

The mission of Hermon High School is to prepare students for personal success in college, career, and community.

French IV

Instructor(s):

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Students enrolled in this level will concentrate on reading and classroom discussions of those readings, as well as investigations of Francophone culture, primarily historic and some contemporary. Emphasis will be on self-expression in written and oral communication. Students will investigate topics in French culture and history to share with their peers. Classes will be conducted mostly in French. *This course may be used as a Social Studies experience.*

1yr/1

Graduation Standards: (the number of the standard is referenced in the performance indicators listed in each unit.)

Standard 1: Students engage in conversation and informal written correspondence on a variety of topics.
 Standard 2: Students understand and interpret written and spoken language on a variety of topics.
 Standard 3: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.
 Standard 4: Students compare the nature of language and the culture(s) of the target language and their own.
 Students 5: Students encounter and use the language both in and beyond the classroom for personal enjoyment and life-long learning.

Unit 1	Du passé mystérieux aux divisions d'aujourd'hui	
Summary	Students will learn about the prehistory of France and its current provinces and departments	
Performance Indicators Assessed in Unit	<p>Primary Performance Indicators A: Ask and respond to questions on a variety of familiar topics. B: Express and elicit feelings and emotions in the target language. C. Comprehend and produce vocabulary in appropriate contexts when engaged in conversation or comprehension.</p> <p>Presentational Communication B. Narrate stories about experiences or events familiar to them in the target language.</p>	
Understandings:	Students will know...	Students will be able to...
<ul style="list-style-type: none"> ● Students will learn where France is located in the European continent. ● Students will learn about the people of France's prehistory. ● Students will learn about the 	<ul style="list-style-type: none"> ● the difference between menhirs and dolmens who the earliest peoples of 	<ul style="list-style-type: none"> ● Use the fundamental verbs of avoir, être, aller and faire. ● Use the idiomatic expressions of

regions of France and what they are famous for.	France are <ul style="list-style-type: none"> the geographic regions of France 	avoir, être, aller and faire.
Unit 2	De la Gaule au Moyen-Âge	
Summary	Students will learn the Gallo-Roman history of France up until the Middle Ages.	
Performance Indicators Assessed in Unit	<p>Primary Performance Indicators</p> <p>A: Ask and respond to questions on a variety of familiar topics.</p> <p>B: Express and elicit feelings and emotions in the target language.</p> <p>C. Comprehend and produce vocabulary in appropriate contexts when engaged in conversation or comprehension.</p> <p>Presentational Communication</p> <p>B. Narrate stories about experiences or events familiar to them in the target language.</p>	
Understandings:	Students will know...	Students will be able to...
<ul style="list-style-type: none"> Students will learn about the Gallo-Roman period until the Middle Ages. Students will learn about the resistance to the Roman invasion of France. 	<ul style="list-style-type: none"> Who the Gaulois were. Why the Roman empire collapsed. The importance of the Church in France. The early rulers/kings of France. Julius César's view of the Gaule and the Gaulois. How the spoils of war were divided amongst Clovis' men. 	<ul style="list-style-type: none"> conjugate -er verbs, all types conjugate -ir verbs, standard and irregular conjugate -re verbs the irregular verbs mourir, venir conjugate verbs of the 3rd group how to form the impératif verbs that use the prepositions à and de
Unit 3	Le Moyen Âge, une sombre période mais de grands hommes	
Summary	Students will learn about the early Middle Ages in France.	
Performance Indicators Assessed in Unit	<p>Primary Performance Indicators</p> <p>A: Ask and respond to questions on a variety of familiar topics.</p> <p>B: Express and elicit feelings and emotions in the target language.</p> <p>C. Comprehend and produce vocabulary in appropriate contexts when engaged in conversation or comprehension.</p> <p>Presentational Communication</p> <p>B. Narrate stories about experiences or events familiar to them in the target language.</p>	

