> <li>• Dictations</li> <li>• Reading and listening comprehension</li> </ul>

			<ul style="list-style-type: none"> <li>Utilize program vocabulary in writing samples</li> <li>List, identify, and recall vocabulary for musical instruments.</li> <li>Utilize instrument vocabulary in writing samples</li> <li>Recognize conjugation patterns for irregular verbs</li> <li>Utilize irregular present and past tense verbs in French sentences</li> </ul>			<p>movies, musical instruments, and games.</p> <p>Students will create a dialogue based on a picture.</p>	
<b>Timeline</b>	<b>Unit</b>	<b>Standard</b>	<b>Objective</b>	<b>Content</b>	<b>Additional Resources</b>	<b>Performance Task</b>	<b>Assessment</b>
3 Weeks	Les Pays du Maghreb  Unité 6	<b>ACTFL</b> 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Utilize expressions of necessity</li> <li>Categorize details</li> <li>Identify objects</li> <li>Utilize expressions to repeat</li> <li>Summarize information</li> <li>State an opinion</li> <li>Utilize expressions of request</li> <li>Classify and show items to be purchased</li> <li>Construct a letter</li> <li>Design a sequence of events</li> <li>Identify daily routines</li> <li>List, identify, and utilize post office</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Mail</li> <li>Jewelry</li> <li>Money</li> </ul> <b>Grammar</b> <ul style="list-style-type: none"> <li>Irregular verbs “dire,” “ouvrir,” “écrire”</li> <li>Indirect object pronouns</li> <li>Relative pronouns “qui” and “que”</li> </ul> <b>Culture</b> <ul style="list-style-type: none"> <li>North Africa</li> <li>Strasbourg</li> <li>Banks</li> </ul>	<u>Trésors du temps</u>  <u>On Y Va</u>  Internet worksheets on grammar	Students will send a gift to their host mother in France. The student has not received a thank you for the gift. The student texts his host mother to find out if she has received the gift.  Students will become archaeologists who discover a	One or more of the following: <ul style="list-style-type: none"> <li>Oral dialogues</li> <li>Presentations</li> <li>Writing Samples</li> <li>Poetry reading and interpretation</li> <li>Projects</li> <li>Quizzes</li> <li>Unit tests</li> <li>Informal assessments</li> <li>Formative assessments</li> <li>Reading and listening comprehension</li> <li>Translations</li> <li>Dictations</li> </ul>

			<p>vocabulary.</p> <ul style="list-style-type: none"> <li>Utilize jewelry vocabulary to describe apparel</li> <li>Recognize conjugation patterns for irregular verbs</li> <li>Utilize irregular verbs in writing samples</li> <li>Identify and utilize relative pronouns</li> <li>List, identify, and utilize vocabulary for clothing accessories</li> <li>Identify and utilize indirect object pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Internships</li> </ul>		<p>box of clothing. They will identify, determine usage, and give a color for each item in the box.</p> <p>Students will write a letter home to their sisters to describe their morning activities based on the clues in a picture.</p>	
<b>Timeline</b>	<b>Unit</b>	<b>Standard</b>	<b>Objective</b>	<b>Content</b>	<b>Additional Resources</b>	<b>Performance Task</b>	<b>Assessment</b>
3 Weeks	Les Châteaux  Unité 7	<b>ACTFL</b> 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>State information</li> <li>Utilize vocabulary to make suggestions</li> <li>State opinions</li> <li>State preferences</li> <li>Recite orders/directions</li> <li>Utilize expressions of emotion</li> <li>Hypothesize</li> <li>Utilize expressions of thanks</li> <li>List, identify, and recall useful vocabulary for airports and customs.</li> <li>Utilize airport and</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Airport and customs</li> <li>Train stations</li> <li>Château vocabulary</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Double object pronouns</li> <li>“Savoir et Connaître”</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>Airport and train travel</li> <li>Other travel</li> </ul>	<p><u>Trésors du temps</u></p> <p><u>On Y Va</u></p> <p>Worksheets</p>	<p>Students will survey the class to find out what other students know how to do. Then students will write a summary of their survey results in French.</p> <p>Students will play the role of a tourist and a worker at the</p>	<p><b>One or more of the following:</b></p> <ul style="list-style-type: none"> <li>Oral dialogues</li> <li>Interviews</li> <li>Presentations</li> <li>Writing samples</li> <li>Reading for comprehension</li> <li>Quizzes</li> <li>Unit test</li> <li>Outlining</li> <li>Informal assessment</li> <li>Formative assessments</li> <li>Listening comprehension</li> </ul>

