











## French 1 (Semester 1) Theme: WELCOME TO FRENCH CLASS / BIENVENUE À LA CLASSE DE FRANÇAIS

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
<b>1. Nice to Meet You</b> <i>Bonjour les élèves</i>	1 Exchange names. 3 Present basic introductions. 1,2 Engage in and interpret introductory conversations. 1,2 Recognize and use the French alphabet and accent marks to spell French words aloud. 2 Interpret useful classroom expressions. i.e. Basic commands relative to the classroom: TPR responses such as <i>levez-vous, asseyez-vous, allez au tableau, fermez/ouvrez la porte ou le livre.</i> 2 Interpret spoken and written numbers 0-100. 3 Use numbers to exchange telephone numbers.	4 Describe the origin of the French language and where it is spoken in the world. 4 Identify the benefits of studying another language and culture. 4 Recognize appropriate cultural salutations (formal vs. informal) and gestures. 4 Describe the way telephone numbers are written.	8 Define a cognate and recognize cognates in context. 8 Compare the use and importance of accent marks in English and French. 8,9 Compare common forms of address, gestures, and telephone numbers in the U.S. and francophone countries. 8 Compare the way numbers are formed in French with those in English. 8 Compare the use of formal vs. informal ( <i>vous</i> vs. <i>tu</i> ) in French.	<ul style="list-style-type: none"> <li>• Accent marks</li> <li>• Alphabet</li> <li>• Numbers 0-100</li> <li>• Weather and seasons</li> <li>• Date format (days, months)</li> </ul>
<b>2. In the Classroom</b> <i>Dans la salle de classe</i>	1,2,3 Exchange, interpret, and present information related to items in a classroom including color. 2 Recognize and use basic classroom expressions.	4 Describe the use of graph paper and fountain pens.	8 Compare gender/number concept in English and French. 8 Compare concept of adjective agreement in English and French.	<ul style="list-style-type: none"> <li>• Definite / indefinite articles (number / gender)</li> <li>• Singular / plural of nouns</li> <li>• Adjective agreement with colors</li> <li>• <i>Est</i> and <i>sont</i> as vocabulary</li> <li>• <i>C'est</i> and <i>Il y a</i></li> <li>• Negation: <i>Ce n'est pas / Il n'y a pas</i></li> </ul>




<b>Connections Goal 3</b> 	6 Use numbers to perform mathematical operations. 6 Use knowledge of map skills to identify and locate francophone countries on a world map.
<b>Communities Goal 5</b> 	10 Identify community events, current events, or holidays relating to the francophone world as they occur.* 11 Communicate with a native speaker of French about class and activity preferences. 11 Describe evidence of French language and culture in the community. *Content may or may not be theme-related.



## French 1 (Semester 1) Theme: PERSONAL LIFE / LA VIE PERSONNELLE

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
<b>1. Activities</b> <i>Les activités</i>	2 Interpret basic spoken/written weather reports and information about leisure activities. 1 Engage in conversations about leisure time activities in the context of dates, weather and seasons. 3 Present basic information about preferred activities and weather.	4 Identify and describe typical leisure time activities in francophone countries. 5 Identify famous sports or entertainment personalities from the francophone cultures, including their country of origin and significant contributions.	8 Compare verb conjugation, sentence structure, and negation. 9 Compare typical teen activities of the U.S. to those of francophone countries. 9 Compare the way dates are expressed in French and English.	<ul style="list-style-type: none"> <li>• Infinitive use (<i>j'aime jouer à..</i>)</li> <li>• Subject pronouns</li> <li>• -er present tense verb conjugation</li> <li>• Yes/no question formation (<i>Est-ce que, n'est-ce pas</i>)</li> <li>• Conjugation of <i>faire</i></li> <li>• Negation <i>ne.....pas</i></li> <li>• Contractions with <i>à</i></li> <li>• Question formation <i>faire</i></li> <li>• Information questions: <i>qui, quand, pourquoi, où, comment, à quelle heure, avec qui, qu'est-ce que, quelle</i></li> </ul> Review: <ul style="list-style-type: none"> <li>• Weather, seasons, days, months</li> <li>• Date format</li> </ul>
<b>2. My Friends and Me</b> <i>Mes amis et moi</i>	1 Provide and obtain information about self and others. 1 Identify basic body parts. 2 Identify, describe, and interpret personal data on forms and physical descriptions. 3 Present a biographical sketch including physical description and personality attributes.	4 Describe the importance of friendship and " <i>La bande de copains</i> " in francophone countries.	8 Compare the way names and addresses are expressed. 8 Compare the way ages are expressed in French and English. 8 Compare the gender / number concept in English and French.	<ul style="list-style-type: none"> <li>• Descriptive adjectives</li> <li>• Conjugation of <i>être</i></li> <li>• Conjugation of <i>avoir</i></li> <li>• Expressions with <i>avoir</i> + body <i>i.e. avoir mal à...</i></li> <li>• Age and birthdays</li> </ul> Review: <ul style="list-style-type: none"> <li>• Adjective agreement</li> <li>• Negation review: <i>ne...pas</i></li> </ul>
<b>3. At School</b> <i>À l'école</i>	1,2,3 Exchange, interpret, and present information related to classes and class schedules including time and period, places in the school, class preferences, and school related activities. 3 Recognize and use ordinal numbers in context.	4 Describe a typical school day in a francophone country. 5 Explain a typical francophone school schedule and the reasons for how it is structured. 5 Describe the 20 point grading system in France.	9 Compare school systems and course offerings. 9 Compare the grading systems in francophone vs. American schools.	<ul style="list-style-type: none"> <li>• Telling time including the 24-hour clock</li> <li>• Ordinal numbers</li> </ul> Review: <ul style="list-style-type: none"> <li>• -er present tense verbs</li> <li>• Adjective agreement &amp; placement</li> <li>• <i>avoir, être</i></li> <li>• Negation</li> </ul>






