

# Reading Public Schools

*Instilling a joy of learning and inspiring the innovative leaders of tomorrow*



**World Language**

**Honors French 4**

## Course Description

Honors French 4 is an advanced course, taught primarily in French, designed to build on students' overall proficiency in basic language skills (listening, speaking, reading, and writing) through a survey of 19th and 20th century French literature. The primary course goal is to develop each student's communicative competence (self-expression skills) by using the readings of great French masters as a point of departure. Through each text studied, the student will increase his/her reading, vocabulary, and grammatical skills. Authentic materials will be used to promote development of listening skills. The class is conducted in French. Students are expected to discuss and analyze readings from a cultural and historical perspective. Compositions will be assigned regularly. A variety of authentic resources proficiency-based tasks allow students to continue to build proficiency. With successful completion of the course, students will be at the Intermediate High level of the ACTFL Performance Standards and will be prepared to advance to AP French or French Honors 5.

## Content Standards

Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence. Intermediate High speakers can also handle some of the tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. These speakers can often narrate and describe in all major time frames using connected discourse of paragraph length.

Writers at the Intermediate High sublevel are able to write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often but not always of paragraph length. These writers may be inconsistent in the use of appropriate major time markers, resulting in a loss of clarity. The vocabulary, grammar, and style of Intermediate High writers essentially correspond to those of the spoken language.

At the Intermediate High sublevel, listeners are able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They can derive substantial meaning from some connected texts typically understood by Advanced-level listeners although there often will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language.

## Student Skills

- Students can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
- Students can communicate information, make presentations, and express thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.
- Students can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences, often across various time frames.
- Students can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
- Students can make comparisons between products and practices to better understand perspectives in their own and other cultures.
- Students can exchange information in conversations and some discussions on a variety of familiar and some concrete topics they have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.



<b>Concepts</b>	<b>Essential Questions</b>	<b>Key Activities May Include:</b>
<b>Relationships and Feelings</b>	<p>How do people talk about personal relationships?</p> <p>How do people describe feelings and personal attributes?</p> <p>What are cultural manifestations of how people interrelate?</p>	<p>Watch short movies to discuss personal relationships</p> <p>Read texts on America's long relationship with France and how each culture influences the other</p> <p>Compare &amp; contrast Francophone cultures</p> <p>Read an article about marriage laws in France and discuss.</p>
<b>Poetry by Francophone Authors</b>	<p>How do I talk about poems?</p> <p>What are different poem formats and how can I distinguish between them?</p> <p>How do I write individual poems?</p>	<p>Analyze a variety of poems by francophone authors for both meaning and syntax.</p> <p>Write a poem.</p>
<b>Families and Multigenerational Relationships</b>	<p>How do people talk about multigenerational families?</p> <p>How do people discuss food?</p> <p>How do customs vary across cultures?</p>	<p>Read about marriage traditions in</p> <p>Watch a movie and compare and contrast cultural differences by reading about marriage traditions in Algeria and watching a movie about an immigrant family living in France.</p>
<b><i>La Parure</i> by Guy de Maupassant</b>	<p>Does the idea of success in life vary among people?</p> <p>How do our individual values affect the decisions we make in life?</p>	<p>Read a short story and discuss the role of money, social status and material things in our lives.</p>
<b><i>Huis Clos</i> by Jean-Paul Sartre</b>	<p>How do I read and discuss a piece of literature?</p> <p>How do I describe the different characters and relationships ?</p> <p>What is existentialism?</p>	<p>Read a classic piece of French literature (play)</p> <p>Explore the idea of existentialism and what it meant for Sartre</p>



<b>Concepts</b>	<b>Essential Questions</b>	<b>Key Activities May Include:</b>
<b>Political and Societal Ideas</b>	<p>How do people discuss the law and how it affects a country's citizens?</p> <p>How do people talk about politics?</p> <p>How do people discuss social justice?</p>	<p>Identify terms related to talking about legal rights and national security.</p> <p>Identify public officials and their roles in society.</p> <p>Discuss and debate with others about the law and politics.</p>
<b>Work &amp; Finances</b>	<p>How do people talk about the economy and work?</p> <p>How do people manage their finances?</p> <p>How do businesses affect society?</p> <p>How do I talk about working and applying for jobs?</p> <p>How do I describe people at work?</p>	<p>Watch a video on marketing in France</p> <p>Compare and contrast working, jobs and benefits between the US and franco-phone cultures</p>

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## Curriculum Guide Overview

<b>Curriculum Guide</b>	Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Each area of the curriculum is divided into general strands (broad categories) under which the standards fall. When we discuss “standards-based education” we mean that students are measured against their proficiency and growth towards meeting these standards. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.
<b>Curriculum Map</b>	Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include; standards and expectations for the grade/content, essential skills/ concepts, methods of assessment, and major content resources. Maps are never “done” as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.
<b>Standards</b>	The standards used as the foundation of our curriculum come directly from the Massachusetts Department of Education Curriculum Frameworks. State standards may be viewed here: <a href="http://www.doe.mass.edu/frameworks/">http://www.doe.mass.edu/frameworks/</a>
<b>Priority Areas</b>	Priority areas are defined by the state of Massachusetts as the most critical areas in each grade level on which instructional time should focus.
<b>Content Standards</b>	The Content Standards describe what students should know and be able to do once within the area of mathematics.
<b>Essential Questions</b>	Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into the learning and act as an umbrella to anchor the unit/lesson.
<b>Resources</b>	Resources identified in Curriculum Guides are not intended to be exhaustive, nor are they intended to be prescriptive. The resources identified may function as a menu of curriculum resources from which educators identify the most appropriate tools to utilized in their classrooms. More specifics about identified resources are identified within the curriculum map documents.