



Cleveland Heights-University Heights City School District

FRENCH

GRADED COURSE OF STUDY

August, 2004

**Deborah S. Delisle
Superintendent of Schools**

STATEMENT OF APPROVAL

THIS COURSE OF STUDY HAS BEEN EXAMINED BY THE CLEVELAND HEIGHTS-
UNIVERSITY HEIGHTS BOARD OF EDUCATION.

THE DOCUMENT WAS FORMALLY APPROVED FOR ADOPTION BY THE BOARD
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DISTRICT PHILOSOPHY

PHILOSOPHY OF EDUCATION

The educational organization, administration, development and programs within our school system are to be guided by the following premises:

1. All children are entitled to a public education that will encourage the fullest development of their individual talents.
2. Learning is essential to individual independence and the general welfare of the changing American society.
3. Effective learning develops both intellectual and emotional qualities and is for action; its proper evaluation lies in the quality of resultant activity, not mere response.
4. Organized education, a deployment of human and material resources as means toward learning, implies learning for all -- students, teachers, administrators -- at different levels of understanding and maturity.
5. Organized education is at its best when graced with experimental attitudes and dedicated to the proposition that all issues between organization and learning shall be resolved in favor of learning.
6. All rewards and penalties adopted in the organization of education become legitimate only insofar as they assist learning.
7. For purposes of learning and growth, internal motivations are more valuable than the external, such as, grades and competition.

The primary people in our school system are first, the students, and next, the teachers. Accordingly, they will be given primary consideration in any action taken by the Board of Education.

Our school system will provide training in the basic skills.

Our school system should provide a framework in which basic problem-solving and personal adjustment methods can be learned in an orderly, phased, and wholly accessible manner.

Our school system should educate toward both responsibility and responsiveness. It should provide greatly enriched conditions for individual growth in self-awareness, in a larger social awareness, and in controlled and meaningful response both to inner and outer influences. It should strive to heighten the developing student's appreciation of the cultural and individual diversity within the human family, and improve his/her skill in working harmoniously and creatively with that diversity, since this is a rich resource for innovative and successful growth.

A major effort of the teaching-learning process should be the early development of positive self-assurance and the continuing development of individual potential to deal with a changing society, to think rationally and creatively, to be independent and productive, and to choose rewarding life activities. Thinking, creativity, independence, productivity, and activity are also characterized by individual differences. Yet they must meet external requirements, and these change with the changing society.

*Ohio Administrative Code 3301-35-02

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Introduction

This document represents a research-based approach to language development and prepares students to use their knowledge of language and culture to communicate effectively in a pluralistic society. A standards-based foreign language program prepares students for success in the workplace and/or for post-secondary education.

The five standards that follow represent foreign language content that all students should know and be able to do as they progress through the program. The standards should be quite familiar to foreign language educators as they align with the national *Standards for Foreign Language Learning* (1996; 1999) and all other states' standards.

Content Standards:

- Communication:** Communicate in languages other than English
- Cultures:** Gain knowledge and understanding of other cultures
- Connections:** Connect with other disciplines and acquire information
- Comparisons:** Develop insight into the nature of language and culture
- Communities:** Participate in multilingual communities and cultures at home and around the world

The five standards define a balanced program of knowledge and skills that allows students to reach an Intermediate-High or Pre-Advanced level of language proficiency and intercultural competence as defined by the *American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners* (1998). In addition, students are encouraged to communicate in a wide range of situations, solve problems creatively, think critically, work cooperatively in teams, use technology effectively and value lifelong learning.

Research also shows that learning is enhanced when students make meaningful connections between new information that they are learning and their own experiences. Therefore, whenever possible, students should have opportunities to learn a foreign language in real-world contexts that prepare them for school, daily life and workplace situations found in the target language community. Students should be able to interact appropriately, interpret authentic materials, and present information and opinions to others both within and beyond the classroom. Technology creates myriad opportunities for students to connect with people around the world and to access information directly in the target language.

Students acquire vocabulary and are able to discern the underlying structure of the target language through exposure to language-rich situations, such as reading, viewing or listening to a variety of multimedia texts or conversing with peers and adults.

The standards reflect the belief that reading and listening are problem-solving activities that require the application of strategies to make sense of oral, signed and written language. The standards encourage students to interpret texts through the lens of the target culture.

As students present information, ideas and opinions, they learn to use the grammatical and mechanical aspects of the language with increasing accuracy. Opportunities to practice using the language in controlled situations should give way to occasions for creative construction with the language to develop both accuracy and fluency.

The following terms and definitions are used in this document:

Standard: An overarching theme or goal in foreign language. The standard statement describes, in broad terms, what students should know and be able to do as a result of a kindergarten through 12th grade program.

Benchmark: A specific statement of what students should know and be able to do at a specific time in their schooling. Benchmarks measure students' progress toward meeting the standard. Benchmarks fall at the end of grades four, eight and twelve for the foreign language standards.

Grade-Level Indicator: A specific statement of the knowledge and/or skills that students are expected to demonstrate at each grade level. These indicators serve as checkpoints that monitor progress toward the benchmarks. The suggestions provided in the parentheses of the indicators are meant to serve as examples, no required content/skills. A variety of languages appear in the examples to stimulate thinking about possible content.

Ohio's Foreign Language Standards

Communication: Communicate in languages other than English.

Students initiate and sustain spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways in the target language. Students comprehend the main ideas and significant details in a variety of age-appropriate live, written or recorded messages in the target language. Students understand and interpret authentic texts ranging from children's literature to classical literary texts to articles in contemporary magazines, newspapers and Internet sources. Students present information and ideas on familiar topics to general audiences or readers.

Cultures: Gain knowledge and understanding of other cultures.

Students demonstrate an understanding of insights gained into another culture through the examination of its practices (behaviors), products (tangibles such as monuments, food and literature, and intangibles such as laws and music) and perspectives (attitudes, values, ideas, world views).

Connections: Connect with other disciplines and acquire information.

Students reinforce and expand their knowledge across disciplines through the target language. Students acquire information and viewpoints that are directly accessible only through the target language and its cultures.

Comparisons: Develop insight into the nature of language and culture.

Students enhance their understanding of the nature of language by comparing the target language and English (linguistic comparisons). Students enhance their understanding of the concept of culture by comparing their own culture with another culture, including the relationship between accepted practices, products and perspectives (cultural comparisons).

Communities: Participate in multilingual communities and cultures at home and around the world.

Students use the language both within and beyond the school setting. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. Students use the language, knowledge of cultural influences and skills acquired in the classroom to interpret events of the modern world from multiple perspectives and to increase career options.

Benchmarks

Communication: Communicate in languages other than English.

Students initiate and sustain spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways in the target language. Students comprehend the main ideas and significant details in a variety of age-appropriate live, written or recorded messages in the target language. Students understand and interpret authentic texts ranging from children's literature to classical literary texts to articles in contemporary magazines, newspapers and Internet sources. Students present information and ideas on familiar topics to general audiences or readers.

- A. Interact using extended spoken, signed or written communication by providing and obtaining information.
- B. Express a wide range of feelings and emotions, and discuss and support opinions.
- C. Use a wide range of strategies to negotiate meaning.
- D. Give and follow a series of complex directions.
- E. Interact in a wide range of situations using culturally authentic language and gestures.
- F. Follow complex oral, signed or written directions and requests.
- G. Use a variety of reading and listening strategies to derive meaning from texts.
- H. Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts.
- I. Create presentations on a range of original or authentic expressive products.
- J. Present information and ideas on a range of topics.
- K. Apply age-appropriate writing process strategies to produce a variety of documents for publication.

Cultures: Gain knowledge and understanding of other cultures.