<p>Connections Goal 3</p> 	<p>6 Use the metric system to express height and weight.          6 Use numbers to perform mathematical measurements.          6 Use appropriate symbols to write weight and height in French.          6 Use Celsius temperature scale to talk about weather.          6 Describe different seasons in northern/southern hemispheres</p>
<p>Communities Goal 5</p> 	<p>10 Locate and interpret an authentic weather map or report of a francophone country.          10 Find evidence of current or community events and holidays relating to the target cultures.*          11 Listen to music and sing songs in French.          11 Watch a video or television program in French for personal enjoyment.          11 Play culturally authentic games.  <i>*Content may or may not be theme-related.</i></p>

## French 1 (Semester 2) Theme: WITH FAMILY AND IN TOWN / EN FAMILLE ET EN VILLE






TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	<b>PERFORMANCE INDICATORS</b>			
<b>1. Family</b> <i>La famille</i>	1 Exchange basic information about family and pets. 2,3 Interpret and present information about a family tree.	4 Describe family traditions in a francophone country. 4 Describe the importance of pets in a francophone country.	9 Compare family life in the US and francophone countries.	<ul style="list-style-type: none"> <li>• Possession with use of <i>de</i></li> <li>• Possessive adjectives: <i>mon, ma, mes, ton, ta, tes, son, sa, ses</i></li> </ul> Review: <ul style="list-style-type: none"> <li>• <i>-er</i> verbs</li> <li>• Adjective agreement &amp; placement</li> <li>• <i>avoir, être</i></li> <li>• Negation</li> </ul>
<b>2. In the Neighborhood</b> <i>Dans le quartier</i>	1,2,3 Exchange, interpret, and present information about places, activities, and means of transportation in the community. 1 Giving and taking directions.	5 Identify and describe typical shops, services, and places in a francophone country and how each serves the community. 5 Describe the physical layout of a francophone community. 5 Describe the use of small cars, mopeds, and public transportation such as metro in francophone communities.	9 Compare and contrast U.S. and francophone community layouts and transportation systems.	<ul style="list-style-type: none"> <li>• Prepositions of location and directions</li> <li>• Infinitive use with <i>pour</i></li> <li>• Contractions with <i>de</i></li> <li>• <i>pouvoir, vouloir, devoir</i></li> <li>• <i>aller; aller + à + location</i></li> <li>• <i>-re</i> verbs (<i>vendre</i>)</li> <li>• <i>acheter</i></li> </ul> Review <ul style="list-style-type: none"> <li>• Information question words</li> <li>• Contractions with <i>à</i></li> </ul>
<b>3. Meals</b> <i>Les repas</i>	1,2,3 Exchange, interpret, and present information about food preferences, food groups, and eating habits. 1 Recognize and use the numbers 1 – 1000 in context.	4 Describe eating customs in francophone countries. 5 Identify typical food items from francophone cultures and their origin.	8 Compare use of direct object pronouns. 8 Compare use of the partitive in French and English. 8 Compare use of commas and decimal points to express place value. 9 Compare eating customs in francophone countries and the U.S.	<ul style="list-style-type: none"> <li>• Numbers 100-1000</li> <li>• <i>prendre, boire, avoir faim, avoir soif, avoir envie de, avoir besoin de</i>, etc.</li> <li>• Partitive</li> <li>• <i>-ir</i> present tense verbs: <i>choisir, finir, grossir, maigrir</i></li> <li>• Direct object pronouns: <i>le, la, les</i></li> <li>• <i>préférer</i></li> </ul> Review <ul style="list-style-type: none"> <li>• <i>vouloir</i></li> <li>• <i>-er</i> present tense verbs</li> <li>• Numbers 0-100</li> </ul>

<p>Connections Goal 3</p> 	<p>6 Use the metric system to express quantity.          6 Use exchange rates to calculate expenses.          6 Collect, analyze, and graph data from a class survey about family and/or pets.          6 Use appropriate symbols to write time in French</p>
<p>Communities Goal 5</p> 	<p>10 Locate typical francophone foods and restaurants in the community.          10 Locate foods of typical francophone cultures, restaurants, shops, or services that serve the francophone members of your community.          10 Find evidence of current or community events and holidays relating to francophone cultures.*          11 Sample authentic foods from the francophone world.          * <i>Content may or may not be theme-related.</i></p>






## French 1 (Semester 2) Theme: ON VACATION / EN VACANCES

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
<b>PERFORMANCE INDICATORS</b>				
<b>1. Clothing</b> <i>Les vêtements</i>	1 Describe basic clothing and colors in context of weather and activities. 2 Recognize basic spoken/written descriptions of clothing with prices. 3 Describe clothing items for specific activities or weather conditions.	4 Explain the influence of cultural practices on fashion choices. 4 Identify famous fashion designers from francophone countries.	8 Compare ways of expressing possession. 9 Compare fashion and buying habits in France and in the US.	Review: <ul style="list-style-type: none"> <li>• <i>prendre</i></li> <li>• - <i>er</i> present tense verbs</li> <li>• Adjective agreement &amp; placement</li> <li>• <i>avoir, être</i></li> <li>• Negation</li> <li>• Possession with use of <i>de</i></li> <li>• Numbers 0-1,000</li> <li>• Singular possessive adjectives, add <i>notre, nos, votre, vos, leur, leurs</i></li> <li>• <i>préférer</i></li> </ul>
<b>2. Travel</b> <i>Les voyages</i>	1 Ask and answer questions about travel plans and destinations. 2 Interpret schedules and tickets of different means of transportation. 3 Present information about future travel plans.	4 Identify and discuss vacation practices in a francophone country. 5 Describe the reasons for using trains, the <i>TGV</i> , and small cars for travel in francophone countries.	9 Compare use of the 24-hour clock vs. AM/PM. 9 Compare means of transportation practices within francophone countries to those within the U.S.	• Prepositions with geographic locations ( <i>à</i> and <i>en...en France, au Mexique, au Canada, aux États-Unis</i> ) • Near future ( <i>aller</i> + infinitive) • <i>sortir, partir, and dormir</i>  Review: <ul style="list-style-type: none"> <li>• 24-hour clock</li> <li>• Question formation</li> </ul>
Connections Goal 3 	6 Use the metric system to express distance and quantity. 6 Use exchange rate to calculate expenses. 6 Use decimal points and commas to express amounts of money.			
Communities Goal 5 	10 Find evidence of current or community events and holidays relating to francophone cultures.* 10 Find and describe examples of fashion in francophone countries from print media or on the Internet. 11 View a film or play from a francophone country. 11 Visit a museum exhibit highlighting francophone cultures. *Content may or may not be theme-related.			






