

Course Title: French IV 785

Teacher: Milton Alan Turner, NBCT

Goals and Objectives

Course Description:

French IV is a set of four one-quarter courses:

1. **Conversation and Composition:** a review of grammar and major cultural themes with guided practice in techniques for writing and speaking with a special focus on descriptions and circumlocution.
2. **History of France:** Prehistoric times, Antiquity, the Middle Ages, the *Ancien Régime*, and the 19th and 20th centuries.
3. **Literature:** a collection of representative short stories, plays, and poems from the 19th and 20th centuries.
4. **Culture:** an examination of how many French institutions (the State, school system, economy, art, language) have served to unify many diverse peoples and create a French identity.

During the French IV courses, there will be individual projects. There will be an effort towards student handling of the class through the presentation of individual projects and reports in the French language.

All Modern Language courses are based on proficiency principles as promulgated by the *American Council on the Teaching of Foreign Languages (ACTFL)*.

Big Ideas

- being able to function in a variety of basic situations by speaking, reading, writing, or listening to French.
- acquiring knowledge of the Francophone cultures
- learning how to function in a diverse society using language as an instrument to bring about better understanding of the relationship between the Francophone and Anglo cultures.

Established Goals

Goal 1 Communication: Communicate in French

- Students will speak, read, write, listen, and comprehend French on an intermediate level as part of the language learning process.

Goal 2 Culture: Gain knowledge and Understanding of the Francophone culture

- Students will learn the background knowledge about Francophone culture in preparation for the National French Exam.

Goal 3 Connections: Connect with other disciplines and expand knowledge

- Students will recognize those elements in English which are related to French.

Goal 4 Comparisons: Develop insight into own language and culture

- Students will compare and contrast their own culture with that of the Francophone world.

Goal 5 Communities: Participate in wider communities of language and culture

- Students will use their knowledge of Francophone culture in a world of diverse cultures.

Enduring Understandings

1. Express ideas and speculate about events and situations in his own life and situations in general;
2. Express hopes and regrets about personal situations;
3. Converse about causes and consequences of an historical event or current situation in the target country;
4. Participate in a panel discussion and share opinions and viewpoints about a literary text he has read or a film he has viewed;
5. Prepare and deliver a presentation to teach a class about an historical period or current event in the target culture;
6. In collaboration with another student(s), create and present a project that describes and compares attitudes and situations of his own culture in contrast to that of the target culture;
7. Write a report, based on authentic sources, about the similarities and differences between attitudes and behaviors of adolescents in the home and target cultures.

Course Outcomes

By the end of the course, the learner will be able to:

1. Initiate, sustain and conclude conversations on a wide variety of personal, general knowledge and academic topics
2. Analyze expressive products of Francophone culture (e.g., selections from various literary genres, fine arts).
3. Analyze literary allusions that represent a cultural awareness of French and English
4. Compare and contrast graphs and statistical information on various topics (e.g., population, income) about Francophone cultures with similar information about the U.S.
5. Analyze how the media presents political or historical events in the Francophone cultures and in the students' own culture.
6. Analyze unique differences between Francophone cultures and students' own culture and explain the reasons for such differences (e.g., driving habits, use of eating utensils).
7. Explain how actions in Francophone cultures and students' own culture are reflections of peoples' beliefs and attitudes (e.g., outside footwear not worn inside).
8. Follow complex oral, written or signed directions, instructions and requests (e.g., automated telephone prompts, product assembly).

9. Use listening and reading strategies (e.g., applying prior knowledge) to make inferences and draw conclusions.
10. Present and support an opinion using information from articles, documentaries or historical narratives.

Essential Questions

- How is learning a foreign language relevant in today's society?
- How will understanding a foreign language help one make the world a better place?
- To what extent is studying a foreign language satisfying, enjoyable, and confidence building?

Knowledge

- Vocabulary
- Grammar
- Knowledge of Francophone civilizations and their contributions to society as a whole

Skills

LISTENING AND ORAL COMPREHENSION

The student will work toward being able to understand spoken French from a variety of speakers through teacher's instruction, in-class listening activities, and practice with peers. The student will understand spoken questions and statements about various topics in the present and past.

SPEAKING AND ORAL PROFICIENCY

The student will be able to make statements, ask questions, express opinions, and discuss basic aspects of life within the framework of the curriculum. Students will also incorporate previously learned material into their oral work. Oral proficiency will be attained through in-class practice with the teacher and peers as well as through oral quizzes.