Students demonstrate an understanding of insights gained into another culture through the examination of its practices (behaviors), products (tangibles such as monuments, food and literature, and intangibles such as laws and music) and perspectives (attitudes, values, ideas, world views).

- A. Analyze, discuss and report on a wide variety of practices and perspectives of the target culture.
- B. Participate in and discuss a wide variety of cultural practices.
- C. Analyze, discuss and report on a wide variety of products and perspectives of the target culture.

- D. Analyze, discuss and report on significant contributions from the target culture.

Connections: Connect with other disciplines and acquire information.

Students reinforce and expand their knowledge across disciplines through the target language. Students acquire information and viewpoints that are directly accessible only through the target language and its cultures.

- A. Investigate, analyze and present concepts from across disciplines.
- B. Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines.

Comparisons: Develop insight into the nature of language and culture.

Students enhance their understanding of the nature of language by comparing the target language and English (linguistic comparisons). Students enhance their understanding of the concept of culture by comparing their own culture with another culture, including the relationship between accepted practices, products and perspectives (cultural comparisons).

- A. Analyze and discuss linguistic structures and conventions of the target language and English.
- B. Analyze and explain how the target language and English express meaning through variations in style.
- C. Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ.
- D. Discuss the concept of culture through analysis of products, practices and perspectives of the target culture and student's own culture.

Communities: Participate in multilingual communities and cultures at home and around the world.

Students use the language both within and beyond the school setting. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. Students use the language, knowledge of cultural influences and skills acquired in the classroom to interpret events of the modern world from multiple perspectives and to increase career options.

- A. Provide information or services to individuals, the school or the community using knowledge of the target language and culture.

- B. Perform original or authentic works for a school or community event.
- C. Sustain communication with people locally and around the world.
- D. Report information about and personal reactions to various products, media and services of the target culture.
- E. Attend, participate in or view target culture events and describe to others.
- F. Evaluate and discuss how understanding of another language and culture enhances job skills and career options.
- G. Develop evaluative tools and implement group strategies to complete tasks and solve problems.

French I, Pre AP and Foundations

Communication: Communicate in languages other than English

Interpersonal

- Carry on simple conversations about familiar topics (e.g., family, food, school).
- Exchange written communication (e.g., e-mail, e-pals, phone pals, notes, letters).
- Express feelings or emotions.
- Exchange opinions about familiar topics in written, oral or signed form (e.g., favorite pet, homework).
- Ask and answer questions to clarify information (e.g., videos, conversations).
- Follow directions, instructions and requests (e.g., Total Physical Response TPR)
- Use appropriate language and gestures when interacting with peers and adults in a variety of social settings.

Interpretive

- Respond appropriately to simple directions (e.g., getting to school,).
Recognize and explain common idiomatic expressions (e.g., Il fait froid./It makes cold. - It's cold.; J'ai faim./I have hunger. -I'm hungry.; Comment allez-vous?/How are you going? - How are you?).
- Derive meaning through the use of various clues (e.g., root words, cognates, intonation, word order).
- Use listening and reading strategies (e.g., skimming and scanning techniques) to determine main idea and purpose.
- Identify the purpose, main idea, characters, setting and important events in age-appropriate media (e.g., print, visual, audio).

Presentational

- Write or tell about an event or personal experience (e.g., personal introduction, description of friend or family member).
- Create a simple presentation (e.g., skit, song, rap, diorama, report) for a variety of audiences.
- Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).

Cultures: Gain knowledge and understanding of other cultures

Practices

- Identify and report on selected practices of the target culture (e.g., table manners, cheek-kissing, personal space, holiday celebrations).
- Discuss social conventions of the target culture (e.g., shopping, after-school activities, family, friendships).
- Participate in and discuss age-appropriate cultural practices (e.g., songs, games, dances and skits).
- Perform age-appropriate songs, games, dances and plays.

- Role play appropriate ways to interact with individuals from the target culture (e.g., attracting the attention of a waiter, bring a hostess gift).
- Investigate and simulate holidays observed by the target culture (e.g., Mardi Gras, Bastille Day, Fête du Travail).

Products

- Discuss the use of products of the target culture in daily life (e.g., music, clothing, food, transportation).
- Identify important symbols associated with the target culture (e.g., le coq, la fleur-de-lys, le tricolore, l'hexagone) and explain their significance.
- Reproduce artifacts from the target culture (e.g., monuments, painting, masks, sabots de Noël).
Identify and describe well-known contributions of the target culture (e.g., art, music, fashion, food, legends, religions, literature).

Connections: Connect with other disciplines and acquire information

Integrated Studies

- Gather, organize and present information (e.g., sports, foods, music) on selected target language countries.
- Create, label and describe a map (e.g., physical, political) of selected target language countries or communities.
- Plan and present an interdisciplinary project (e.g., cook with metric measurements, create a mural).
- Identify and/or demonstrate styles of authentic music or dance.
- Convert U.S. units of measurement to the measurement system of the target culture.

New Viewpoints

- Use predetermined questions to interview a target language speaker for information and viewpoints to complete a project.
- Interview an individual with travel experience to develop new insights about the francophone world (e.g., exchange student, foreign worker, relative or friend).

Comparisons: Develop insight into the nature of language and culture in English or limited basis

Linguistic Insights

- Identify connections between English and the target language (e.g., borrowed words and cognates such as le chocolat, le week-end, R.S.V.P., rendez-vous).
- Compare and contrast conventions of writing in the target language and English (e.g., capitalization)
- punctuation, accent marks, levels of formality).
- Compare and contrast grammatical categories such as tense, gender and agreement in the target language and English.

Cultural Insights

- Compare ways of expressing feelings and emotions in the target culture and students' own culture (e.g., voice inflection/volume, facial expressions, gestures, use of personal space, kisses on cheeks).
- Compare and contrast cultural practices and perspectives related to daily activities (e.g., family, schools, sports).
- Compare and contrast perspectives related to rites of passage, traditions and celebrations (e.g., legal ages, veilings, weddings, Bastille Day).

Concept of Culture

- Compare products and perspectives from the target culture and students' own culture (e.g., clothing, automobiles, cosmetics).

Communities: Participate in multilingual communities and cultures at home and around the world

Outreach

- Participate in activities for the school or community (e.g., teaching a song or poem to younger students, peer tutoring, making school announcements, making bulletin board displays, share a power point presentation).
- Perform for, or participate in, school and community celebrations of the target culture.
- Interact with guest speakers from, or familiar with, the target culture.
- Exchange information with individuals or schools around the world (e.g., pen pals, e-mail, video).

Enjoyment and Enrichment

- Share out-of-classroom experiences involving the target language and culture (e.g., discovering a book or video, making friends, eating at a new restaurant) with others.
- Listen to music, sing songs or play musical instruments from the target culture (accordéon, tambour Africain).
- Read short narratives or poems and share with others.
- Visit, or view via media, community sites that feature art, dance and/or music of the target culture and describe to others.

Career Exploration and Skills

- List ways in which a second language is useful in various careers (e.g., law enforcement, food industry, medical field).
- Explain how understanding other languages and cultures promotes successful business and work relationships.
- Investigate and present how second language skills are used and what level of proficiency is needed in various local and worldwide careers.
- Identify career interests and abilities and evaluate career choices.
- Prepare and implement tools to facilitate group projects.

