

Standards of Learning	Concepts	Resources	Pacing
<p><b>Interpersonal Communication</b></p> <p>FIV.1 The student will engage in and discuss a variety of topics in both oral and written forms of communication.</p> <p>FIV.2 The student will sustain extended oral and written exchanges in French.</p> <p><b>Interpretive Communication: Listening and Reading for Understanding</b></p> <p>FIV.3 The student will understand spoken and written French found in a variety of authentic sources.</p> <p><b>Presentational Communication: Speaking and Writing</b></p> <p>FIV.4 The student will relate information in French, combining learned and original language in oral and written presentations of extended length and complexity.</p>	<ol style="list-style-type: none"> <li>Express and support opinions and elicit those of others.</li> <li>Exchange personal reactions to spoken and written information including contemporary and historical events and global issues.</li> <li>Exchange information from a variety of authentic media sources.</li> </ol> <ol style="list-style-type: none"> <li>Use a wide range of vocabulary, structures, and major time frames.</li> <li>Exchange ideas clearly, based on level-appropriate themes.</li> <li>Use paraphrasing, circumlocution, and other creative means to express and comprehend ideas.</li> </ol> <ol style="list-style-type: none"> <li>Identify various literary elements, such as plot, theme, setting, and characters, in spoken and written texts.</li> <li>Understand and respond appropriately to increasingly complex instructions presented in informational materials.</li> </ol> <ol style="list-style-type: none"> <li>Present well-developed ideas on a variety of topics, using familiar vocabulary and language structures and with minimal errors in spelling, punctuation, and pronunciation.</li> <li>Use style, language, and tone appropriate to the audience and the purpose of the presentation.</li> </ol>	<p><b>Ancillary Materials all MCPS teachers have access to:</b></p> <ul style="list-style-type: none"> <li>Video DVD/VHS</li> <li>Audio CD</li> <li>Textbook <i>Discovering French Nouveau Rouge</i></li> <li><i>Trésors du temps</i></li> <li>Workbook</li> </ul> <p><b>Supplementary</b></p> <ul style="list-style-type: none"> <li>Student dialogues</li> <li>Flashcards</li> <li>Websites</li> <li>Magazines</li> <li>Newspapers</li> <li><i>Easy French Reader</i> Short stories</li> <li>Music/song lyrics</li> <li>Audio/visual specific to learning intentions-cultural and content specific</li> <li>Poems</li> <li>Advertisements</li> </ul> <ul style="list-style-type: none"> <li>Dialogues</li> <li>Advertisements</li> <li>Websites</li> </ul>	<p><b>Week 1:</b> Regular and irregular verbs in present tense Adjectives and their placement Reading comps and answering questions Creating a question <b>Reading Excerpt:</b> <i>Les Trois Bagues</i></p> <p><b>Week 2:</b> Object Pronouns Passé Composé Imparfait Vocab for General Activities, weather, feelings, Physical Description</p> <p><b>Week 3:</b> Passé Composé Imparfait</p> <p><b>Week 4:</b> Le Passé Simple Short Stories : <i>Mimile le Crocodile &amp; Hänsel et Gretel</i> <b>Reading Excerpt:</b> <i>Petit Nicolas—King</i></p>

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<p>FIV.5 The student will produce and present in French original essays, poetry, plays, podcasts, and stories.</p> <p><b>Cultural Perspectives, Practices, and Products</b></p> <p>FIV.6 The student will analyze in French how various perspectives reflect the practices and products of the cultures studied.</p> <p><b>Making Connections through Language</b></p> <p>FIV.7 The student will use French to demonstrate increased understanding of the connections between content studied in the French class and content studied in other subject areas.</p>	<ol style="list-style-type: none"> <li>1. Produce well-organized presentations that demonstrate a greater breadth of linguistic and cultural knowledge.</li> <li>2. Use appropriate verbal and nonverbal presentational techniques, including visual aids and technological support.</li> </ol> <ol style="list-style-type: none"> <li>1. Discuss how topics such as global challenges, advancement of technology, and diversity issues illustrate the viewpoints, patterns of behavior, and products of the cultures studied.</li> <li>2. Engage in authentic or simulated situations that demonstrate understanding of culturally appropriate practices.</li> </ol> <ol style="list-style-type: none"> <li>1. Discuss and evaluate examples of the French language and francophone culture(s) found in other subject areas.</li> <li>2. Compare and contrast topics studied in other subject areas and those studied in French class, such as authors and artists from francophone countries or political and historical events that involve francophone countries.</li> <li>3. Use French-language resources to analyze knowledge related to other subject areas.</li> </ol>	<ul style="list-style-type: none"> <li>• Dialogues</li> </ul> <ul style="list-style-type: none"> <li>• All ancillary materials</li> <li>• All supplementary materials</li> </ul> <ul style="list-style-type: none"> <li>• Student dialogues</li> <li>• All supplementary materials</li> </ul>	<p><b>Week 5 :</b> Relative Pronouns <b>Qui</b> and <b>Que</b> Activities around the house</p> <p><b>Week 6:</b> Le Subjonctif et les expressions utiles <b>Reading Excerpt:</b> <i>La Couverture</i></p> <p><b>Week 7:</b> Reflexive Verbs RV in the PC La santé</p> <p><b>Week 8: Reading Excerpt:</b> <i>Conte pour Enfants de Moins de Trois Ans</i> Les voyages et un Séjour en France Les Pays Le futur et le conditionnel</p> <p><b>Week 9:</b> Si clauses Partons en voyage <b>Reading Excerpt:</b> <i>Les Pêches</i></p>