## French 2 (Semester 1) Theme: MY LIFE / MA VIE

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
PERFORMANCE INDICATORS				
<b>1. Here I Am!</b> <i>Me voilà!</i>	1,2,3 Identify, exchange, and present personal and biographical information including physical descriptions and personality characteristics in both the present and past tenses. 2 Identify a person based on a physical description and/or personality description.	4 Identify and describe physical and personality characteristics of well known French-speaking contemporary personalities or characters from French literary works.	9 Compare a well-known francophone personality to a well-known personality from the U.S.	<ul style="list-style-type: none"> <li>• <i>j'avais &amp; j'étais</i> in context</li> <li>• Irregular adjective agreement</li> <li>• <i>il est</i> vs. <i>c'est</i></li> </ul> Review: <ul style="list-style-type: none"> <li>• Present tense of all three kinds of regular verbs</li> <li>• <i>avoir, être</i></li> <li>• Negative and question formations</li> <li>• Adjective agreement</li> <li>• Expressions with <i>avoir</i></li> </ul>
<b>2. At Home</b> <i>À la maison</i>	1,2,3 Exchange, interpret, and present information about homes, rooms, and furnishings. 1 Exchange information about personal routines and household chores in the present. 1,2 Give and respond to oral instructions regarding household chores and daily routines.	4 Describe family routines, including household chores, and explain what they indicate about the francophone culture. 5 Exchange information about styles of housing and furnishings in a francophone country and what has influenced these styles.	8 Compare the use of the definite article in French vs. the possessive adjective in English with body parts. 9 Compare family routines in francophone countries with those in the United States. 9 Compare housing styles and furnishings in the U.S. and francophone countries.	<ul style="list-style-type: none"> <li>• Familiar commands</li> <li>• Reflexive construction recognition in the present and <i>le passé composé</i></li> <li>• Use of definite articles with body parts</li> <li>• <i>mettre, nettoyer, sortir, partir, dormir</i></li> </ul> Review: <ul style="list-style-type: none"> <li>• <i>faire</i> and <i>devoir</i></li> <li>• Prepositions of location</li> <li>• Disjunctive (stress) pronouns with <i>chez</i></li> </ul>
Connections Goal 3 	7 Use authentic resources to obtain information on famous people and their professions.			
Communities Goal 5 	10 Using technology, media, and authentic sources, research professions requiring use of French. 10 Find evidence of current or community events and holidays relating to the francophone cultures.* <i>*Content may or may not be theme-related</i>			





## French 2 (Semester 1) Theme: LET'S GO OUT! / SORTONS!

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
PERFORMANCE INDICATORS				
<b>1. Pastimes</b> <i>Les passe-temps</i>	1,2 Exchange information and interpret questions about present and past leisure activities. 1 Exchange information about past and present weather conditions. 2 Identify meteorological conditions from a French language weather report. 3 Describe a past activity including the weather conditions. 1,2,3 Extend, interpret, and respond to an invitation to an activity.	4 Describe the organization of team sports in a francophone country. 5 Describe the importance of <i>le café</i> . 5 Identify social events to which written invitations are needed in a francophone country.	9 Compare leisure activities of young people in francophone countries and the U.S.	<ul style="list-style-type: none"> <li>• <i>le passé composé</i> (regular verbs w/<i>avoir</i> and <i>sortir</i> and <i>aller</i> w/<i>être</i>)</li> <li>• <i>le passé composé</i> of <i>faire</i></li> <li>• Negatives / interrogatives in the <i>passé composé</i></li> <li>• Indirect object pronouns with <i>dire</i>, <i>répondre</i>, <i>téléphoner</i>, <i>communiquer</i></li> <li>• <i>jouer à</i> vs. <i>jouer de</i></li> <li>• <i>l'imparfait</i> with weather expressions (<i>faire</i>)</li> <li>• Negation with <i>jamais</i></li> </ul> Review: <ul style="list-style-type: none"> <li>• <i>vouloir, pouvoir</i></li> </ul>
<b>2. At the Restaurant</b> <i>Au restaurant</i>	1 Comment on, inquire about, and make selections from a menu. 2 Identify and interpret spoken/written menu information. 3 Present a description of a restaurant experience.	4 Explain eating customs and table etiquette, including table settings in francophone regions. 4 Describe the attitude of a francophone country towards fast food. 5 Identify and describe dishes from francophone cultures.	8 Compare the uses of <i>tout</i> in context. 9 Compare restaurant experiences in francophone cultures to those in the U.S.	<ul style="list-style-type: none"> <li>• Expressions of quantity w/<i>de vouloir, boire, prendre, acheter</i></li> <li>• Forms of adjective <i>tout</i></li> <li>• Simple expressions with <i>en (j'en veux...)</i></li> </ul> Review: <ul style="list-style-type: none"> <li>• Partitive</li> <li>• Direct object pronouns</li> <li>• <i>mettre</i></li> <li>• <i>préférer</i></li> </ul>
Connections Goal 3 	6 Describe how weather is affected by geography. 7 Use authentic French resources to obtain and analyze weather information			
Communities Goal 5 	10 Use community resources to identify restaurants or businesses that carry food representative of francophone cultures. 10 Find evidence of current or community events and holidays relating to francophone cultures.* 11 Taste cuisine of francophone cultures. 11 Listen to music and sing songs representative of francophone cultures. *Content may or may not be theme-related			