French I Grammer

I. Students will practice the French spelling and pronunciation:

- A) Alphabet and accent marks
- B) Sound system
- C) Rhythm, stress, and intonation

II. Students will study the following grammatical structures:

A) Verbs

- 1) Present tense
 - a) Regular “er”, “ir”, and “re” verbs
 - b) Common irregular verbs: être, avoir, aller, faire, venir, vouloir, pouvoir, sortir, partir, dormir, servir, prendre
- 2) Imperative tense
 - a) Regular verbs
 - b) Irregular verbs
- 3) Futur proche (near future)
- 4) Exposure to past perfect (passé composé) of regular verbs with avoir

B) Nouns

- 1) Gender
- 2) Number

C) Articles

- 1) Definite
- 2) Indefinite
- 3) Partitive

D) Pronouns

- 1) Subject, including “on”
- 2) Emphatic (stress)

E) Adjectives, agreement and order

- 1) Regular
- 2) Irregular – introduction
- 3) Possessive
- 4) Demonstrative
- 5) Interrogative

F) Adverbs

G) Prepositions

- 1) À
- 2) De
- 3) Contractions (au, à la, à l’, aux, du, de la, de l’, des, de, d’)

4) Place (e.g., près de)

H) Question Formation

- 1) Intonation
- 2) Est-ce que
- 3) N'est-ce pas
- 4) Inversion
- 5) Interrogative words

I) Negation

- 1) Regular (ne...pas)
- 2) With "si"

III) Students will study the following vocabulary topics:

A Vocabulary topics

- 1) Greetings
- 2) Time
- 3) Date
- 4) Friendship
- 5) School life
- 6) Family
- 7) House
- 8) Ordering food
- 9) Shopping
- 10) Clothing
- 11) Traveling
- 12) Sports and leisure
- 13) Seasons
- 14) Weather
- 15) Daily routine
- 16) Numbers 1-1,000

French II and French II Pre AP

Communication: Communicate in French

Interpersonal:

- Exchange information via letters, e-mail/video mail, notes, conversations or interviews on familiar topics (e.g., school events, weekend activities, family life).
- Express opinions and preferences about information gathered regarding everyday activities, experiences and other school subjects.
- Use questions to clarify meaning.
- Follow directions, instructions and requests, (e.g. Total Physical Response TPR), and begin to give directions.

Interpretive

- Use French to acquire goods, services or information (e.g., using public transportation, buying food).
- Follow directions, instructions and requests (e.g., simple recipes, travel directions, prompts on ATMs).
- Use listening and reading strategies (e.g., skimming and scanning techniques) to determine main idea and purpose.

Presentational

- Give personal reaction to authentic language materials and artifacts (e.g., TV programs, articles from youth magazines, Internet, videos, currency) and summarize information.
- Create and present a narrative (e.g., current events, personal experiences, school happenings, PowerPoint presentations of trip to Paris).
- Apply level appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).

Cultures: Gain knowledge and understanding of other cultures in English or in French

Practices

- Investigate and report on cultural events (e.g., rites of passage).
- Discuss attitudes and values of native speakers (i.e. perspectives).
- Participate in age-appropriate cultural practices (e.g., music, dance, drama).
- Interact appropriately in social and cultural situations (e.g., restaurant, school).

Products

- Explain objects, images and symbols of francophone cultures (e.g., le poisson d'avril, fleur de lys, l'hexagone, etc.).

- Discuss the importance of tangible products from francophone cultures (e.g. wine and other commercial goods) on the global community and /or target culture.
- Discuss the contributions of famous people from francophone cultures.

Connections: Connect with other disciplines and acquire information in English or in French

Integrated Studies

- Summarize articles or short videos on interdisciplinary topics (e.g. art, metric system, weather and other scientific phenomena).
- Investigate and discuss interdisciplinary topics (e.g. world health issues, fine arts concepts, geographical terms).

New Viewpoints

- Interview a native speaker or expert in the field or an individual with travel experience to develop new insights on topics of interest (e.g., foreign workers' experience in U.S., access to technologies).

Comparisons: Develop insight into the nature of language and culture in English or in French

Linguistic Insights

- Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality).
- Analyze and discuss how various linguistic elements are represented in French and English (e.g., past tenses, cognates, idiomatic expressions, gender).

Cultural Insights

- Compare and contrast social conventions of peers in francophone cultures and students' own culture (e.g., dating customs, school, family and leisure activities).
- Investigate and compare how people meet basic needs (e.g., food, clothing, shelter).

Concept of Culture

- Explain how products, practices and perspectives of francophone cultures vary from those of the students' own culture (e.g., sports, celebrations, school).

Communities: Participate in multilingual communities and cultures at home and around the world

Outreach

- Present information about the French language and francophone cultures to others (e.g., celebrations, holidays, the arts).
- Participate in collaborative projects with language students of other grade levels or school districts (e.g., present plays; write dialogues,, share folk tales, exchange letters).
- Perform original or authentic works for a school or community event (e.g., sing, dance, and act).
- Establish personal communication links (e.g., pen pals, e-mail/video mail, hosting) with French speakers to obtain perspectives on topics of mutual interest.

Enrichment and Enjoyment

- Explore opportunities to travel or study in francophone countries and report findings to others (e.g., research options based on specific criteria, such as budget, location, student interests, and climate).
- Use media in French for personal enjoyment (e.g., print media, movies, TV, Internet) and report on an activity to others (e.g., activity log, oral or written summary).
- Attend, participate in or view via media, French culture events (e.g., fairs, festivals, exhibitions, holidays and family celebrations) and describe to others.

Career Exploration and Skills

- Explore and obtain information about careers that require linguistic and cultural proficiency.
- Investigate how the knowledge, skills and interests learned in foreign language class apply to potential career choices.
- Work cooperatively (e.g., evaluate and select options) on tasks related to a social issue (e.g., censorship, prohibition of wearing a head covering for religious reasons).

French II Grammar

I. Students will practice use of French spelling and pronunciation conventions:

- A. Alphabet, accent marks, and punctuation
- B. Sound system and phonics
- C. Rhythm, stress, and intonation

II. Students will study the following grammatical structures:

- A) Verbs
 - 1) Present tense: practice and increase mastery
 - a) Regular “er”, “ir”, and “re” verbs
 - b) Irregular verbs: être, avoir, aller, faire, vouloir

pouvoir, prendre, sortir, partir, dormir, servir, prendre, savoir, connaître, souffrir, ouvrir, venir

- 2) Past tenses:
 - a) Past perfect - Passé Composé with avoir and être, regular and irregular
 - b) Imperfect - Imparfait
 - 3) Reflexive verbs – present, past and imperative tenses
 - 4) Imperative tense
 - a) Regular verbs
 - b) Irregular verbs
 - 4) Near future - Futur proche
 - 5) Future
 - 6) Conditionnal and clauses with “si”
- B) Nouns
- 1) Review of gender and number
 - 2) Plurals ending in “x”
- C) Articles – review of:
- 1) Definite
 - 2) Indefinite
 - 3) Partitive
- B) Pronouns
- 1) Reflexive
 - 2) Object pronouns
 - a) Direct – le, la, les, me, te, nous, vous
 - b) Indirect – me, te, lui, nous vous leur
 - c) En
 - d) Y
 - e) Two pronouns in one sentence
 - 3) Relative – qui, que
 - 4) Reciprocal action – nous, vous, se
- C) Adjectives
- 1) Review of agreement and order
 - 2) Further development of irregular
 - 3) Review of possessive and demonstrative
 - 4) Interrogative
- D) Adverbs and negations:
- 1) Frequence adverbs used with passé compose versus imparfait
 - 2) Personne ne ... and Rien ne ...
- G) Prepositions
- 1) Review: à, de, contractions (au, à la, à l’, aux, du, de la, de l’, des, de, d’), place (près de)
 - 2) With geographical nouns

- III) Students will study the following vocabulary topics:
- A) Leisure and cultural activities
 - 1) Movies
 - 2) Theaters
 - 3) Museums
 - B) Health, at the doctor's office and pharmacy
 - C) Telecommunications and technology
 - D) Transportation
 - 1. Trains and the train stations
 - 2. Airplanes and Airport
 - E) At the bank and money
 - F) At the bank
 - G) In the kitchen
 - H) Foods
 - I) Cooking
 - J) Cars and service stations
 - K) In town and on the highway

