

Independent School District of Boise City

French 4

District Course #0414

Course Description

Open to: 9, 10, 11, 12 One Year Course

Prerequisite: French 1, 2 and 3

Content: Students will continue in their study of French. They will review acquired vocabulary, structures and expressions as well as acquire new vocabulary, structures and expressions. Pronunciation and common expressions will be reviewed and introduced, as well as customs and culture of the French-speaking world. Listening and speaking will be stressed in addition to reading and writing activities.

Philosophy

French 4 is a continuation and recycling of what the students acquired in French 1, 2 and 3 as well as an introduction to new vocabulary, structures and expressions. The students are afforded an environment in which the vocabulary and structure from French 1, 2 and 3 are reinforced and expanded to assist the students in acquiring French in a deeper context. More emphasis will be based on reading and history as a way to acquire a more extensive and descriptive vocabulary and a better knowledge of structure. The students will be introduced to and/or study more thoroughly the French-speaking countries in the world, along with their literature and culture. A period of 8 to 12 weeks during an academic year will be devoted to the study of the history of France taught in its entirety in alternating academic years: 7A - prehistoric times to the Middle Ages; 7B - the French Restoration to today. French 4 continues to lay the groundwork for a life-long exploration and participation in French language and culture in the global community.

Adopted Materials

Title: Allez, viens! Level 3

Author: DeMado, Rongi ras-d'Usseau

Edition: 2003

Publisher: Holt, Rinehart and Winston

The program provides input through the use of workbooks, audio/video tapes and other teacher resource materials which accompany the adopted texts.

Literary Supplement

Title: Tr sor du Temps

Author: Yvone Lenard

Edition: 1997

Publisher: Glencoe/McGraw-Hill

This text provides a panorama of French history and literature throughout the ages, as well as a review of grammatical structures. There are student activities to accompany the readings and the structure explanations.

Grades

The grade a student receives in this course will be a reflection of how the student has performed in two areas: the assimilation and the acquisition of French language, culture, history and literature. These related performance skills are referenced in the approved French 4 curriculum and its appendix. The course grade will be calculated from scores obtained on quizzes, unit tests, projects and activities (reading, writing, listening and oral language production), and homework. Progress reports should provide the student and parents with information (average grades or percentages) in four main areas: quizzes and unit tests, projects/activities, homework completed, as well as participation in class.

Course Scope Semester 1

Unit 1	Participer dans le monde francophone en Afrique subsaharienne - La République Centrafricaine. Participating in the French-speaking world in Sub-Saharan Africa - The Central African Republic.	Semester 1, Quarter 1, 3-4 weeks
Unit 2	Participer dans le monde francophone en Afrique du Nord- La Tunisie. Participating in the French-speaking world in Northern Africa- Tunisia.	Semester 1, Quarter 1-3-4 weeks
Unit 3	Participer dans le monde francophone. La connaissance du média francophone. Participate in the French speaking world. Be familiar with the French media.	Semester 1, Quarter 2 3-4 weeks
Unit 4	Participer dans le monde francophone aux Antilles - La Guadeloupe. Participating in the French-speaking world in the Antilles Islands-Guadeloupe.	Semester 1, Quarter 2 3-4 weeks

Course Scope Semester 2

Unit 5	Participer dans le monde francophone aux États-Unis - La Louisiane. Participating in the French-speaking world in the United States-Louisiana.	Semester 2, Quarter 3 3-4 weeks
Unit 6	Participer dans le monde francophone - Les échanges culturels. Participating in the French-speaking world. Cultural exchanges.	Semester 2, Quarter 3 3-4 weeks

Alternate Year One

Unit 7 - A	L'histoire, la littérature, et l'art de la France: <i>Préhistorique jusqu'au moyen-âge</i> –History, literature, and art of France: from prehistoric time to the Middle Ages.	Semesters 1 and/or 2, 8- 12 weeks
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Alternate Year Two

Unit 7 – B	L'histoire, la littérature, et l'art de la France: La <i>Renaissance jusqu'au vingtième siècle</i> – The history, literature, and art of France from the <i>Renaissance through the 20th Century</i> .	Semester 1 and/or 2, 8-12 weeks
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French IV		District Reference 0414
Unit 1	Participer dans le monde francophone en Afrique subsaharienne - La République Centrafricaine. Participating in the French-speaking world in Sub-Saharan Africa - The Central African Republic.	Semester 1, Quarter 1, 3-4 weeks

Instructional Objective		Standard Reference	
0414.01 Décrire la vie et le paysage dans un pays africain subsaharienne tel que la République Centrafricaine. Describe the life and the countryside in a Sub-Saharan French-speaking African country such as the Central African Republic.		N-1.1, N-1.2, N-1.3, N-2.1, N-2.2, N-3.1, N-3.2, N-4.1, N-4.2, N-5.1, 989.03, 989.03a, 989.03c, 989.03c, 992, 992.01b, 993.01c, 993.01d, 993.01e, 993.02a	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Use appropriate vocabulary to describe the countryside in a Sub-Saharan French-speaking African country such as the Central African Republic (la savanne, un papillon, la brousse, etc.).	AV III p.188, 192, 215, Appendix	Txt MT, TMA
02	Speculate on what an experience might be like (On pourrait sûrement faire une balade. Je parie qu'il y a des serpents. Ça doit être magnifique. Etc.).	AV III p. 188 193, 215, Appendix.	Txt MT, TMA
03	Use appropriate vocabulary to describe necessary items one would take on an outdoor adventure (des jumelles, des pellicules, une trousse de premier soins, etc.).	AV III p 188, 194, 215, Appendix.	Txt MT, TMA
04	Ask for advice and respond to advice given (Tu crois que je devrais emporter des jumelles? Il faudrait que tu prennes de la lotion anti-moustique. Ce n'est pas la peine. Etc.).	AV III p. 188, 195, 215, Appendix.	Txt MT, TMA