## French 2 (Semester 2) Theme: FROM THE PAST TO THE FUTURE / DU PASSÉ À L'AVENIR

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	<b>PERFORMANCE INDICATORS</b>			
<b>1. Daily Life</b> <i>La vie quotidienne</i>	1 Exchange information about goals, careers, activities and family in past, present and near future. 2 Interpret a variety of documents about daily life. 3 Present information comparing childhood to present and/or near future.	5 Describe how the course offerings in a francophone country reflect the goals of its educational system. 5 Describe <i>le baccalauréat</i> .	9 Compare how daily life has changed and is going to change.	<ul style="list-style-type: none"> <li>• Present tense of <i>apprendre, comprendre</i></li> <li>• Comparative and superlative constructions</li> </ul> Review: <ul style="list-style-type: none"> <li>• Present tense of <i>prendre</i></li> <li>• Possessive pronouns</li> <li>• Near future (<i>aller + infinitive</i>)</li> <li>• <i>le passé composé</i></li> </ul>
<b>2. Occupations</b> <i>Les métiers</i>	1,2,3 Exchange, interpret, and describe information about occupations. 1,2,3 Exchange, interpret, and describe information about occupational preferences and future plans.	4 Describe the attitudes of a francophone culture towards different professions, summer, or part-time jobs for youth. 4 Describe the role of family in relation to the working world. 5 Identify famous historical, literary, or artistic francophone personalities.	8 Compare the use in French and English of the indefinite article with professions. 9 Compare the workday and work-year schedules in a francophone country to those in the U.S.	<ul style="list-style-type: none"> <li>• Present tense of <i>connaître, savoir</i></li> <li>• Present tense of <i>lire, dire, écrire</i></li> <li>• <i>espérer + infinitive</i></li> </ul> Review: <ul style="list-style-type: none"> <li>• Near future</li> <li>• Present tense of <i>vouloir, pouvoir, devoir</i></li> </ul>
<b>Connections Goal 3</b> 		6 Apply the metric system to everyday life.		
<b>Communities Goal 5</b> 		10 Share an aspect of francophone cultures and/or create a product in French to enrich the school community. 10 Investigate typical homework assignments in francophone countries. 10 Find evidence of current or community events and holidays relating to francophone cultures.* *Content may or may not be theme-related		

## French 2 (Semester 2) Theme: LET'S GO! / ALLONS-Y!

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
PERFORMANCE INDICATORS				
<b>1. Shopping</b> <i>Faire des achats</i>	1 Request sales assistance and state preferences for purchases. 1,3 Exchange and present personal preferences for style and design of clothing for specific occasions. 1 Identify types of stores and their products. 2 Interpret information about size, price, and style of clothing items from authentic sources. 3 Present a description of an experience in a <i>marché</i> . 3 Describe a past and/or near future shopping experience.	4 Describe the shopping practices in francophone countries including specialty stores, food stores, and markets. 5 Describe the types of stores and products available in a francophone country. 5 Identify and describe products typical of francophone countries.	9 Compare shopping customs in francophone countries to those in the United States. 9 Compare sizing systems in the U.S. with those used in francophone countries.	<ul style="list-style-type: none"> <li>• Demonstrative adjectives and pronouns</li> <li>• Interrogative adjectives and pronouns</li> <li>• Indirect object pronouns</li> <li>• Adverbs with <i>-ment</i></li> <li>• Numbers 1,000-1,000,000</li> </ul> Review: <ul style="list-style-type: none"> <li>• Comparatives and superlatives</li> <li>• Adjective agreement</li> <li>• Numbers 0-1,000</li> <li>• <i>en</i> with adverbs of quantity</li> <li>• <i>mettre</i></li> <li>• Past tenses &amp; near future</li> </ul>
<b>2. Going on Vacation</b> <i>Partir en vacances</i>	1 Ask for or give simple directions to specified locations. 2 Follow oral and written directions to a specified location. 1 Exchange information on past and future travel. 2 Interpret travel-related documents. 3 Present a detailed description of past travel. 3 Provide directions to a specified location.	4 Investigate and present travel-related information of one non-European francophone culture. 4 Describe and explain the cultural impact of <i>les grandes vacances</i> .	8 Describe the use of definite articles with some country names in French. 9 Compare preferences for travel destinations and the means of transportation for Americans and people from francophone cultures.	<ul style="list-style-type: none"> <li>• Object pronoun <i>y</i></li> <li>• Formal commands</li> <li>• <i>il y a</i> with time expressions</li> </ul> Review: <ul style="list-style-type: none"> <li>• Prepositions with geographic locations</li> <li>• Question formation</li> <li>• Contractions with prepositional phrases</li> <li>• Prepositions of location</li> <li>• Near future (<i>aller + infinitive</i>)</li> <li>• <i>le passé composé</i> w/<i>avoir</i> and <i>être</i></li> <li>• <i>l'imparfait</i></li> <li>• Near future</li> </ul>
<b>Connections Goal 3</b> 		6 Apply the metric system to measure distance when traveling. 6 Use exchange rates to convert prices. 6 Use map-reading skills to follow directions. 7 Use authentic resources to obtain travel and shopping information		






Communities Goal 5






- 10 Identify current or community events and holidays relating to francophone cultures.\*
- 10 Identify businesses in the community that sell products representative of francophone cultures.
- 10 Use authentic resources to investigate vacation spots in francophone countries.
- 11 Engage in a travel-related experience to a francophone country.



*\*Content may or may not be theme-related.*

## French 3 (Semester 1) Theme: BACK TO SCHOOL / LA RENTRÉE






TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
PERFORMANCE INDICATORS				
<b>1. Getting Started</b> <i>Mise en train</i>	1,3 Exchange and present information about oneself and a classmate, including activities one used to do at a younger age. 2 Discover information about how young French-speaking people and classmates spent their summer vacation through pen-pal exchange.(communities goal 100) 3 Present researched information on a Francophone country to class.	5 Identify and interact with products related to computers and the Internet. 5 Identify countries where French is the most important language or a main language.	8 Identify cognates related to computers and the Internet. 9 Compare vacation activities of youth in francophone countries and the U.S.	Review: <ul style="list-style-type: none"> <li>• <i>le présent, le passé composé, and l'imparfait</i> of regular and irregular verbs</li> <li>• Definite articles</li> <li>• Partitive</li> <li>• Prepositions with geographic locations</li> </ul>
Connections Goal 3 	6 Use the Internet to access information on the topics of youth and vacation activities in francophone countries. 6 Locate and exchange information about one's country/countries of origin before immigration to the U.S. 7 Use French-language media sources to acquire authentic information and opinions.			
Communities Goal 5 	10 Converse with a French native speaker about computers and the Internet. 11 Visit a French-language website. 11 Watch French-language films and videos for entertainment and personal growth.* <i>*Content may or may not be theme-related</i>			