French II Pre – AP Grammar

- I. Students will practice use of French spelling and pronunciation conventions:
- A. Alphabet, accent marks, and punctuation
 - B. Sound system and phonics
 - C. Rhythm, stress, and intonation
- II. Students will study the following grammatical structures:
- A) Verbs
 - 1) Present tense: practice and increase mastery
 - a) Regular “er”, “ir”, and “re” verbs
 - c) Irregular verbs: être, avoir, aller, faire, vouloir, pouvoir, prendre, sortir, partir, dormir, servir, prendre, savoir, connaître, souffrir, ouvrir, venir
 - 2) Past tenses:
 - c) Past perfect - Passé Composé with avoir and être, regular and irregular
 - d) Imperfect - Imparfait
 - 7) Reflexive verbs – present, past and imperative tenses
 - 4) Imperative tense
 - a) Regular verbs
 - c) Irregular verbs
 - 8) Near future - Futur proche
 - 9) Future
 - 10) Conditionnal and clauses with “si”
 - B) Nouns
 - 3) Review of gender and number
 - 4) Plurals ending in “x”

- C) Articles – review of:
 - 1) Definite
 - 2) Indefinite
 - 3) Partitive
- E) Pronouns
 - 1) Reflexive
 - 2) Object pronouns
 - a) Direct – le, la, les, me, te, nous, vous
 - b) Indirect – me, te, lui, nous vous leur
 - c) En
 - d) Y
 - e) Two pronouns in one sentence
 - 3) Relative – qui, que
 - 4) Reciprocal action – nous, vous, se
- F) Adjectives
 - 1) Review of agreement and order
 - 2) Further development of irregular
 - 3) Review of possessive and demonstrative
 - 4) Interrogative
- G) Adverbs and negations:
 - 1) Frequency adverbs used with passé composé versus imparfait
 - 2) Personne ne ... and Rien ne ...
- G) Prepositions
 - 1) Review: à, de, contractions (au, à la, à l', aux, du, de la, de l', des, de, d'), place (près de)
 - 2) With geographical nouns

III) Students will study the following vocabulary topics:

- A) Leisure and cultural activities
 - 1) Movies
 - 2) Theaters
 - 3) Museums
- B) Health, at the doctor's office and pharmacy
- C) Telecommunications and technology
- D) Transportation
 - 1. Trains and the train stations
 - 2. Airplanes and Airport
- E) At the bank and money
- F) At the bank
- G) In the kitchen
- H) Foods
- I) Cooking
- J) Cars and service stations
- K) In town and on the highway

French III and III AP

Communication: Communicate in French

Interpersonal

- Initiate, sustain and conclude guided conversations on a variety of personal, general knowledge and academic topics.
- Offer advice concerning a personal or widely held viewpoint (e.g., environment, human rights, and school issues).
- Exchange, support, and discuss opinions and individual perspectives with peers and/or speakers of the French on a variety of topics dealing with contemporary or historical issues.
- Negotiate meaning through a range of strategies (e.g., questions, interjections, circumlocution).
- Give and follow directions, instructions and requests (e.g., balancing a checkbook, upgrading software, filling out college applications).

Interpretive

- Use appropriate language and gestures in a wide range of culturally authentic social contexts (e.g. giving driving directions, expressing apologies, offering advice).
- Follow complex directions, instructions and requests (e.g., product assembly, using a calling card).
- Using listening and reading strategies (e.g., answering focused questions) to anticipate outcome or content.

Presentational

- Read from several sources (e.g., newspapers; magazines, Internet)

Cultures: Gain knowledge and understanding of other cultures

Practices

- Identify and discuss various patterns of behavior or interaction typical of the culture studied (e.g., use of public transportation)
- Discuss how words, proverbs and idiomatic expressions reflect the target culture.
- Investigate and participate in age-appropriate cultural activities (e.g., festivals, sports, entertainment).

Products

- Identify and discuss themes, ideas and perspectives related to the products being studied (e.g., public transportation, architecture, music)
- Identify styles and influences of artistic forms (e.g., dance, music, literature, art) from various historical and literary periods of the target culture.

Connections: Connect with other disciplines and acquire information

Integrated Studies

- Identify and discuss topics common to people in both the home and target cultures (e.g., economic, political, geographical, historical).
- Analyze information from various authentic sources about interdisciplinary topics (e.g., opera, genetics, nutrition).
- Identify prominent figures from the target culture and discuss their contributions (e.g., El Greco).

New Viewpoints

- Analyze a social, economic, environmental or political issue (e.g., corporal punishment, divorce, pollution) using authentic French.
- Examine how people of the target culture preserve their cultural traditions (e.g., language, cuisine, dress) after emigration to the U.S. or to another country.
- Explain a practice from the target culture (e.g., wearing a burqa) from the perspective of the target culture.

Comparisons: Develop insight into the nature of language and culture

Linguistic Insights

- Analyze and discuss how words are interrelated across languages (e.g., word families, prefixes, suffixes)
- Analyze and explain how the French and English express such forms as time and tense relationships (e.g., conditional clauses, use of subjunctive versus simple inductive)

Cultural Insights

- Compare elements such as plot, theme and/or character from literary works (e.g., poems, short excerpts, short plays) from the target culture and the students' own culture

Concept of Culture

- Compare the ways people in the target culture and students' own culture express universal themes (e.g., happiness, sorrow, humor)

Communities: Participate in multilingual communities and cultures at home and around the world

Outreach

- Participate in a community and school service project (e.g., tutoring, teaching, translating etc.)
- Present information about the French and culture to others (e.g., celebrations, holidays, the arts).
- Participate in collaborative projects with language students of other grade levels or school districts (e.g., present plays; write books, share folk tales, exchange letters).
- Establish and maintain communication with speakers of the French (e.g., pen pals, e-pals) to exchange perspectives on issues of mutual interest.

Enrichment and Enjoyment

- Discuss content from a variety of French sources (e.g., print media, movies, TV Internet).
- Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibits and performances given by organizations) and describe to others.

Career Exploration and Skills

- Report on the specific job benefits of being proficient in a second language
- Work cooperatively (e.g., define a problem, evaluate options, develop consensus, propose and justify solutions) on tasks related to a wide variety of issues and problems.

French III Grammar

- I. Students will increasingly master French spelling and pronunciation conventions:
 - A. Alphabet, accent marks, and punctuation
 - B. Sound system and phonics
 - C. Rhythm, stress, and intonation
- II. Students will study the following grammatical structures:
 - A) Verbs
 - 1) Review will include the following tenses of regular and irregular verbs:
 - a) Indicative: present, past perfect (*passé composé*), imperfect, past perfect, (*plus-que-parfait*) historical past (*passé simple*), future, future perfect (*futur antérieur*)
 - b) Imperative with one or two pronouns
 - c) Conditional
 - d) Subjunctive – present
 - e) Agreement of past participle
 - 2) New tenses to be introduced of regular and irregular verbs:

- a) Past infinitive
 - b) Subjunctive – in depth study of usage and introduce the past subjunctive tense
 - c) Conditional – past
- 3) In depth study of devoir and its meaning in different tenses
- 4) Pronominal verbs
- 5) Present participle
 - a) Use as gerund
 - b) Use as adjective
- 6) Verbs of communication
- 7) Indirect discourse
- 8) Passive voice
- 9) In depth usage of the infinitive and past infinitive
- B) Adjectives: review
- C) Articles – review of definite, indefinite, and contractions with “de”
- D) Pronouns -
 - 1) Review usage of “on”
 - 2) Review of object pronouns
 - a) Direct – le, la, les, me, te, nous, vous
 - b) Indirect – me, te, lui, nous vous leur
 - c) En
 - d) Y
 - e) Two pronouns in one sentence
 - 3) Review of stress pronouns
 - 4) Review of possessive pronouns
 - 5) Review of relative – qui, que
 - 6) Review of simple interrogative and compound
 - 7) Review of interrogative expressions à qui?, de qui
 - 8) Review of definite demonstrative: celui
 - 9) Introduction of indefinite demonstrative : ceci, cela, ça
- C) Adjectives
 - 1) Review of agreement and order
 - 2) Further development of irregular
 - 3) Review of possessive and demonstrative
 - 4) Interrogative
- D) Adverbs: Review of placement
 - 1) In present
 - 2) In compound tenses
- E) Negations:
 - 1) Review of ne...pas, ne...rien, Rien ne..., ne...personne, Personne ne..., ne...jamais, ne...plus
 - 2) Introductions of ne...point, ne...pas du tout, ne...ni...ni, Ni...ni...ne, ne...pas grand-chose, Pas grand-chose ne..., ne ...pas grand-monde, Pas grand-monde ne..., ne...pas encore, ne..pas non plus, non plus,ne...guère, ne..aucun(e), Aucun(e) ...ne, ne...nul(le), Nul(le) ne...Ne...nulle part, Nulle part..ne...

