

Reading Public Schools

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



Curriculum Guide

FRENCH 4/5 SCP (B)

Course Description

French 4/5 course is an elective combined class and is 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. A different course of study is taught in alternating years so that students do not repeat material. 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. This course is meant for students who have successfully completed French 3 or French 3H, and have a desire to continue language study, with a greater focus on communication, culture, and production of language. With successful completion of the course, students will be at the Intermediate Mid level of the ACTFL Performance Standards.

Content Standards

Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging.

Writers at the Intermediate Mid sublevel are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral discourse. Writers at the Intermediate Mid sublevel show evidence of control of basic sentence structure and verb forms. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization. Intermediate Mid writers can be understood readily by natives used to the writing of non-natives.

At the Intermediate Mid sublevel, listeners are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur. Intermediate Mid listeners may get some meaning from oral texts typically understood by Advanced-level listeners.

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.



Units	Essential Questions	Key Activities
Multigenerational Families across cultures	<ul style="list-style-type: none"> - How do people talk about multigenerational families? - How do customs such as food and marriage vary across cultures? 	<p><u>MAY</u> include:</p> <ul style="list-style-type: none"> -Analyze a movie -Make a podcast - Cook an authentic recipe
Science and technology	<ul style="list-style-type: none"> - How do people talk about technology and science? - How does technology bring people together or set them apart? - How do inventions affect people’s daily lives? 	<ul style="list-style-type: none"> - Analyze a song - Watch a movie on technological advancements within schools in France
Hobbies and pastime activities	<p>How do people spend their leisure time?</p> <p>How does the sport of “football” express itself in Francophone culture?</p> <p>How can film reflect a country’s culture?</p>	<ul style="list-style-type: none"> -Analyze infographics on sports - Create a broadcast of a sporting event in French - Watch a movie and discuss the role of youth sports in society
My look	<ul style="list-style-type: none"> - How is fashion used to express one’s individuality? - How do clothing and shopping vary across cultures? 	<ul style="list-style-type: none"> - Watch various interviews and compare / contrast - Watch a French cartoon and analyze
Work and finances	<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>	<ul style="list-style-type: none"> - Compare the role of entrepreneurs in various francophone cultures - Analyze a short film

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Curriculum Guide Overview

Curriculum Guide	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.
Curriculum Map	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.
Standards	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: http://www.doe.mass.edu/frameworks/
Priority Areas	Priority areas are defined by the state of Massachusetts as the most critical areas in each grade level on which instructional time should focus.
Content Standards	The Content Standards describe what students should know and be able to do once within the area of mathematics.
Essential Questions	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.
Resources	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.