## French 3 (Semester 1) Theme: IN SHAPE? / EN BONNE FORME?




TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
<b>1. Outdoors</b> <i>En plein air</i>	<ol style="list-style-type: none"> <li>1 Exchange information and opinions about present and past outdoor activities and sports.</li> <li>2 Read information outdoor activities and sports.</li> <li>3 Present and discuss opinions about past outdoor activities and sports.</li> </ol>	<ol style="list-style-type: none"> <li>4 Describe outdoor activities for tourists and citizens of a francophone country.</li> </ol>	<ol style="list-style-type: none"> <li>8 Compare the uses of past tenses in French to those of English.</li> <li>9 Compare and contrast outdoor activities of francophone countries to those in the U.S.</li> </ol>	<ul style="list-style-type: none"> <li>• Contrast the use of <i>le passé composé</i> and <i>l'imparfait</i>.</li> </ul> <p>Review:</p> <ul style="list-style-type: none"> <li>• <i>le présent, le passé composé, and l'imparfait</i></li> </ul>
<b>2. Fitness and Health</b> <i>La forme et la santé</i>	<ol style="list-style-type: none"> <li>1,2,3 Exchange, interpret, and present information on fitness and health issues including advice, treatments, and consequences.</li> <li>1,2 Identify, interpret, and exchange information on fitness activities, sports, and nutrition.</li> <li>3 Write compositions and/or journal entries about fitness activities, sports, or nutrition.</li> </ol> <ol style="list-style-type: none"> <li>1 Tell people what to do during physical activities, after mishaps and for medical treatments</li> </ol>	<ol style="list-style-type: none"> <li>4 Describe universal health care coverage for French citizens.</li> <li>4 Describe health services in a francophone country.</li> </ol>	<ol style="list-style-type: none"> <li>8 Compare French and English linguistic elements such as use of definite article with body parts</li> <li>8 Compare word order of object pronouns.</li> <li>9 Compare and contrast francophone and American cultural practices in areas such as health care coverage, popular sports, fitness activities, and nutrition.</li> </ol>	<ul style="list-style-type: none"> <li>• Object pronouns use w/ affirmative and negative commands</li> <li>• Reflexive verbs in the <i>passé composé</i></li> </ul> <p>Review:</p> <ul style="list-style-type: none"> <li>• Definite articles w/ body parts</li> </ul>



<b>Connections Goal 3</b> 	<ol style="list-style-type: none"> <li>6 Interpret a French poem about the environment. (<i>Le cigale et le fourmi</i>)</li> <li>6 Use the Internet to access information on the environment and outdoor activities.</li> <li>6 Develop a sample fitness program.</li> </ol>
<b>Communities Goal 5</b> 	<ol style="list-style-type: none"> <li>10 Prepare a list of and discuss the brands of French bottled water available in stores.</li> <li>11 Visit a French-language website.</li> <li>11 Watch French-language films and videos for entertainment and personal growth.*</li> </ol> <p><i>*Content may or may not be theme-related.</i></p>

**French 3 (Semester 2) Theme: HAVE A GOOD TRIP! / BON VOYAGE!**




TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
<b>1. Let's Travel</b> <i>Partons en voyage</i>	1 Role play situations dealing with present, past, and future travel experiences. 2 Interpret information about travel experiences. 3 Write a postcard, letter, or e-mail to a friend describing a past or future travel experience. 1,2,3 Exchange, interpret and present information on travel opportunities available on the Internet. 3 Present a weather forecast for a different francophone country.	4 Describe the travel practices in a Francophone country including planes, trains, and automobiles. 4 Describe weather in a francophone country. 5 Describe the advantages and promotions offered by the <i>SNCF</i> (French national train system) and how they reflect the perspectives of French people. 5 Examine and contrast the French and American car manufacturers.	8 Compare the use of tenses with when / <i>quand</i> in French and English. 8 Compare the use and formation of negative expressions. 9 Compare and contrast the weather in francophone countries and the U.S. 9 Compare traffic infrastructure of another francophone country to the U.S. 9 Contrast the driver permit acquisition process of francophone countries and U.S.	<ul style="list-style-type: none"> <li>• <i>le futur</i></li> <li>• <i>le conditionnel</i></li> <li>• <i>si</i> clauses</li> <li>• <i>le futur</i> with <i>quand</i></li> <li>• Advanced weather expressions</li> </ul> Review: <ul style="list-style-type: none"> <li>• Comparative and superlative of adjectives, adverbs, and nouns</li> <li>• Past tenses</li> <li>• Negative expressions</li> <li>• Prepositions with geographic locations</li> <li>• Object pronoun y</li> </ul>
<b>2. At the Hotel</b> <i>À l'hôtel</i>	1 Describe the range of accommodations available in francophone countries, including services provided by each. 1 Role-play situations dealing with accommodations. 2 Interpret accommodations and services available in francophone countries. 3 Write a letter/fax/e-mail to arrange accommodations.	4 Describe travel practices related to various types of accommodations in francophone countries. 5 Describe the importance of <i>Le Guide Michelin</i> and explain how it reflects the perspectives of French people.	8 Compare tenses of <i>si</i> clauses in French and English. 9 Compare the types of accommodations available in the U.S. and francophone countries.	Review: <ul style="list-style-type: none"> <li>• <i>le futur</i></li> <li>• <i>le conditionnel</i></li> <li>• <i>si</i> clauses</li> <li>• <i>le futur</i> with <i>quand</i></li> <li>• Comparative and superlative of adjectives, adverbs, and nouns</li> <li>• Past tenses</li> <li>• Prepositions with geographic locations</li> </ul>
Connections Goal 3 		6 Investigate and identify high-tech transportation options in France. 6 Use the Internet to access information on the topics of travel in francophone countries. 7 Use French-language media sources to acquire authentic information and opinions.		
Communities Goal 5 		10 Investigate travel further using authentic resources or by interviewing a native speaker. 11 Pursue travel opportunities in a francophone country. 11 Visit a French-language website. 11 Watch French-language films and videos for entertainment and personal growth.		