- 3) Ne ...que being a restriction not a negation
- 4) Use of oui, non and si
- G) Prepositions
 - 1) Construction of two verbs with or without prepositions
 - 2) Review use of depuis / il y a / voilà with present tense
 - 3) “Quelque chose” plus preposition

III) Students will study vocabulary and francophone culture in context of the following:

- A) History of France
- B) Literary excerpts from:
 - 1) *De bello gallico*, Jules César
 - 2) *Le vase de Soissons*, Grégoire de Tours
 - 3) *L'École des femmes*, Molière
 - 4) *Lettre à sa fille sur la mort de Vatel*, Madame de Sévigné
 - 5) *Candide ou l'optimisme*, Voltaire
 - 6) *Les Confessions*, “*Le ruban volé*”, Jean-Jacques Rousseau
 - 7) *Voyages en France*, “*Misère dans la campagne de France sous Louis XVI*”, Andrew Young
 - 8) *Souvenirs*, “*Madame Vigée-Lebrun parle de Marie-Antoinette*”, Mme Vigée-Lebrun
 - 9) “*La Prise de la Bastille par un de ses défenseurs*”, Louis Deflue
 - 10) *Histoire de la Révolution par deux amis de la Liberté*, “*À Paris, sous la Terreur*”

French III Pre AP Grammer

I. Students will study the following verbs, vocabulary, and grammar:

- A. Verbs
 - 1. Present tense
 - a. Review of regular "er", "ir", "re", verbs.
 - b. Introduction of the following irregular verbs: rire et sourire, plaire and verbs like plaire; peindre and verbs like peindre; construire, disparaître
 - 2. Review of past tense
 - a. Regular and irregular verbs
 - b. Verbs taking avoir and être
 - c. Agreement of past participle with direct objects
 - 3. Reflexive verbs
 - a. Review of present and past tenses
 - b. Imperative tense
 - c. Imperative tense with direct and indirect objects
 - 4. Imperfect tense (comparison between past tense and imperfect tense)

- a. Regular verbs
 - b. Irregular verbs
- 5. Reciprocal verbs
 - a. Present tense
 - b. Past tense
 - c. Agreement of past participle with direct objects
- 6. Future tense
 - a. Regular verbs
 - b. Irregular verbs
 - c. Future and "if" clauses
 - d. "If" clauses and future with certain conjunctions (as soon as, when etc)
- 7. Conditional tense
 - a. Regular verbs
 - b. Irregular verbs
 - c. Conditional with "if" clauses
- 8. Subjunctive tense
 - a. Regular verbs
 - b. Irregular verbs
 - c. Conditions governing the subjunctive
 - d. Expressions governing the subjunctive
- 9. Past perfect tense
 - a. Regular verbs
 - b. Irregular verbs
 - c. Agreement of past participle with direct objects
- 10. The verb "faire" as a causative and its idioms
- 11. The verb "laisser" as a causative and its idioms.
- 12. Present participle
- 13. Past infinitive
 - a. Verbs with avoir
 - b. Verbs with etre
 - c. Reflexive verbs
- 14. Future perfect tense
 - a. Regular verbs
 - b. Irregular verbs
 - c. With "si" clauses
- 15. Past conditional tense
 - a. Regular verbs
 - b. Irregular verbs
 - c. With "si" clauses
- 16. Use of Passive voice
- 17. Historical past tense (passé simple)

B. New vocabulary

- 1. Professions/work/career choice

2. Travel and nationalities
3. Urban life and problems
4. Repairs and trades
5. Extended family and relationships
6. Cultural differences between Franco-phone countries and Americans
7. Theater and arts
8. Past-times

C. Grammar

1. Pronouns
 - a. Direct Object pronouns
 - b. Indirect object pronouns
 - c. Replacement of both direct and indirect object pronouns in sentences and commands.
 - d. Interrogative pronouns
 - e. Relative pronouns (qui, que, dont, ce qui, ce que, cedont)
 - f. Demonstrative pronouns
 - g. Possessive pronouns
 - h. Indefinite pronouns
2. Adjectives (review of regular and irregular)
3. Adverbs
 - a. Formation of regular and irregular
 - b. The superlative of regular and irregular adverbs
4. Use of c'est and il est
5. Use of verbs with "de" and "à" plus the infinitive

French IV and IV AP

Communication: Communicate in French

Interpersonal:

- Initiate, sustain and conclude conversations on a variety of personal, general knowledge and academic topics.
- Persuade, negotiate or offer advice concerning a personal or widely held viewpoint (e.g., environment, human rights, school issues).
- Exchange, support and discuss opinions and individual perspectives with peers and/or speakers of French on a variety of topics dealing with contemporary or historical issues.
- Give and follow directions, instructions and requests (e.g., filling out college applications).
- Use appropriate language and gestures in culturally authentic social contexts (e.g., giving driving directions, expressing apologies, offering advice).

Interpretive

- Follow complex directions, instructions and requests (e.g., product assembly, using a calling card).
- Use listening and reading strategies (e.g., answering focused questions to anticipate outcome of content).

Presentational

- Analyze content from several sources (e.g., newspapers, magazines, Internet, TV) dealing with a single issue.
- Make predictions and inferences based on authentic materials (e.g., use titles and visuals to predict content).
- Create texts and present (e.g., short stories, poems, skits) based on themes/perspectives (e.g., family, dating, careers, music) from the francophone culture.
- Perform scenes from literature studied.
- Debate a current of historical issue (e.g., right to vote, slavery).
- Apply age-appropriate writing process strategies (pre-writing, drafting, revising, editing, publishing).

Culture: Gain knowledge and understanding of other cultures in English or in French

Practices

- Identify, analyze and discuss various patterns of behavior or interaction typical of the francophone culture studied (e.g., use of public transportation, dating, salutations).
- Analyze and discuss how words, proverbs and idiomatic expressions reflect francophone cultures.
- Investigate and participate in age-appropriate cultural practices (e.g., festivals, sports, entertainment).
- Interact appropriately in social and cultural situations (e.g., restaurant, school).

Products

- Identify, analyze, and evaluate themes, ideas, and perspectives related to the products of francophone countries (e.g., public transportation, architecture, music).
- Examine media from Francophone cultures to determine social, political, and economic trends.
- Identify styles and influences of artistic forms (e.g., art, music, literature) from various historical and literary periods of the francophone cultures.

Connections: Connect with other disciplines and acquire information in French

Integrated Studies

- Identify and discuss topics common to people in both the home and francophone cultures (e.g., economic, political, geographical, historical).
- Analyze information from various authentic sources about interdisciplinary topics (e.g. world health issues, fine arts concepts, scientific research).
- Identify prominent figures from francophone cultures and discuss their contributions (e.g., Monet, Cousteau, Louis Pasteur, Voltaire, Victor Hugo, etc.).