READING

The student will be able to understand written materials in French, such as brochures, poems, newspaper, magazine, and internet articles, songs, fables, plays and short stories.

WRITING

The student will be able to supply written French on forms, e-mails, diaries, and other documents in paragraph form applying grammatical concepts learned in class.

GRAMMAR

The student will be able to identify the concept of varying verbs, their forms, and their uses. In addition to vocabulary and sentence structure, the student will learn and review the subjunctive mood and future, conditional, compound and *passé simple* (literary past) tenses.

VOCABULARY

The student will learn and be able to use vocabulary in various areas to discuss topics in the six major themes of global challenges, science and technology, contemporary life, public and personal identities, families and communities, and beauty and aesthetics.

CULTURE

The student will be familiar with the prevalent use of the French language around the world. The student will recognize and appreciate the differences in culture between Francophone countries. The student will discuss traditions of Francophone culture as they differentiate and compare it to American way of life, such as greetings, hobbies, school, family, food, shopping, and holidays.

Assessments

HOMEWORK POLICY

In French class, there is no credit for doing homework. It is what students are expected to do. However, missed homework counts against students. For example, if you earn a 91.5 (a B+) during a grading period, one missed homework automatically lowers the grade by one letter step to a B. Two missed homeworks automatically lower the grade by two letter steps to a B-.

Homework is a student's key to success. It allows him to practice the tasks he will be required to perform in class, in oral presentations, and on quizzes, tests, and exams.

GRADING POLICY

20% Orals

20% Compositions

40% Tests

20% Final

Please note that copying, cheating, or plagiarism will not be tolerated. Any of these offenses will result in failure of the assignment and further disciplinary action.

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TARDY/ABSENCE POLICY

The student guidelines are specific on the policy of tardiness and absences. If a student is tardy 3 or more times, a demerit (JUG) will be issued. If a student is absent, he will provide the teacher with a re-admit slip upon his return in order to receive credit for his missed work.

MAKE-UP POLICY

It is the student's responsibility to approach the teacher about missed work and make-up work. The amount of time given to complete make-up assignments depends upon the length of the student's absence. The teacher and the student will determine this timeline on an individual basis.

If a student is absent on the day of a test, he will make the test up at a time that is convenient to both the teacher and the student.

Methodologies and Instructional Strategies

Various methodologies are used in the classroom. The class will begin with a prayer each day, which will be student led and used as a way to get into the French mode. Lectures are

used in order to teach new material. Throughout each chapter, CD's are used for listening exercises and students will make flashcards in order to practice vocabulary and prepare for oral quizzes. Vocabulary and grammar games are often used to review and learn new concepts as well.

Cooperative learning is essential in the French classroom because proficient communication is a highly important goal of the class. Students often learn with their peers through practicing their French together, working on assignments, or preparing for an oral quiz. When students prepare for a quiz, they will speak with another student with whom they did not practice in order to prevent memorization and encourage working toward normal conversation.

In order to learn a language, it is imperative to practice it through speaking. Thus, it is vital that students participate often in class. A large part of the oral grade will be based on pair and group activities in class.

Movies, music, and interactive tutors are also used in the classroom. The video program that accompanies the text, which follows Francophone teenagers through school and homelife, will be frequently implemented.

Computers and the internet are important tools as well. They will be used to help the students practice grammar skills along with allow them to become a part of the Francophone world. Using the internet, students can access French newspapers, radio, and television.

Learning Experience

- *Lecture/class discussions
- * Activities via games, challenges, computer programs
- * Movies and class discussions
- * Co-operative learning activities

Intervention Strategies

- *Individual tutoring
- *Peer tutoring

Texts

- ***Reprises***, NTC
- ***Quant à moi***, Bragger & Rice
- ***Trésors du temps***, Lenard
- ***Douze contes de Guy de Maupassant***
- selected poems
- ***Ensemble: Culture et Société (6e édition)***, Comeau, Lamoureux, Tranvouez

Class Rules/Expectations

All students should respect each other, themselves, all property, and the teacher at all times. In foreign language, respect is most important because students must step outside

their comfort zones and take risks to practice and learn. Disrespect will not be tolerated and will be dealt with according to school policy and the teacher's discretion.

