

SACRED HEART PREPARATORY
SCOPE & SEQUENCE

COURSE TITLE: French 4
INSTRUCTOR: Department Assignment

DEPARTMENT: World Languages
TERM OFFERED: Full Year Course

I. ENDURING UNDERSTANDINGS

1. Continued study of French opens communication and knowledge of Western art, history, politics, and economics.
2. France and French-speaking countries have produced key historical figures and contributors to world art, history, and politics.
3. France and French-speaking countries share similarities in their history, language, and major religion, while each maintains its unique identity through its respective histories, French language development, and national identity.

II. COURSE CONTENT

In this level 4 course, students continue to explore issues related to the French-speaking world via discussions, readings, movies, and songs. Students also refine their language skills and enhance their vocabulary acquisition as they work on the four skills of language learning: listening, speaking, reading and writing, useful to develop the three main modes of communication: interpersonal, interpretive and presentational.

This course is organized around thematic units of study guided by essential questions that focus on the following themes: traveling, school life, food and drinks, family and relationships, vacation, transportations, the media and current events, the arts, jobs and careers, housing, new technologies, and leisure activities. Vocabulary is, therefore, learned in conjunction with these main themes.

These units of study develop the five C's of world language learning (Communication, Cultures, Comparisons, Communities, and Connections) as they guide students to connect and compare their own culture(s) and communities with those of French-speaking communities and cultures in order to produce interpersonal, interpretive and presentational communication.

Authentic materials and resources (printed, digital, audio, audio-visual) are integrated with a variety of speaking, listening, reading and writing activities that enable students to also practice useful 21st century World Language skills, such as global awareness, social and cultural skills, critical thinking skills, media literacy, creativity, communication and collaboration.

Grammar topics include pronouns, the subjunctive mood, and relative pronouns.

This course is conducted entirely in French and students are strongly encouraged to participate in French.

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III. INSTRUCTIONAL MATERIALS

- *Bravo*, 7th edition, by Muyskens, Judith, et al. (Heinle Cengage Learning): textbook, workbook, and online resources.
- Other materials selected by the teacher

IV. COURSE OBJECTIVES *(Aligned with the 2012 ACTFL Performance Descriptors for Language Learners¹)*

Upon completion of this course, the student will improve performance in each of the three modes of communication below for the **INTERMEDIATE HIGH** range of performance:

INTERPERSONAL: Speaking and listening (conversation); reading and writing.

- Expresses self and participates in conversation on familiar topics using series of sentences.
- Handles short social interactions in everyday situations by asking and answering questions.
- Can communicate about self, others and everyday life.
- Can understand, ask and answer a variety of questions.
- Able to ask questions to initiate and sustain conversations.
- Recognizes and uses some culturally appropriate vocabulary, expressions and gestures when participating in everyday interactions.
- May show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics.

INTERPRETIVE: Reading (websites, stories, articles), listening (speeches, messages, songs), or viewing (video clips) of authentic materials

- Understands main ideas and some supporting details on familiar, and some new, topics from a variety of texts.
- Comprehends information related to basic personal and social needs and relevant to one's immediate environment, such as self and everyday life, school, community and particular interests.
- Comprehends simple stories, routine correspondence, short descriptive texts and some texts pertaining to real-world topics.
- Comprehends paragraph discourse, such as that found in stories, straightforward literary works, personal and work-related correspondence, some news, and other texts dealing with topics of a concrete nature.
- Shows sufficient control of language to understand fully and with ease short, non-complex texts on familiar topics; limited control of language to understand some more complex texts.
- Comprehends high frequency vocabulary related to everyday topics and high frequency idiomatic expressions as well as some generic and specific vocabulary and structures related to one's experience.
- Generally relies heavily on knowledge of own culture with increasing knowledge of the target culture(s) to interpret texts that are heard, read or viewed.

¹ ACTFL Performance Descriptors for Language Learners Copyright ACTFL, Inc., 2012

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PRESENTATIONAL: Writing (messages, articles, reports), speaking (telling a story, giving a speech, describing a poster), or visually representing (video or PowerPoint)

- Communicates information and expresses own thoughts about familiar topics, and some new concrete topics, using paragraphs with some detail and organization.
- Produces narrations and descriptions in most major time frames on familiar, and some unfamiliar, topics.
- Creates messages effectively in contexts both personal and general.
- Produces paragraphs that are organized and with some detail.
- Produces vocabulary related to everyday topics of personal interest, topics that have been studied, and some topics of personal, public and community interest.
- Uses some culturally appropriate vocabulary, expressions and gestures.
- Reflects some knowledge of cultural differences related to written and spoken communication.

V. METHODS OF ASSESSMENTS

The “products” created for each of the three modes of communication (interpersonal, interpretive, presentational) are assessed using rubrics that are based on the 2012 ACTFL Performance Descriptors for Language Learners.

VI. PRE-REQUISITES

Completion of French 3 or French 3 Honors with C- or higher.