Understandings:	Students will know...	Students will be able to...
<ul style="list-style-type: none"> • Students will learn about the advent of the Holy Roman Empire and the ascent of Charlemagne. • Students will learn about the Norman (Viking) invasions. • Students will learn about the evolution of castle building, armor and battle tactics. • Students will learn about the ideas relating to chivalry and knighthood. • Students will learn about the Norman invasion of England. 	<ul style="list-style-type: none"> • Who the Normans are. • Why the Normans conquered England and felt they had a right to the throne. • How the Holy Roman Empire came to be. • How castles were designed. • The legend of Tristan and Isolde. • The Song of Roland 	<ul style="list-style-type: none"> • distinguish between the passé composé, the plus-que parfait, the imparfait and the passé littéraire (passé simple).
Unit 4 Les derniers siècles du Moyen-Âge Croisades, cathédrales et calamités		
Summary	The students will learn about the crusades and its consequences, the development and building of cathedrals, the 100 years war, and the start of the idea of patriotism.	
Performance Indicators Assessed in Unit	<p>Primary Performance Indicators</p> <p>A: Ask and respond to questions on a variety of familiar topics.</p> <p>B: Express and elicit feelings and emotions in the target language.</p> <p>C. Comprehend and produce vocabulary in appropriate contexts when engaged in conversation or comprehension.</p> <p>Presentational Communication</p> <p>B. Narrate stories about experiences or events familiar to them in the target language.</p>	
Understandings:	Students will know...	Students will be able to...
<ul style="list-style-type: none"> • Students will learn about the reasons for the Crusades. • Students will learn about the connection between the French crusaders and Richard Coeur de Lion. • Students will learn about the goods brought to France as a result of the Crusades. • Students will learn about the age of cathedral building in 	<ul style="list-style-type: none"> • What the Crusades are. • What are the reasons for the Crusades. • The crusading connections between France and England. • The consequences of the Crusades. • How and why cathedrals were built. 	<ul style="list-style-type: none"> • Use : • Indirect and direct object pronouns, with one or more verbs. • The pronoun en. • The indirect pronoun y. • The placement of y and en when used together in the same sentence • The accentuated pronouns

<p>France, and some of the most famous cathedrals. Students will learn about the causes and effects of the 100 Years War.</p> <ul style="list-style-type: none"> • Students will learn about the unifying influence of Jeanne d'Arc on France. • Students will learn about the death of Jeanne d'Arc. 	<ul style="list-style-type: none"> • The reasons and results of the 100 Years War. • How and why the idea of patriotism developed. • 	<ul style="list-style-type: none"> • Direct object pronouns with the imperative verb tense
Unit 5 La Renaissance, La France en transformation, Les Grandes Découvertes du XV^e siècle.		
<p>Summary</p>	<p>Students will learn about the Renaissance in France, how the great discoveries of the compass and printing press changed France, and how the Protestant Reformation affected France.</p>	
<p>Performance Indicators Assessed in Unit</p>	<p>Primary Performance Indicators A: Ask and respond to questions on a variety of familiar topics. B: Express and elicit feelings and emotions in the target language. C. Comprehend and produce vocabulary in appropriate contexts when engaged in conversation or comprehension. Presentational Communication B. Narrate stories about experiences or events familiar to them in the target language.</p>	
<p>Understandings:</p>		
<ul style="list-style-type: none"> • Students will learn about the Renaissance in France. • Students will learn about how the great discoveries of the compass and printing press changed France. • Students will learn about how the Protestant Reformation affected France. • Students will learn about the purpose of the châteaux of the Loire. • Students will learn about the Religious Civil Wars ended by the Edict of Nantes (1598). 	<p>Students will know...</p> <ul style="list-style-type: none"> • How the printing press changed France. • How the Protestant Reformation affected the people of France. • The major writers of the Renaissance of France. • The art of the Renaissance period in France, including the building and development of the châteaux of the Loire Valley. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Use: • the future verb tense with regular and irregular verbs • the futur antérieur verb tense • the conditional verb tense • the past conditional verb tense • the use for the verb devoir • the preposition si

<ul style="list-style-type: none"> Students will learn about the great writers of this era, Rabelais, Michel de Montaigne, and Pierre de Ronsard 		
Unit 6 Le Grand Siècle ou l'Âge classique		
Summary	Students will learn about King Louis XIV and the palace of Versailles	
Performance Indicators Assessed in Unit	<p>Primary Performance Indicators A: Ask and respond to questions on a variety of familiar topics. B: Express and elicit feelings and emotions in the target language. C. Comprehend and produce vocabulary in appropriate contexts when engaged in conversation or comprehension.</p> <p>Presentational Communication B. Narrate stories about experiences or events familiar to them in the target language.</p>	
Understandings:	Students will know...	Students will be able to...
<ul style="list-style-type: none"> Students will learn about the regencies of Richelieu and Mazarin. Students will learn about the role and creation of l'Académie Française. The students will learn about the reign of Louis XIV. Students will learn about the building plans, and changes made at the palace of Versailles. Students will learn about Louis XIV and Colbert's desire for a North American Colony. Students will learn what was entailed when one entertained a king. Students will learn about the writer Molière. 	<ul style="list-style-type: none"> When and how to use all the forms of the subjunctive verb tenses. 	<ul style="list-style-type: none"> Use: the subjunctive verb tense with regular and irregular verbs. The past subjunctive verb forms the subjunctive verb tense to express doubt, personal sentiments, possibility.