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<p><b>Linguistic and Cultural Comparisons</b></p> <p>FIV.8 The student will expand understanding of English and other languages through study and analysis of increasingly complex elements of the target language.</p> <p>FIV.9 The student will identify and discuss cultural similarities and differences in social, economic, and political relationships in the global community.</p> <p><b>Interacting in School and Global Communities</b></p> <p>FIV.10 The student will apply more complex French language skills and expand cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.</p>	<ol style="list-style-type: none"> <li>Examine local, regional, and national differences in sound systems, pronunciation, vocabulary, and usage in countries or regions where French is spoken and in the United States.</li> <li>Compare linguistic elements of French and English, such as time, tense, and mood, and understand how each language uses different grammatical structures to express these elements.</li> </ol> <ol style="list-style-type: none"> <li>Discuss the role of culture in the development of relationships between the United States and countries and regions where French is spoken.</li> <li>Explain how members of francophone culture(s) perceive the United States.</li> </ol> <ol style="list-style-type: none"> <li>Examine local, regional, and national differences in the cultures of countries and regions where French is spoken and the culture(s) of the United States.</li> </ol> <ol style="list-style-type: none"> <li>Analyze in French aspects of francophone cultures researched from interaction with French speakers, and authentic media, entertainment, and technology.</li> <li>Use French-language resources, such as individuals and organizations in the community or technology, to increase cultural understanding.</li> </ol>	<ul style="list-style-type: none"> <li>All ancillary materials</li> <li>All supplementary materials</li> </ul> <ul style="list-style-type: none"> <li>All ancillary materials</li> <li>All supplementary materials</li> </ul> <ul style="list-style-type: none"> <li>All ancillary materials</li> <li>All supplementary materials</li> </ul>	<p><b>Week 10:</b> Un Séjour dans un pays francophonie A l'hôtel Interrogative pronoun "lequel" <b>Intro of Vacation Project</b></p> <p><b>Week 11: Film :</b> <u>French Kiss</u> La Révolution Française et La Marseillaise <b>Reading Excerpt:</b> <i>Les Misérables</i></p> <p><b>Week 12:</b> le plus-que-parfait <b>Les pronoms relatifs:</b> dont, qui, lequel, que, ce qui, ce que</p> <p><b>Week 13:</b> le participe présent Préposition + infinitif L'infinitif passé <b>Current Event 1</b></p> <p><b>Week 14:</b> Petit Nicolas (2 stories) <b>Current Event 2</b></p>

**FRENCH IV Curriculum Pacing Guide**

**Montgomery County Public Schools**

**Pacing: 4X4 Block ( 4.5 weeks), A/B Block, and Traditional (2<sup>nd</sup> 9 weeks )**

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			<p><b>Week 15:</b> Le Monde des Arts: Impressionism, Post-Impressionism, Surrealism, &amp; Modern Art                      Museums in France  <b>Begin Project:</b> Famous French Artist  <b>Film:</b> <i>Impressionists</i>  <b>Current Event 3</b></p> <p><b>Week 16:</b> Present Projects  <b>Reading Excerpt:</b> <i>La Belle et la Bête</i> par Jeanne de Villeneuve  <b>Film:</b> <u><i>La Belle et la Bête</i></u>  <b>Current Event 4</b></p> <p><b>Week 17:</b> <b>Essay:</b> La Belle et la Bête  <b>Current Event 5</b></p> <p><b>Week 18:</b> Vacation Project due  <b>Current Event 6</b></p>