## French 3 (Semester 2) Theme: FREE TIME & LEISURE / LE TEMPS LIBRE ET LOISIRS

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
PERFORMANCE INDICATORS				
<b>1. On the Screen</b> <i>Sur l'écran</i>	1,2,3 Describe, interpret, and present information about the personal qualities and interactions of the characters in an authentic French language film. 1,2,3 Exchange, interpret, and present information and opinions about different types of films and television broadcasts. 2 View and interpret a French-language television show or film. 3 Critique a French-language film or television broadcast. 3 Retell the plot of a film or television broadcasts.	4 Describe television stations and shows available in France. 5 Identify characters, themes, and perspectives in French-language films or broadcasts. 4 Exchange information and opinions about characters and their relationships in a francophone film.	8 Compare relative pronoun use in French to those of English (whose, of whom, <i>qui, que, dont</i> ) 9 Compare cultural perspectives reflected in francophone and American films or broadcasts. 8 Compare the uses of past tenses in French to those of English. 9 Compare and contrast francophone and American cultural practices reflected in films and television shows.	<ul style="list-style-type: none"> <li>• Demonstrative pronouns (<i>ce, celui</i>)</li> <li>• Interrogative pronouns (<i>lequel</i>)</li> <li>• Relative pronouns (<i>qui, que, dont</i>)</li> </ul> <p>Review:</p> <ul style="list-style-type: none"> <li>• <i>le passé composé</i> and <i>l'imparfait</i></li> <li>• <i>le future</i></li> <li>• <i>le conditionnel</i></li> </ul>
<b>2. Celebrations</b> <i>Les fêtes</i>	1 Describe and exchange information about the personal qualities, including emotions, of friends and family members. 1,2 Identify, interpret, and exchange information about significant family events or ceremonies in francophone countries, including the cuisine. 2 Interpret authentic materials on the topic of friendship and family.	4 Describe the role of family in francophone cultures and ceremonies that mark significant life events. 5 Describe the foods served at special ceremonies and family events.	8 Compare French and English linguistic elements such as the subjunctive mood, relative pronouns, and reflexive verbs used in the reciprocal sense. 9 Compare celebrations marking life events that occur in francophone and American cultures. 9 Compare the francophone and American cuisine served at ceremonies and family events.	<ul style="list-style-type: none"> <li>• <i>le subjonctif</i> with <i>il faut que...</i>, expressions of will and emotion</li> <li>• Reflexive verbs to express a reciprocal action</li> </ul> <p>Review:</p> <ul style="list-style-type: none"> <li>• Reflexive verbs</li> <li>• <i>le présent, le passé composé, l'imparfait, l'impératif</i>, and <i>le subjonctif</i></li> <li>• Relative pronouns</li> </ul>

Connections Goal 3 	6 Use the Internet to access information on the topics of movies and television programs in francophone countries. 7 Use French-speaking media sources to acquire authentic information and opinions. 7 Judge the importance of mineral water in maintaining good health.
Communities Goal 5 	11 Visit a French-language website. 11 Watch French-language films and videos for entertainment and personal growth.* <i>*Content my or may not be theme-related</i>

**French 3 (Semester) Theme: LITERATURE & FINE ARTS / LITTERATURE ET LES BEAUX ARTS**

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
<b>1. Literature</b> <i>Roman, conte, bande dessinée, poésie, pièce de theater</i>				
<b>2. Les Beaux Arts</b> <i>Musées, la sculpture, la peinture, l'architecture</i>	Like, do stuff			






<b>Connections Goal 3</b> 	6 Use the Internet to access information on the topics of movies and television programs in francophone countries. 7 Use French-speaking media sources to acquire authentic information and opinions. 7 Judge the importance of mineral water in maintaining good health.
<b>Communities Goal 5</b> 	11 Visit a French-language website. 11 Watch French-language films and videos for entertainment and personal growth.* <i>*Content may or may not be theme-related.</i>

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

<u>French 4 (Semester 1)</u>	<u>French 4 (Semester 2)</u>
<p><b>Theme: Identity</b> Topics:</p> <ul style="list-style-type: none"> <li>• Autobiography/Biography</li> </ul> <p><b>Theme: Discovery and History</b> Topics:</p> <ul style="list-style-type: none"> <li>• Man and His Environment: Social conditions.</li> <li>• Science and Technology: Scientists</li> <li>• Introduction to the Francophone World</li> </ul>	<p><b>Theme: The Francophone World</b> Topics:</p> <p style="padding-left: 40px;">Issues in French Speaking Society (North Africa, Canada, island cultures, etc.)</p> <p><b>Theme: Creativity</b> Topics:</p> <ul style="list-style-type: none"> <li>• Cinema</li> <li>• Poetry</li> <li>• Art</li> <li>• Songs and Music</li> </ul>

<b>Structures: Includes all structures from levels 1-3 and must include the following essential structures for level 4</b>	
<u>French 4 (Semester 1)</u>	<u>French 4 (Semester 2)</u>
<ul style="list-style-type: none"> <li>• Adjectives (review)</li> <li>• Adverbs: formation and placement (review)</li> <li>• Articles: number, gender, uses (review)</li> <li>• Conjunctions</li> <li>• Idiomatic expressions</li> <li>• Indirect discourse (<i>ex. Elle a dit que son père est malade.</i>)</li> <li>• Negative expressions (review)</li> <li>• Transition words</li> </ul> <p><b><u>Pronouns:</u></b></p> <ul style="list-style-type: none"> <li>• Object, disjunctive, possessive, demonstrative, relative, interrogative, indefinite (<i>ex. ceci, cela, ça</i>) (review)</li> </ul>	<p><b><u>Verb forms:</u></b></p> <ul style="list-style-type: none"> <li>• Literary past tense (recognition)</li> <li>• Participle using <i>en</i></li> <li>• Present participle</li> <li>• <i>Si</i> clauses (review)</li> <li>• Simple and compound tenses</li> <li>• Special uses: using future and conditional for probability</li> <li>• Subjunctive mood: present</li> <li>• Subjunctive: conjunctions (<i>ex. Pour que, à condition que, à moins que, sans que, avant que, jusqu'à ce que</i>) and negative verbs which require subjunctive</li> <li>• Superlatives</li> </ul>