			<p>customs vocabulary in writing samples.</p> <ul style="list-style-type: none"> <li>Utilize double object pronouns in writing assignments.</li> <li>Recognize conjugation patterns of irregular verbs.</li> <li>Create writing samples with irregular present and past tense verbs.</li> </ul>	<p>methods</p> <ul style="list-style-type: none"> <li>Versailles and the Loire Valley</li> </ul>		<p>palace of Versailles. The tourist will elicit information from the guide at the palace.</p> <p>Students will write a short journal entry about an air travel experience.</p>	<ul style="list-style-type: none"> <li>Translations</li> <li>Dictations</li> </ul>
<b>Timeline</b>	<b>Unit</b>	<b>Standard</b>	<b>Objective</b>	<b>Content</b>	<b>Additional Resources</b>	<b>Performance Task</b>	<b>Assessment</b>
3 Weeks	En Voyage Unité 8	<b>ACTFL</b> 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Utilize vocabulary to describe people</li> <li>Identify nationalities</li> <li>State and write past events and daily routines</li> <li>Utilize expressions of reassurance</li> <li>Create a food and beverage order</li> <li>State orders</li> <li>State prices</li> <li>Define parameters for using the imperfect tense</li> <li>Utilize the imperfect tense in writing samples</li> <li>Recognize the stems and endings for the imperfect tense</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Hotels</li> <li>Youth hostels</li> <li>Breakfast vocabulary</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Imperfect tense</li> <li>Adjective “tout”</li> <li>Irregular verbs “recevoir” and “boire”</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>Québec and Montreal</li> <li>Hotels in France</li> <li>Youth hostels</li> </ul>	<p><u>Trésors du temps</u></p> <p><u>On Y Va</u></p> <p>Internet worksheets</p> <p>Teacher-created worksheets</p>	<p>Students will have a telephone conversation about making a hotel reservation.</p> <p>Students will write a postcard from Montreal describing their trip there.</p> <p>Students will utilize photographs to describe, in the imperfect tense, repeated actions in the</p>	<p><b>One or more of the following:</b></p> <ul style="list-style-type: none"> <li>Oral dialogues</li> <li>Writing samples</li> <li>Reading and interpretation of poetry</li> <li>Quizzes</li> <li>Test</li> <li>Informal assessments</li> <li>Formative assessments</li> <li>Reading and listening comprehension</li> <li>Translations</li> <li>Dictations</li> </ul>