The students will be presented with numerous opportunities for success in the class via homework and quizzes. The successful student will take advantage of these opportunities and consistently turn in complete homework that is complete and on time. Test will be challenging but students who are prepared will capitalize on their early preparation via quizzes and homework. If a student is struggling tutoring is available to them at a mutually acceptable time.

Technology Integration

- **Quant à moi** activities http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9781428231320
- **Trésor du temps** activities http://www.glencoe.com/sec/worldlanguages/french/tresor_du_temps/index.html
- Faculty web site <http://faculty.ignatius.edu/turner/>
- DVD's/Clips/Power

Academic Integrity Policy

Refer to student hand book for the school's policy regarding academic integrity.

Department Plagiarism Policy

Refer to student hand book for the school's policy regarding plagiarism.

Teacher Availability

During the school year, I will usually be available to students at school during the mornings between 7:30 to 8:00 a.m. on Monday-Friday and mostly everyday after school until around 4:00 p.m. If a student needs to see me at another time, arrangements will gladly be made.

*Parents: If you have any questions/concerns, I can be reached by email at MTurner@ignatius.edu .

Grades will be posted on Net Classroom every two weeks.

Units, Scope, and Sequence

Conversation & Composition- First Quarter

Chapitre 1 *Allons voir les Francis et les Francophones... chez eux !*

Chapitre 2 *Allons voir les Francis et les Francophones... à table !*

Chapitre 3 *Allons voir les Francis et les Francophones... aux heures de loisirs !*

History- Second Quarter

la Préhistoire (?-390 av. J. C.) **Leçon 1**

La caverne de Lascaux (p. 6)

Les alignements de Carnac (p. 8)

l'Antiquité (390 av. J. C.-450 A. D.) **Leçon 2**

la Gaule celtique (p. 10)

la Conquête de la Gaule (p. 12)

Vercingétorix

Jules César

la Gaule romaine (p. 14)

- les Grandes invasions (**p. 16**)
- le Moyen Age (482-1477) **Leçons 3-4**
 - la Gaule franque (**p. 18**)
 - les Mérovingiens (**p. 20**)
 - Clovis (Louis I)
 - les rois fainéants (**p. 22**)
 - les maires du palais
 - les Carolingiens (**p. 26**)
 - Charlemagne
 - les invasions normandes (**p. 28**)
 - La naissance de la France
 - les serments de Strasbourg
 - le traité de Verdun
 - la conquête de l'Angleterre
 - Guillaume le Bâtard de Normandie
 - les Capétiens (**p. 30**)
 - la Première Croisade
 - Urbain II
 - la féodalité (**p. 32**)
 - la Guerre de Cent Ans (**p. 36-43**)
 - le traité de Troyes (**p. 41**)
 - Jeanne d'Arc (**p. 43**)
- l'Ancien Régime (1498-1789) **Leçons 5-8**
 - la Renaissance (**p. 46**)
 - François Ier
 - les guerres de religion (**p. 50-53**)
 - Martin Luther
 - Jean Calvin (Cauvin)
 - les massacres de la Saint-Barthélemy (**p. 50**)
 - Henri III (**p. 52**)
 - le bon roi Henri IV (les Bourbons) (**p. 54**)
 - l'édit de Nantes
 - la monarchie absolue
 - Richelieu et Louis XIII (**p. 56**)
 - l'Académie française
 - les 40 immortels
 - Louis XIV (le Roi Soleil) (**p. 58**)
 - Versailles
 - la Régence
 - Louis XV <<le bien-aimé>>
 - l'Encyclopédie
- la Révolution (1789-1800) **Leçon 9**
 - Louis XVI et Marie-Antoinette
 - les états-Généraux
 - les cahiers de doléances
 - la prise de la Bastille (**p. 64**)
 - le gouvernement révolutionnaire
 - la 1^{ère} République (1792-1804) (**p. 68-71**)
 - la Convention (1792-1795)
 - le Comité du salut public
 - Danton
 - la Terreur (**p. 69**)

Robespierre
le Directoire (1795-1799) (p. 70)

le XIX^e Siècle **Leçons 10-11**

Napoléon

le Consulat (1799-1804) (p. 72)
le Code civil/le Code Napoléon
le 1er Empire (1804-1815) (p. 74)
la campagne de Russie
Waterloo

la Restauration (1815-1848) (p. 76)