New Viewpoints

- Analyze a social, economic, environmental, or political issue using French language resources.
- Explain a practice from a francophone culture (e.g., wearing a head covering) from the francophone perspective.
- Examine how people of a francophone culture may view the actions and the culture of the United States.

Comparisons: Develop insight into the nature of language and culture

Linguistic Insights

- Analyze and explain how various linguistic elements are represented in French and English such as subjunctive, idiomatic expressions, time and tense relationships (e.g., conditional, subjunctive versus indicative, etc.).

Cultural Insights

- Compare and contrast how a social issue is treated in both the francophone culture and students' own culture (e.g., schools, family health care, bureaucracy).
- Examine the influences of francophone cultures on the student's own culture and visa versa (e.g., prevalence of French food in U.S., spread of fast-food restaurants in France, American films, music and democracy abroad).

Concept of Culture

- Compare the ways people in a francophone culture and the student's own culture express universal themes (e.g., happiness, sorrow, birth, death, humor).

Communities: Participate in multilingual communities and cultures at home and around the world

Outreach

- Participate in a community and/or school service project (e.g., tutoring, teaching, translating/interpreting, assisting French speakers of other languages, promote the study of the French language).
- Participate in collaborative projects with language students of other grade levels or school districts (e.g., present plays, write dialogues, share folk tales, exchange letters).
- Perform original or authentic works for a school or community event (e.g., sing, dance, and act).

Enrichment and Enjoyment

- Explore opportunities to travel or study in a francophone culture, or host French speaking individuals, and report findings to others.
- Discuss content from a variety of French language sources for personal enjoyment (e.g., print media, movies, TV, Internet) with others.
- Contact French culture organizations (e.g., business associations, embassies, youth hostel associations) to obtain information of personnel interest through a variety of means, (e.g., video conference, Web inquiry, letter) and report findings to others.
- Attend, participate in, or view via media, French culture events and describe them to others.

Career Exploration and Skills

- Prepare documents (e.g., applications, resume, visa passport) necessary to obtain a job, internship or volunteer position in a francophone country.
- Examine needs of corporations, businesses, government agencies and private international organizations to identify jobs requiring foreign linguistic and cultural proficiency.
- Work cooperatively (e.g., create and evaluate alternatives) on tasks related to current or historical event (e.g., environmental issues, political crises, colonization).

French IV Grammar

I. Students will study the following verbs, vocabulary, and grammar:

A. Verbs

1. Historical past (passé simple)
2. Review of imperfect and past tense and when each is used (by writing essays)
3. Review of imperfect and conditional in “si” clauses
4. Review of past perfect and introduce past conditional as used in “si” clauses
5. Review use of subjunctive and conjunctions which necessitate its use
6. Introduce future perfect and its use in “si” clauses
7. Introduce passive/active voice

B. Grammar

1. Introduce use of “ca fait” and “il y a” in expressions of time
2. Review (if already taught in French III) or introduce the agreement of the past participle with the past infinitive
 - a. verbs with avoir
 - b. verbs with etre
3. Review of indirect and direct object pronouns and their placement in sentence
4. Review of adjectives
5. Review of adverbs
6. Comparative of adjectives and adverbs
7. Review of emphatic pronouns
8. Review of indefinite pronouns
9. Review of interrogative pronouns
10. Review of relative pronouns
11. Review of demonstrative pronouns
12. Review of possessive pronouns
13. Review of use of verbs with “de” and “à” plus the infinitive
14. Review of “ c’est” and “ il y a”

C. Vocabulary

1. French government
2. French education system
3. Student life in France and comparison to student life in the United States
4. Vocabulary based on other selected readings

French IV AP Grammer

I. Students will increasingly master French spelling and pronunciation conventions:

- A. Alphabet, accent marks, and punctuation
- B. Sound system and phonics
- C. Rhythm, stress, and intonation

II. Students will study the following grammatical structures:

A) Verbs

- 1) Review will include the following tenses of regular and irregular verbs:
 - a) Indicative: present, past perfect (passé composé), imperfect, past perfect, (plus-que-parfait) historical past (passé simple), future, future perfect (futur antérieur)
 - b) Imperative with one or two pronouns
 - c) Conditional
 - d) Subjunctive – present
 - e) Agreement of past participle
- 2) New tenses to be introduced of regular and irregular verbs:
 - a) Past infinitive
 - b) Subjunctive – in depth study of usage and introduce the past subjunctive tense
 - c) Conditional – past
- 3) In depth study of devoir and its meaning in different tenses
- 4) Pronominal verbs
- 5) Present participle
 - a) Use as gerund
 - b) Use as adjective
- 6) Verbs of communication
- 7) Indirect discourse
- 8) Passive voice
- 9) In depth usage of the infinitive and past infinitive

B) Adjectives: review

C) Articles – review of definite, indefinite, and contractions with “de”

D) Pronouns -

- 1) Review usage of “on”
- 2) Review of object pronouns
 - a) Direct – le, la, les, me, te, nous, vous
 - b) Indirect – me, te, lui, nous vous leur

- c) En
- d) Y
- e) Two pronouns in one sentence
- 3) Review of stress pronouns
- 4) Review of possessive pronouns
- 5) Review of relative – qui, que
- 6) Review of simple interrogative and compound
- 7) Review of interrogative expressions à qui?, de qui
- 8) Review of definite demonstrative: celui
- 9) Introduction of indefinite demonstrative : ceci, cela, ça
- C) Adjectives
 - 1) Review of agreement and order
 - 2) Further development of irregular
 - 3) Review of possessive and demonstrative
 - 4) Interrogative
- D) Adverbs: Review of placement
 - 1) In present
 - 2) In compound tenses
- E) Negations:
 - 1) Review of ne...pas, ne...rien, Rien ne..., ne...personne, Personne ne..., ne...jamais, ne...plus
 - 2) Introductions of ne...point, ne...pas du tout, ne...ni...ni, Ni...ni...ne, ne...pas grand-chose, Pas grand-chose ne..., ne ...pas grand-monde, Pas grand-monde ne..., ne...pas encore, ne..pas non plus, non plus, ne...guère, ne..aucun(e), Aucun(e) ...ne, ne...nul(le), Nul(le) ne...Ne...nulle part, Nulle part..ne...
 - 3) Ne ...que being a restriction not a negation
 - 4) Use of oui, non and si
- G) Prepositions
 - 1) Construction of two verbs with or without prepositions
 - 2) Review use of depuis / il y a / voilà with present tense
 - 3) “Quelque chose” plus preposition

III) Students will study vocabulary and francophone culture in context of the following:

- A) History of France
- B) Literary excerpts from:
 - 1) *De bello gallico*, Jules César
 - 2) *Le vase de Soissons*, Grégoire de Tours
 - 3) *L'École des femme*, Molière
 - 4) *Lettre à sa fille sur la mort de Vatel*, Madame de Sévigné
 - 5) *Candide ou l'optimisme*, Voltaire
 - 6) *Les Confessions*, “*Le ruban volé*”, Jean-Jacques Rousseau
 - 7) *Voyages en France*, “*Misère dans la campagne de France sous Louis XVI*”, Andrew Young