			<ul style="list-style-type: none"> <li>Formulate the imperfect tense for regular and irregular verbs</li> <li>List, identify, and utilize breakfast food vocabulary</li> <li>Utilize breakfast food vocabulary in conversation</li> <li>Recognize and utilize irregular verbs in the present and imperfect tenses</li> </ul>			past.	
<b>Timeline</b>	<b>Unit</b>	<b>Standard</b>	<b>Objective</b>	<b>Content</b>	<b>Additional Resources</b>	<b>Performance Task</b>	<b>Assessment</b>
3 Weeks	Des gens célèbres du monde francophone  Unité 9	<b>ACTFL</b> 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Tell about personal experiences</li> <li>Describe/sequence past events</li> <li>Identify professions</li> <li>Identify talents, abilities, and physical traits</li> <li>List, identify, and recall professions from previous courses and additional professions from this unit.</li> <li>Identify and utilize interrogative pronouns.</li> <li>Conjugate irregular verbs.</li> <li>Utilize irregular verbs</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Professions</li> <li>Descriptive adjectives</li> </ul> <b>Grammar</b> <ul style="list-style-type: none"> <li>Interrogative pronouns</li> <li>Imperfect versus “Passé Composé”</li> <li>Pronoun “Y”</li> <li>Irregular verb “vivre”</li> </ul> <b>Culture</b> <ul style="list-style-type: none"> <li>Secondary education</li> <li>Famous</li> </ul>	<u>Trésors du temps</u>  <u>On Y Va</u>  Teacher-created worksheets Internet worksheets	Students will create a photo album from their past to their present. Students will write captions in the past tenses.  Students will redesign a fairy tale that they know well. Students will utilize the imperfect and the passé composé with some	<b>One or more of the following:</b> <ul style="list-style-type: none"> <li>Oral dialogues</li> <li>Writing samples</li> <li>Presentations</li> <li>Readings</li> <li>Projects</li> <li>Quizzes</li> <li>Unit test</li> <li>Reading and listening comprehension</li> <li>Translations</li> <li>Dictations</li> </ul>

			<p>in writing samples.</p> <ul style="list-style-type: none"> <li>Differentiate between the imperfect and the “passé composé”</li> <li>List, identify, and memorize adjectives from past courses and additional adjectives from this unit</li> <li>Utilize adjectives in descriptive writing samples</li> <li>Utilize the pronoun “y” in writing and speaking situations</li> </ul>	francophones		<p>interesting details.</p> <p>Students will read, translate, and analyze an excerpt from Pagnol’s story “Le Château de ma mère.”</p>	
<b>Timeline</b>	<b>Unit</b>	<b>Standard</b>	<b>Objective</b>	<b>Content</b>	<b>Additional Resources</b>	<b>Performance Task</b>	<b>Assessment</b>
3 Weeks	Notre Monde  Unité 10	<b>ACTFL</b> 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Report and write about future events</li> <li>Construct advice and write in the conditional tense</li> <li>Compare people and things</li> <li>Construct comparisons in writing samples</li> <li>Utilize suggestions in the conditional tense</li> <li>List, identify, and recall additional African, Asian, and South American countries and nationalities.</li> <li>Construct verb conjugations in the conditional tense</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Continents and nationalities</li> <li>Bodies of Water</li> <li>Adverbs</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Future tense</li> <li>Conditional tense</li> <li>Adverbs</li> <li>Comparative and superlative degree of adverbs</li> <li>Pronoun “En”</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>French Polynesia</li> <li>French-speaking</li> </ul>	<p><u>Trésors du temps</u></p> <p><u>On Y Va</u></p> <p>Teacher-created worksheets</p>	<p>Students will write a short advice column in which they utilize the conditional tense.</p> <p>Students will write an essay utilizing the future and the conditional tenses to describe what they will do in the future.</p> <p>Students will write at least</p>	<p><b>One or more of the following:</b></p> <ul style="list-style-type: none"> <li>Oral dialogues</li> <li>Writing samples</li> <li>Reading comprehension</li> <li>Presentations</li> <li>Projects</li> <li>Quizzes</li> <li>Tests</li> <li>Informal assessments</li> <li>Formative assessments</li> <li>Listening comprehension</li> <li>Translations</li> <li>Dictations</li> </ul>

			<ul style="list-style-type: none"><li>• Create writing samples in the conditional tense</li><li>• Recognize endings and verb stems for the conditional tense</li><li>• Compare and contrast using the comparative degree of adverbs</li><li>• List, identify, and locate various bodies of water around the world</li><li>• Utilize the pronoun "en" in speaking and in writing</li><li>• Construct the superlative of adverbs</li><li>• Utilize superlative constructions of adverbs in writing samples</li></ul>	<p>countries</p> <ul style="list-style-type: none"><li>• French vacations</li></ul>		<p>ten items that suggest what they would do, if they won the lottery.</p>	
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