Unit 7		Le dix-huitième siècle, Éléance et philosophie	
Summary	Students will learn about the Regency of Louis XV, the problem with royal debt, and the new idea of an encyclopedia.		
Performance Indicators Assessed in Unit	<p>Primary Performance Indicators</p> <p>A: Ask and respond to questions on a variety of familiar topics.</p> <p>B: Express and elicit feelings and emotions in the target language.</p> <p>C. Comprehend and produce vocabulary in appropriate contexts when engaged in conversation or comprehension.</p> <p>Presentational Communication</p> <p>B. Narrate stories about experiences or events familiar to them in the target language.</p>		
Understandings:		Students will know...	Students will be able to...
<ul style="list-style-type: none"> • Students will learn about how a long regency and divine right can affect a kingdom. • Students will learn about the development of investors to settle colonies. • Students will learn about the new ideas created by the Philosophes and what they left to the world. • The students will read some of the works of Voltaire and Rousseau. 		<ul style="list-style-type: none"> • France's involvement in North America. • Excerpts from Voltaire and Rousseau. • The system of selling land grants to endow the royal coffers set up by Mr. Law • The establishment of Louisiana • The development of Diderot's encyclopedia • The expansion of new ideas, education of children the changes necessary in the government 	<ul style="list-style-type: none"> • know the difference between pronominal verbs and purely reflexive verbs • know pronominal verbs used in an idiomatic sense • know pronominal verbs used in the passive verb tense • know how to use pronominal verbs with direct and indirect objects
Unit 8		La fin du XVIIe siècle, Descente vers la terrible Révolution	
Summary	Students will learn about some of the causes of the French Revolution		
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> • Primary Performance Indicators • A: Ask and respond to questions on a variety of familiar topics. • B: Express and elicit feelings and emotions in the target language. • C. Comprehend and produce vocabulary in appropriate contexts when engaged in conversation or comprehension. • Presentational Communication • B. Narrate stories about experiences or events familiar to them in the target language. 		

Understandings:	Students will know...	Students will be able to...
<ul style="list-style-type: none"> • Students will learn about some of the problems facing Louis XVI and Marie Antoinette at the beginning of their reign. • Students will learn the differences between the styles of Louis XV and Louis XVI. • Students will learn about the role France played in the American Revolution. • Students will learn about some of the biases against Louis XVI and Marie Antoinette. • Students will learn a little about the structure of the French government. • Students will learn the role the Bastille played in the French Revolution. • Students will read primary source documents relating to the storming of the Bastille, and the French royal family 	<ul style="list-style-type: none"> • Some of the causes of the French Revolution • The structure of the French Government • The role played by France in the American Revolution • The reasons for French resentment of life at Versailles, the Bastille and the Royal Family 	<ul style="list-style-type: none"> • Master adjective agreement • Know the forms of adjectives • Know where to place adjectives • Know the placement of adjectives dernier and prochain • Know how to use nouns as adjectives • Know the forms of negation • Use the present participles and gerunds
Unit 9 Une sanglante Révolution		
Summary	Students will learn about the reign of terror during the French Revolution, and the durable innovations of Revolution.	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> • Primary Performance Indicators • A: Ask and respond to questions on a variety of familiar topics. • B: Express and elicit feelings and emotions in the target language. • C. Comprehend and produce vocabulary in appropriate contexts when engaged in conversation or comprehension. • Presentational Communication • B. Narrate stories about experiences or events familiar to them in the target language. 	
Understandings:	Students will know...	Students will be able to...
<ul style="list-style-type: none"> • Students will learn about the Great Fear of 1789 and the abolition of privileges. 	<ul style="list-style-type: none"> • The timeline of major events of the French Revolution. 	<ul style="list-style-type: none"> • Use possessive pronouns • Use relative pronouns

<p>Students will learn about the Constitutional Monarchy and why it failed</p> <p>Students will learn about the escape attempt of the royal family.</p> <p>Students will learn the results of the capture of the King and his family.</p> <p>Students will learn about the Franco-Austrian War of 1792.</p> <p>Students will learn about the executions of Louis XVI and Marie-Antoinette.</p> <p>Students will learn about the Terror and how the guillotine added to terror.</p> <p>Students will learn about the end of the Terror and the French Revolution.</p> <p>Students will learn about the societal changes brought about by the Revolution.</p> <p>Students will learn about the durable innovations of the Revolution.</p>	<ul style="list-style-type: none"> • The causes of the failure for the constitutional monarchy. • The results of the failure of the constitutional monarchy. • About the reign of Terror • The causes of the end of the Revolution. • 	<ul style="list-style-type: none"> • Use composed relative pronouns • Use simple and composed interrogative pronouns • Use interrogative pronoun expressions •
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Unit 10	Napoléon et le début du XIX ^{ème} siècle
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Summary	Students will learn about the Napoleonic Era.
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Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> • Primary Performance Indicators • A: Ask and respond to questions on a variety of familiar topics. • B: Express and elicit feelings and emotions in the target language. • C. Comprehend and produce vocabulary in appropriate contexts when engaged in conversation or comprehension. • Presentational Communication • B. Narrate stories about experiences or events familiar to them in the target language.
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Understandings:	Students will know...	Students will be able to...
<ul style="list-style-type: none"> • Students will learn about Napoleon's rise to power. • Students will learn about the Napoleonic Code. • Students will learn about the Napoleonic wars and his exile on Elba. 	<ul style="list-style-type: none"> • How Napoleon rose to power. • The Napoleonic Code. • The Napoleonic Wars and Waterloo. • Napoleon's exiles on Elba and Saint Helena. 	<ul style="list-style-type: none"> • Use verbs of communication and expression. • Use indirect discourse-passive discourse • Change verbs into different tenses when