- 8) *Souvenirs*, “*Madame Vigée-Lebrun parle de Marie-Antoinette*”, Mme Vigée-Lebrun
 - 9) “*La Prise de la Bastille par un de ses défenseurs*”, Louis Deflue
 - 10) *Histoire de la Révolution par deux amis de la Liberté*, “*À Paris, sous la Terreur*”
 - 11) *Journal de ce qui s’est passé à la tour du Temple pendant la captivité de Louis XVI, roi de France*, “*Les dernières heures de Louis XVI*”, Jean-Baptiste Cléry
 - 12) “*Le Retour de Russie*”, Victor Hugo
 - 13) *Mémoires d’outre-tombe* “*Les soirées d’hiver au château de Cambourg*”, François-René de Chateaubriand
 - 14) “*Le Lac*”, Alphonse de Lamartine
 - 15) “*Les misérables, La mort de Gavroche*”, Victor Hugo
 - 16) “*Le Dormeur du val*”, Arthur Rimbaud
 - 17) “*Pour faire le portrait d’un oiseau*”, Jacques Prévert
 - 18) *La Peste*, “*Le prêtre et le médecin*”, Albert Camus
 - 19) *Modesto cantabile*, “*La leçon de piano*”, Marguerite Duras
 - 20) *Amkoullel l’enfant peul*, “*Naissance de mon petit frère*”, Amadou Hampâté Bâ
 - 21) *Petit Nicolas et ses copains*, Sempé
- C) Study of a complete text by Albert Camus
- 1) *L’étranger* or
 - 2) *Les Justes*
- D) Current events, social, and environmental issues from
- 1) French newspapers, magazines, Internet
 - 2) French TV 5 or Scola
 - 3) French films

French V and V Advanced Placement

Communication: Communicate in languages other than English

Interpersonal:

- Initiate, sustain and conclude conversations on a wide variety of personal, general knowledge and academic topics.
- Exchange, support and discuss opinions and individual perspectives with peers and/or speakers of the target language on a variety of topics dealing with contemporary or historical issues.
- Develop and propose solutions to issues and problems that are of concern to the students' own community or to the Francophone community.
- Negotiate meaning through a range of strategies (e.g., questions interjections, circumlocution).
- Give and follow directions, instructions and requests (e.g., filling out job applications, renting an apartment).
- Use appropriate language and gestures in culturally authentic social contexts(e.g., giving driving directions, expressing apologies, offering advice).

Interpretive

- Role play in a wide range of culturally authentic social and/or professional contexts using appropriate language and gestures.
- Follow complex oral or written directions, instructions and requests (e.g., automated telephone prompts, product assembly).
- Use listening and reading strategies , applying prior knowledge to make inferences and draw conclusions.

Presentational

- Present and support an opinion or analyses of information from articles, documentaries of historical narratives, or written texts.
- Analyze expressive products of the target culture (e.g., selections from various literary genres, fine arts).
- Create present a wide variety of personal, historical and cultural texts (e.g., skits, monologues, plays, reports, slide shows, digital videos, CD-ROMS).
- Prepare and present a research-based analysis of a current or historical event from the perspective of both the United States and a francophone culture.
- Apply age-appropriate writing process strategies (pre-writing, drafting, revising, editing, publishing).

Cultures: Gain knowledge and understanding of other cultures

Practices

- Explain and discuss aspects of the francophone culture that may lead to bias within the francophone society, (e.g., indigenous peoples, rural versus urban, social classes.)
- Analyze how people in the target culture view the role of the United States in the world.
- Recognize and interpret elements of humor and satire in the francophone language and culture.
- Analyze social and geographic factors that affect cultural practices (e.g., family structure, political institutions, religious beliefs, climate, terrain).

Products

- Research and report on themes, ideas and perspectives related to the products of francophone cultures studied and how these products have changes over time.
- Identify, discuss and analyze social, economic and political intangible products of francophone cultures (e.g., conversion to the Euro).
- Discuss and analyze selections from various literary genres and fine arts of francophone cultures.
- Assess the economic and social impact of tangible products of Francophone cultures on the world.

Connections: Connect with other disciplines and acquire information

Integrated Studies

- Prepare and deliver a presentation using various media about a specific time in history focusing on events that affect both the students' own culture and the target culture (e.g., World War II, political revolution).
- Discuss, propose and justify solutions to interdisciplinary issues (e.g., political issues, historical concepts, health issues, environmental concerns).
- Acquire and analyze information from a variety of authentic French resources to complete projects in other disciplines (e.g., reference "Le Monde" for information on the French political election).

New Viewpoints

- Develop, propose and justify solutions to global issues and problems (e.g., drunk driving, speeding, treatment of the elderly) from the perspective of diverse groups.
- Read, view, listen to and discuss topics in popular media to analyze viewpoints of Francophone cultures.

Comparisons: Develop insight into the nature of language and culture

Linguistic Insights

- Analyze and discuss etymological roots of English words from the target culture.
- Analyze literary allusions that represent a cultural awareness of the target language and English (e.g., *Seize the day*, *waiting for Godot*).

Cultural Insights

- Compare and contrast graphs and statistical information on various topics, (e.g., populations, income) about francophone cultures with similar information about the U.S.
- Analyze how the media presents political or historical events in francophone cultures and in the students own culture.

Concept of Culture

- Analyze unique differences between francophone cultures and the students' own culture and explain the reasons for such differences (e.g., driving habits, types of food eaten).

Communities: Participate in multilingual communities and cultures at home and around the world

Outreach

- Help organize and participate in activities for the school of community (e.g., tutoring, teaching, translating/interpreting, assisting speakers of French or other languages, promote the study of the French language, hosting an international dinner).
- Perform original works for a school or community event or original written and illustrated stories.
- Present original, written and illustrated stories to others.
- Establish and maintain communications with French speakers (e.g., pen pals, e-pals, peoples in the community) to exchange perspectives on issues of mutual interest.

Enrichment and Enjoyment

- Explore opportunities to live, travel or study in a francophone culture or to host French speaking individuals and report findings to others (e.g., research programs offered by service organizations, universities, government agencies).
- Report on interactions with French speakers related to common interests.
- Discuss with others oral, print and visual texts from a variety of French media (e.g., print media, movies, TV, Internet).

- Contact French culture organizations (e.g., business associations, embassies, youth hostel associations, universities, service organizations) to obtain information of personnel interest through a variety of means, (e.g., video conference, Web inquiry, letter) and report findings to others.
- Attend, participate in or view via media, French culture events (e.g. festivals, fairs performances) and describe to others.

Career Exploration and Skills

- Participate in a mock job interview for a position in which proficiency in French is an asset.
- Contact corporations, businesses, government agencies, volunteer organizations and private international organizations and report on the specific job benefits of being proficient in a second language.
- Work cooperatively (e.g., define a problem, evaluate options, develop consensus, propose and justify solutions) on tasks related to a wide variety of issues and problems.

French V Grammar

- I. Students will increasingly master French spelling and pronunciation conventions:
 - A. Alphabet, accent marks, and punctuation
 - B. Sound system and phonics
 - C. Rhythm, stress, and intonation

- II. Students will study the following grammatical structures:
 - A) Verbs
 - 1) Review will include the following tenses of regular and irregular verbs:
 - a) Indicative: present, past perfect (passé composé), imperfect, past perfect, (plus-que-parfait) historical past (passé simple), future, future perfect (futur antérieur)
 - b) Imperative with one or two pronouns
 - c) Conditional
 - d) Subjunctive – present
 - e) Agreement of past participle
 - 2) New tenses to be introduced of regular and irregular verbs:
 - a) Past infinitive
 - b) Subjunctive – in depth study of usage and introduce the past subjunctive tense
 - c) Conditional – past
 - 3) In depth study of devoir and its meaning in different tenses
 - 4) Pronominal verbs
 - 5) Present participle
 - a) Use as gerund
 - b) Use as adjective
 - 6) Verbs of communication
 - 7) Indirect discourse
 - 8) Passive voice