**French 4 (Semester 1) Theme: IDENTITY / L'IDENTITÉ**  
**Topic 1: Autobiography/Biography / Autobiographie/Biographie**

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
<b>PERFORMANCE INDICATORS</b>				
1 Engage in conversation to obtain information about significant events or people in one's life. 2 Identify and interpret events shaping Francophone life. 3 Present an original biographical portrait of a Francophone celebrity.	4 Identify and describe the social conditions shaping individuals' lives in Francophone cultures. 5 Explain the influence of Francophone culture on a literary or historical figure.	6 Investigate other disciplines, art, music, or history as they relate to Francophone literature or film works about an individual. 7 Explain the Francophone perspective about a francophone individual found in authentic background information.	8 Identify linguistic elements, including transition words and punctuation, and compare them to English equivalents. 9 Compare the experiences of various Francophone groups who live in the U.S.	10 Communicate with French speakers on topics of personal interest, community, or world issues. 11 Attend cultural events and social activities sponsored by community Francophone groups.

**Essential Structures**

Students entering Level 4 (Semester 1) 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 4 (Semester 1):

**Verb Forms:**






Infinitives  
 Simple tenses  
 Compound tenses  
 Infinitives  
 Present subjunctive

**Pronouns:**

Object  
 Disjunctive  
 Possessive  
 Relative  
 Demonstrative  
 Interrogative

Participles using *en*  
 Negative expressions  
 Articles  
 Idiomatic expressions  
 Transition words  
 Literary past

**French 4 (Semester 1) Theme: DISCOVERY AND HISTORY / L'HISTOIRE ET LES DÉCOUVERTES**  
**Topic 1: Man and His 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 
<b>PERFORMANCE INDICATORS</b>				
1 Engage in conversation to obtain information about current societal issues. 2 Identify the main ideas and explain the significant societal issues. 3 Present information including solutions, regarding the challenges of societal issues.	4 Identify societal issues and their solutions that are particular to Francophone countries. 5 Identify and explain societal products that are unique to Francophone concerns.	6 Investigate topics from other disciplines, such as the physical and social sciences, and geography, as they relate to topics investigated in the Francophone world. 7 Examine and explain the different perspectives using authentic materials about the topics investigated.	8 Identify cognates and explain their formation and origin. 9 Compare perspectives and practices in the Francophone world on societal concerns with the practices and perspectives on similar topics in the U.S.	10 Prepare information flyers in French to compliment topics being discussed in the physical and social science classes. 11 Participate in a community service experience using your knowledge of French or francophone cultures.






**Essential Structures**

Students entering Level 4 (Semester 1) 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 4 (Semester 1):

*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

**French 4 (Semester 1) Theme: DISCOVERY AND HISTORY / L'HISTOIRE ET LES DÉCOUVERTES**  
**Topic 2: Science and Technology: Scientists / science et technologie: Les scientifiques**

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
<b>PERFORMANCE INDICATORS</b>				
1 Engage in conversation to obtain information about current scientific issues and past and present French scientists. 2 Identify the main ideas and explain the significant ideas regarding past and present scientists and scientific issues. 3 Present information about discoveries and inventions of past and present French scientists.	4 Describe the role of science in the Francophone academic preparation. 5 Identify and explain scientific and societal products that are unique to Francophone concerns.	6 Investigate topics from other disciplines, such as social sciences, geography, and art, as they relate to topics investigated in the Francophone world. 7 Examine and explain the different perspectives using authentic materials about the topics investigated.	8 Identify cognates and explain their formation and origin. 9 Compare perspectives and practices in the Francophone world on scientific concerns practices and perspectives on similar topics in the U.S.	10 Prepare information flyers in French to compliment topics being discussed in the physical and social science classes. 11 Participate in a scientific research experience utilizing your knowledge of French or francophone cultures.






**Essential Structures**

Students entering Level 4 (Semester 1) 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 4 (Semester 1):

*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  
 Adjectives  
 Conjunctions  
 Idiomatic expressions

**French 4 (Semester 1) Theme: DISCOVERY AND HISTORY / L'HISTOIRE ET LES DÉCOUVERTES**  
**Topic 3: Introduction to the Francophone World / Introduction au monde francophone**

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
<b>PERFORMANCE INDICATORS</b>				
1 Engage in conversation about countries, geography and important people in the Francophone world. 2 Identify countries, organizations, literature, and important individuals in Francophone countries. 3 Create and present basic information regarding a Francophone country while creating an individual Francophone identity using documents, a poster, and dialogue.	4 Describe the role and importance of music and literature in Francophone countries. 5 Identify and explain musical and literary products that are unique to Francophone countries.	6 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. 7 Examine and explain the different perspectives using authentic materials about the topics investigated.	8 Identify the use of prepositions with infinitives in English and compare it to their use in French. 9 Compare perspectives and practices in the Francophone world of <i>la patrimoine</i> and patriotism with those in the U.S.	10 Communicate with French about their native countries. 11 Attend cultural events and social activities sponsored by community Francophone groups.

**Essential Structures**






Students entering Level 4 (Semester 1) 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 4 (Semester 1):

*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  
 Adjectives  
 Conjunctions  
 Idiomatic expression

## French 4 (Semester 2) Theme: THE FRENCH-SPEAKING WORLD / LA MONDE FRANCOPHONIE

### Topic 1: Issues in French-Speaking Societies / Les problèmes dans les sociétés francophones

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
<b>PERFORMANCE INDICATORS</b>				
1 Engage in conversation to discuss students' origins, cultures, traditions and "Americanism". 2 Explain what it means to be "French", and what various groups think about their own identity and societal issues, (e.g. <i>la laïcité</i> ). 3 Debate various societal issues in the francophone world.	4 Identify social and geographic factors that affect francophone societal issues, (e.g. stereotypes, generalizations, <i>verlan</i> , etc.). 5 Identify and describe the historical factors and artistic genres that influence cultural differences.	6 Read and discuss literature and informational text to explore current events. 7 Use various media sources available only in French to identify distinctive francophone perspectives (e.g. film, video, music, blogs, internet, advertisements, television, etc.).	8 Identify and use linguistic elements that do not translate literally and compare them to their English equivalents. 9 Compare American social issues with those of the francophone world.	10 Communicate with a native speaker about current issues in their society (e.g. via e-mail, blogs, letters, or in person). 11 Find and experience something produced in the French language (e.g. a play, a film, music) or attend a gathering of native speakers.