<ul style="list-style-type: none"> • Students will learn about the battle at Waterloo. • Students will learn about the Napoleon's exile on Saint Helena, and his death. • Students will learn about Victor Hugo's view of Napoleon's Russian invasion. • Students will learn about the writings of Chateaubriand. 	<ul style="list-style-type: none"> • The poems of Lamartine. 	<p>using the passive verb tense</p>
<p align="center">Unit 11 Le vingtième siècle: Âge de grand progrès</p>		
<p align="center">Summary</p>	<p>Students will learn about the post Napoleonic Era and the industrial revolution's effects on France.</p>	
<p align="center">Performance Indicators Assessed in Unit</p>	<ul style="list-style-type: none"> • Primary Performance Indicators • A: Ask and respond to questions on a variety of familiar topics. • B: Express and elicit feelings and emotions in the target language. • C. Comprehend and produce vocabulary in appropriate contexts when engaged in conversation or comprehension. • Presentational Communication • B. Narrate stories about experiences or events familiar to them in the target language. 	
<p>Understandings:</p>	<p>Students will know...</p>	<p>Students will be able to...</p>
<ul style="list-style-type: none"> • Students will learn about the succession of the governments of France. • Students will learn about the 2nd and 3rd Republics of France. • Students will learn about the revolutions of 1848 and 1870's. • Students will learn about the development of the Commune. • Students will learn about the steam engine's influence on the industrial revolution and its social impact. • Students will learn about further scientific, and architectural progress. • 	<ul style="list-style-type: none"> • Post Napoleonic succession. • The development of the industrial revolution in France. • The reasons and effects of the revolutions of 1848 and 1870. 	<ul style="list-style-type: none"> • Use the passive verb verb tense • Know when to use the passive verb tense • How to use the past infinitive • How to negate the infinitive • How to use the infinitive with an adverb

Unit 12	Le vingtième siècle: Âge de grand progrès	
Summary	Students will learn about the history of France from 1914- 2002	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> ● Primary Performance Indicators ● A: Ask and respond to questions on a variety of familiar topics. ● B: Express and elicit feelings and emotions in the target language. ● C. Comprehend and produce vocabulary in appropriate contexts when engaged in conversation or comprehension. ● Presentational Communication ● B. Narrate stories about experiences or events familiar to them in the target language. 	
Understandings:	Students will know...	Students will be able to...
<ul style="list-style-type: none"> ● Students will learn about the First World War. ● Students will learn about the period of time between the 2 World Wars. ● Students will learn about the Second World War, including the french resistance and the Normandy invasions. ● Studnets will learn about French decolonization, and the results of decolonization. ● Students will learn about the Socialist government and the march toward the European Union. 	<ul style="list-style-type: none"> ● The causes of World War I and II. ● The creation of the French resistance and the Normandy invasion. ● The results of decolonization in France. ● The move toward the European Union. ● The major writers of the Twentieth Century 	<ul style="list-style-type: none"> ● Use all grammatical structures learned to date. ● Speak for 80 minutes, spontaneously within the target language.
<u>Summative Assessments/Retake</u>		
<ul style="list-style-type: none"> ● Summative assessments will count as 70% of the grade. ● Students have the opportunity to retake summative assessments. ● The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student. ● The highest score a student can receive on a retake or late assessment is a 75. ● The score achieved on a retake will replace the current score (even if the score is lower). 		

- If a student is making up a test from an absence, that assessment will be graded up to 100.

Make-up Work

Upon their return to school from an absence, it is the student's responsibility to secure make-up work from their teacher. The due date of the missed work will be one additional class period for each day of absence from that class or at the discretion of the teacher.

Grading of Formative Assessments

- Formative assessments will count as 30% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.

Finals / Midterms

An end of course Final Exam will be conducted, making up 10% of the students overall grade.