- 9) In depth usage of the infinitive and past infinitive
- B) Adjectives: review
- C) Articles – review of definite, indefinite, and contractions with “de”
- D) Pronouns -
 - 1) Review usage of “on”
 - 2) Review of object pronouns
 - a) Direct – le, la, les, me, te, nous, vous
 - b) Indirect – me, te, lui, nous vous leur
 - c) En
 - d) Y
 - e) Two pronouns in one sentence
 - 3) Review of stress pronouns
 - 4) Review of possessive pronouns
 - 5) Review of relative – qui, que
 - 6) Review of simple interrogative and compound
 - 7) Review of interrogative expressions à qui?, de qui
 - 8) Review of definite demonstrative: celui
 - 9) Introduction of indefinite demonstrative : ceci, cela, ça
- C) Adjectives
 - 1) Review of agreement and order
 - 2) Further development of irregular
 - 3) Review of possessive and demonstrative
 - 4) Interrogative
- D) Adverbs: Review of placement
 - 1) In present
 - 2) In compound tenses
- E) Negations:
 - 1) Review of ne...pas, ne...rien, Rien ne..., ne...personne, Personne ne..., ne...jamais, ne...plus
 - 2) Introductions of ne...point, ne...pas du tout, ne...ni...ni, Ni...ni...ne, ne...pas grand-chose, Pas grand-chose ne..., ne ...pas grand-monde, Pas grand-monde ne..., ne...pas encore, ne..pas non plus, non plus, ne...guère, ne..aucun(e), Aucun(e) ...ne, ne...nul(le), Nul(le) ne...Ne...nulle part, Nulle part..ne...
 - 3) Ne ...que being a restriction not a negation
 - 4) Use of oui, non and si
- G) Prepositions
 - 1) Construction of two verbs with or without prepositions
 - 2) Review use of depuis / il y a / voilà with present tense
 - 3) “Quelque chose” plus preposition

III) Students will study vocabulary and francophone culture in context of the following:

- A) History of France
- B) Literary excerpts from:
 - 1) *De bello gallico*, Jules César
 - 2) *Le vase de Soissons*, Grégoire de Tours

- 3) *L'École des femmes*, Molière
- 4) *Lettre à sa fille sur la mort de Vatel*, Madame de Sévigné
- 5) *Candide ou l'optimisme*, Voltaire
- 6) *Les Confessions*, "Le ruban volé", Jean-Jacques Rousseau
- 7) *Voyages en France*, "Misère dans la campagne de France sous Louis XVI", Andrew Young
- 8) *Souvenirs*, "Madame Vigée-Lebrun parle de Marie-Antoinette", Mme Vigée-Lebrun
- 9) "La Prise de la Bastille par un de ses défenseurs", Louis DeFlue
- 10) *Histoire de la Révolution par deux amis de la Liberté*, "À Paris, sous la Terreur"

French V Advanced Placement Grammar

- I. Students will increasingly master French spelling and pronunciation conventions:
 - A. Alphabet, accent marks, and punctuation
 - B. Sound system and phonics
 - C. Rhythm, stress, and intonation

- II. Students will study the following grammatical structures:
 - A) Verbs review of
 - 1) Indicative: present, past perfect (passé composé), imperfect, historical past (passé simple), plus-que-parfait, future, future perfect, (futur antérieur)
 - 2) Imperative with one or two pronouns
 - 3) Conditional, present and past
 - 4) Subjunctive – present in depth usage and the past tense
 - 5) Agreement of the past participle
 - 6) In depth study of devoir in different tenses
 - 7) Pronominal verbs
 - 8) Present participle
 - c) Use as gerund
 - d) Use as adjective
 - 9) Verbs of communication
 - 10) Indirect discourse
 - 11) Passive voice
 - 12) In depth usage of the infinitive and the past infinitive
 - B) Adjectives: review
 - C) Articles – review of definite, indefinite, combinations of "of"
 - E) Pronouns -
 - 5) Review usage of "on"
 - 6) Review of object pronouns

- a) Direct – le, la, les, me, te, nous, vous
 - b) Indirect – me, te, lui, nous vous leur
 - c) En
 - d) Y
 - e) Two pronouns in one sentence
- 3) Review of stress pronouns
 - 4) Review of possessive pronouns
 - 5) Review of relative – qui, que
 - 6) Review of simple interrogative and compound
 - 7) Review of interrogative expressions à qui?, de qui
 - 8) Review of definite demonstrative: celui
 - 9) Introduction of indefinite demonstrative : ceci, cela, ça
 - 10) Introduction of lequel and its combination with à and de
- F) Adjectives
- 1) Review of agreement and order
 - 2) Further development of irregular adjectives
 - 3) Review of possessive and demonstrative
 - 4) Interrogative
- G) Adverbs: Review of placement
- 1) In present
 - 2) In compound tenses
- H) Negations:
- 1) Review of ne...pas, ne...rien, Rein ne..., ne...personne, Personne ne..., ne...jamais, ne...plus
 - 2) Introductions of ne...point, ne...pas du tout, ne...ni...ni, Ni...ni...ne, ne...pas grand-chose, Pas grand-chose ne..., ne ...pas grand-monde, Pas grand-monde ne..., ne...pas encore, ne..pas non plus, non plus, ne...guère, ne..aucun(e), Aucun(e) ...ne, ne...nul(le), Nul(le) ne...Ne...nulle part, Nulle part..ne...
 - 3) Ne ...que being a restriction not a negation
 - 4) Review of use of oui, non and si
- G) Prepositions
- 1) Review of construction of two verbs with or without prepositions
 - 2) Review use of depuis / il y a / voilà with present tense
 - 3) “Quelque chose” plus preposition

III) Students will study vocabulary and francophone culture in context of the following:

- A) History of France
- B) Art, architecture, and styles of furniture
- C) Literary excerpts from:
 - 11) *De bello gallico*, Jules César
 - 12) *Le vase de Soissons*, Grégoire de Tours
 - 13) *L'École des femme*, Molière
 - 14) *Lettre à sa fille sur la mort de Vatel*, Madame de Sévigné
 - 15) *Candide ou l'optimisme*, Voltaire

- 16) *Les Confessions*, “*Le ruban volé*”, Jean-Jacques Rousseau
- 17) *Voyages en France*, “*Misère dans la campagne de France sous Louis XVI*”, Andrew Young
- 18) *Souvenirs*, “*Madame Vigée-Lebrun parle de Marie-Antoinette*”, Mme Vigée-Lebrun
- 19) “*La Prise de la Bastille par un de ses défenseurs*”, Louis Deflue
- 20) *Histoire de la Révolution par deux amis de la Liberté*, “*À Paris, sous la Terreur*”
- 21) *Journal de ce qui s’est passé à la tour du Temple pendant la captivité de Louis XVI, roi de France*, “*Les derniers heures de Louis XVI*”, Jean-Baptiste Cléry
- 22) “*Le Retour de Russie*”, Victor Hugo
- 23) *Mémoires d’outre-tombe* “*Les soirées d’hiver au château de Cambourg*”, François-René de Chateaubriand
- 24) “*Le Lac*”, Alphonse de Lamartine
- 25) “*Les misérables, La mort de Gavroche*”, Victor Hugo
- 26) “*Le Dormeur du val*”, Arthur Rimbaud
- 27) “*Pour faire le portrait d’un oiseau*”, Jacques Prévert
- 28) *La Peste*, “*Le prêtre et le médecin*”, Albert Camus
- 29) *Modesto cantabile*, “*La leçon de piano*”, Margurite Duras
- 30) *Amkoullel l’enfant peul*, “*Naissance de mon petit frère*”, Amadou Hampâté Bâ
- 31) *Petit Nicolas et ses copains*, Sempé

D) Study of a complete text by Albert Camus

- 1) *L’étranger* or
- 2) *Les Justes*

E) Study of St Exupery’s *Petit Prince*

D) Current events, social, and environmental issues from a variety of French language sources including:

- 1) French newspapers, magazines, Internet
- 2) French TV 5 or Scola
- 3) French films