#### Essential Structures






Students entering Level 4 (Semester 2) are expected to use the structures learned in Levels 1-4 (Semester 1) with increasing accuracy. These structures will be reviewed as needed. The following structures will be presented in Level 4 (Semester 2):

*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

## French 4 (Semester 2) Theme: CREATIVITY / L'ÂME CRÉATRICE

### Topic 1: Cinema / Le cinéma

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
<b>PERFORMANCE INDICATORS</b>				
1 Engage in conversation and express opinions, about movies, genres and components of films. 2 Identify the main ideas and explain the significant details from written movie critiques and from Francophone movies. 3 Create and present an original movie poster using elements discussed about film components.	4 Identify French movies and filmmakers. 5 Identify French perspectives reflected in movies made by French filmmakers.	6 Investigate topics, themes or from literature, or literary texts used for movies. 7 Examine critiques of both American and Francophone films that reflect francophone viewpoints.	8 Compare and contrast the use of <i>si</i> clauses in French and English. 9 Compare similar American and French films and remakes of French films in English, and identify cultural differences.	10 Watch Francophone movies in local movies theaters or rent them from local video stores. 11 Create a Francophone film circle with other students of French and/or with French speakers.

#### Essential Structures

Students entering Level 4 (Semester 2) are expected to use the structures learned in Levels 1-4 (Semester 1) with increasing accuracy. These structures will be reviewed as needed. The following structures will be presented in Level 4 (Semester 2):






*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

Adjectives  
 Conjunctions  
 Idiomatic expressions

## French 4 (Semester 2) Theme: CREATIVITY / L'ÂME CRÉATRICE

### Topic 2: Poetry / La poésie

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
<b>PERFORMANCE INDICATORS</b>				
1 Engage in conversation to discuss the use of nature in poetry. 2 Identify the main ideas in various Francophone poems. 3 Create and present an original poem	4 Identify various Francophone poems and poets. 5 Identify Francophone perspectives of literature as reflected in the poetry studied.	6 Investigate literary devices used in poetry and literature.	8 Compare and contrast the use of past tenses when telling a story in both French and English. 9 Compare the use of nature in poetry in French and English poems and other literary forms	10 Read and/or write poems in French. 11 Create Francophone poetry slam events with other students of French and/or with French speakers.






#### Essential Structures

Students entering Level 4 (Semester 2) are expected to use the structures learned in Levels 1-4 (Semester 1) with increasing accuracy. These structures will be reviewed as needed. The following structures will be presented in Level 4 (Semester 2):

- 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

## French 4 (Semester 2) Theme: CREATIVITY / L'ÂME CRÉATRICE

### Topic 3: Art / L'art

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
<b>PERFORMANCE INDICATORS</b>				
<ol style="list-style-type: none"> <li>1 Engage in conversation and express opinions, including emotions, about paintings and painters.</li> <li>2 Identify different periods of art, their characteristics and French artists.</li> <li>3 Create and present an exposé on a French painter.</li> </ol>	<ol style="list-style-type: none"> <li>4 Identify French paintings and their artists</li> <li>5 Identify the French perspectives past and present about art, different movements and various artists.</li> </ol>	<ol style="list-style-type: none"> <li>6 Investigate topics from the arts that relate to Francophone creative products.</li> <li>7 Examine critiques of creative products that reflect Francophone view points.</li> </ol>	<ol style="list-style-type: none"> <li>8 Compare and contrast the use of demonstrative adjectives in English and French.</li> <li>9 Compare American artists with French artists of the 19th and 20th centuries.</li> </ol>	<ol style="list-style-type: none"> <li>10 Visit the National Gallery and other museums in the area where there is an abundance of Francophone art.</li> </ol>

#### Essential Structures






Students entering Level 4 (Semester 2) are expected to use the structures learned in Levels 1-4 (Semester 1) with increasing accuracy. These structures will be reviewed as needed.

The following structures will be presented in Level 4 (Semester 2):

- 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

## French 4 (Semester 2) Theme: CREATIVITY / L'ÂME CRÉATRICE

### Topic 4: Songs and Music / La chanson et la musique

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
<b>PERFORMANCE INDICATORS</b>				
<ol style="list-style-type: none"> <li>1 Engage in conversation and express opinions about music and popular singers.</li> <li>2 Identify and explain significant details about the history of French song and past and present musicians.</li> <li>3 Create and present a written and oral project describing the life and accomplishments of a famous Francophone musician.</li> </ol>	<ol style="list-style-type: none"> <li>4 Identify various types of Francophone music and musicians, and their uses in Francophone cultures.</li> <li>5 Identify the importance of music and song in Francophone cultures.</li> </ol>	<ol style="list-style-type: none"> <li>6 Investigate Francophone classical musicians and composers, and their music.</li> <li>7 Examine critiques of French or English musicians and song that reflect Francophone view points.</li> </ol>	<ol style="list-style-type: none"> <li>8 Compare and contrast the use of language, such as poetry or slang, or verb tense in both French and English song.</li> <li>9 Compare song styles and musical styles of Francophone music and song with American music and song.</li> </ol>	<ol style="list-style-type: none"> <li>10 Go to a concert of French music, or listen to French music at home.</li> <li>11 Create a French concert of classical or popular music.</li> </ol>

#### Essential Structures

Students entering Level 4 (Semester 2) are expected to use the structures learned in Levels 1-4 (Semester 1) with increasing accuracy. These structures will be reviewed as needed. The following structures will be presented in Level 4 (Semester 2):

- 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