Louis XVIII

Charles X

les Trois Glorieuses/la Révolution de 1830

Louis-Philippe (p. 78)

la monarchie de juillet

La Seconde République (1848-1852) (p. 79-81)

la Révolution de 1848

Louis-Napoléon

le Second Empire (1852-1870) (p. 82-85)

Louis-Napoléon devient Napoléon III

la Guerre de 1870 (franco-prusse)

Bismarck

la perte d'Alsace-Lorraine

La III^e République (1870-1940) (p. 86-91)

Adolphe Thiers

Patrice de Mac-Mahon

Jules Grévy

Jules Ferry

l'expansion coloniale

l'école laïque

l'affaire Dreyfuss

le XX^e Siècle **Leçon 12**

la I^{ère} Guerre mondiale (p. 94-99)

l'entre deux guerres

Raymond Poincaré (p. 102)

l'affaire Stravinsky/le 6 février 1934 (p. 103)

le Front populaire (p. 106)

Lén Blum

les accords Matignon

la II^{ème} Guerre mondiale (p. 108-113)

l'occupation

l'état français (1940-1944)

le gouvernement de Vichy

le maréchal Pétain

la résistance

Charles De Gaulle

la France libre

le Débarquement

le gouvernement provisoire (1944-1946)

la IV^e République (1946-1958) (p. 114-116)

la démission de De Gaulle

le «tripartisme»
la guerre en Indochine
la décolonisation
la Ve République (1958-...) (p. 118-123)
la constitution de 1958
De Gaulle
 mai 68
Georges Pompidou
Valérie Giscard d'Estaing
François Mitterrand (p. 128)
 la cohabitation
Jacques Chirac
la France européenne ?
la Communauté européenne

Literature- Third Quarter

Poèmes:

S. O. S. Léon Damas

Trahison Léon Laleau

Les Romances sans paroles: Ariettes oubliées / Ô triste, triste était mon âme Paul Verlaine

Spleen: Quand le ciel est bas et lourd... Charles Baudelaire

Pièces de théâtre:

La Farce du Cuvier Anonyme

Contes:

Le Diable Guy de Maupassant

Voyage de Santé Guy de Maupassant

Apparition Guy de Maupassant

Le Horla (première version de 1886) Guy de Maupassant

Le Horla (deuxième version de 1887) Guy de Maupassant

La Robe et le couteau Pierre Boileau et Thomas Narcejac

Culture- Fourth Quarter

La famille: pages 47-66

La famille et l'état- Naître ou ne pas naître, Christiane Rochefort

Les jeunes et l'école: pages 3-26

L'enseignement secondaire –Les jeunes et l'école

L'enseignement supérieur-

L'angoisse des élèves de « prépas », Odile Cuaz

Le Café dans la vie des étudiants, Catherine Vallabrégue

Les femmes: pages 27-45

Les femmes et le travail- Les Femmes et le Travail, Gilbert Tarrab, Jacques Salzer

La révolution féminine- Un enfant pour elles toutes seules, Josyane Savigneau

Ville et Campagne: pages 69-88

L'Urbanisation : l'exemple de Paris- Les Jeunes des banlieues

Les classes sociales: pages 89-110

*La conscience de classe en France- **Portraits de BCBG-type : Charles-Henri et Isabelle**,
Thierry Mantoux*

***La France des passe-droits**, Natacha Tatu et Sara Daniel*

*Dans la société sans en être: les travailleurs immigrés-**Histoire d'un travailleur immigré**,
Jérôme Duhamel*

La France politique et économique: pages 113-177

*La politique française- **Tendances de la société française**, Alain Kimmel*

*L'économie de la France- **Chef d'entreprise à vingt ans**, Liliane Delwasse*

*Les Français vus par les Français- **Les Premières choses qui vous viennent à l'esprit...**, Guy Nevers*

La Francophonie: pages 162-184

*Le monde francophone- **Mon père écrit à ma mère**, Assia Djeba*

*Les Canadiens français- **Comment mon âme canadienne est morte**, Yves Beauchemin*

La vie culturelle: pages 185-239

Les nouvelles façons d'apprendre, Agnès Baumier

*La télévision en France- **Les « sans-télé »**, Ariane Bonzon*

*La vie littéraire à Paris- **La lecture à la tronçonneuse**, Jérôme Garcin*

*Le cinéma d'auteur- **Entretien avec François Truffaut**, Philippe Godmann*