Instructional Objective		Standard Reference	
0414.02 Décrire ce qui va possiblement se passer pendant une aventure en plein air dans un pays africain tel que la République Centrafricaine. Describe what might happen during an outdoor adventure in an African country such as the Central African Republic.		N-1.1, N-1.2, N-1.3, N-2.1, N-2.2, N-3.2, N-4.1, N-4.2, N-5.1, 989.01a, 989.01b, 989.01a, 989.02a, 989.02b, 989.02d, 989.03a, 989.03b, 989.03c, 989.03d, 991.01a, 991.01b, 991.02a, 993.01b, 993.01c, 993.01d, 993.01e, 993.02a, 993.02b, 993.02e	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Use appropriate forms of the present subjunctive (Il est nécessaire qu'on se fasse vacciner. Je ne crois pas qu'il y ait des tigres. Etc.).	AV III p.196, 203, 215, R52-53. Appendix.	Txt MT, TMA
02	Use the present subjunctive to describe what one should do, what might possibly happen, or what one doubts might happen (Il est possible que ce soit dangereux. Je ne suis pas sûr(e) qu'il y ait des serpents. Etc.).	AV III p. 188, 196, 203, 215, R52-53. Appendix.	Txt MT, TMA
03	Describe the animals found in an African country such as the Central African Republic (le guépard, le flamant, un vautour, etc.).	AV III p.200, 198-9.200, 215, Appendix	Txt MT, TMA
04	Use appropriate expressions to state disbelief (Ça alors! C'est fou comme...! Ouah! Etc.)	AV III p.200, 201, 215, Appendix.	Txt MT, TMA
05	Use expressions to caution someone, to express relief, to express fear or to reassure someone (Faites gaffe! J'ai la frousse! N'ayez pas peur! On l'a échappé belle!).	AV III p.200, 202, 215, Appendix.	Txt MT, TMA
06	Read a myth or a fable from the Central African Republic (Le cimetière des elephants, La tortue et le léopard, Le père éléphant, etc.).	AV III p.204-205, Joie de Lire 3 p. 59-66.	TMA
07	Write your own myth or legend based on literature you have read from the Central African Republic. Use recently learned vocabulary and expressions, and verbs in the subjunctive mood when necessary. Use settings and characters based on what you know about the Central African Republic. Present your myth or legend to the class, complete with costumes and dialogue.	AV III p.204-205	TMA

Unit 2	Participer dans le monde francophone en Afrique du Nord-La Tunisie. Participating in the French-speaking world in Northern Africa- Tunisia.	Semester 1, Quarter 1-3-4 weeks
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Instructional Objective		Standard Reference	
0414.03 Décrire la vie à la campagne dans un pays en Afrique du Nord tel que la Tunisie. Describe the life in the country in a Northern African country such as Tunisia.		N-1.1, N-1.2, N-2.1, N-2.2, N-3.2, N-4.1, N-4.2, 989.01a, 989.02a, 989.02d, 989.03a, 989.03b, 991.01a, 993.01b, 993.01c, 993.01d, 93.01e, 993.02a, 993.02b, 993.02e, 993.02a	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Use appropriate vocabulary to describe traditional activities one might see in a northern African country such as Tunisia (des figues, des olives, On fait la cueillette des dattes. Etc.).	AVIII p.223, 245 & Appendix.	Txt MT, TMA
02	Describe what you would wish to happen and give advice to someone, using the imperfect and conditional tenses (Si seulement je pouvais..., Si j'avais le choix..., Si c'était moi..., etc.)	AVIII p.225, 245 & Appendix.	Txt MT, TMA
03	Use the conditional tense to describe hypothetical situations (Si c'était moi, j'étudierais plus. Si j'avais un million de dollars, j'achèterais une maison en Provence. Etc.)	AVIII 141, R51 & Appendix.	Txt MT, TMA
03	Convey good wishes in a letter, and close appropriately a letter to a friend (Embrasse ta tante pour moi. Salue-la de ma part. Bien des choses à tes parents. Etc.).	AVIII p.222, 245, & Appendix.	Txt MT, TMA
04	Describe important aspects of life in Tunisia. Include geographical points of interests, as well historical and cultural aspects that connect Tunisia to the French-speaking world.	AVIII p.221, 224, 233.	Txt MT, TMA
05	Imagine that you have just visited Tunisia. Write a letter to your best friend describing your stay in Tunisia, using the imperfect and conditional tenses, as well as appropriate vocabulary. Convey good wishes to your friend's family, tell him what you would do if you were him and he visited Tunisia, and tell him what you would do if you went back to Tunisia.	AVIII p.218-9, 221, 222-223, 225, 245 & Appendix.	Txt MT, TMA

Instructional Objective		Standard Reference	
0414.04 Décrire la vie d'une ville africaine comme Tunis en Tunisie. Describe life in a northern African city such as Tunis in Tunisia.		N-1.1, N-1.2, N-2.1, N-2.2, N-3.2, N-4.1, N-4.2, 989.01a, 989.02a, 989.02d, 989.03a, 989.03b, 991.01a, 993.01b, 993.01c, 993.01d, 93.01e, 993.02a, 993.02b, 993.02e, 993.02a	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Use vocabulary to describe what one might see in a large northern African city (la circulation, des gens mal élevés, des gens pressés, etc.).	AVIII p.230, 245, & Appendix.	Txt MT, TMA
02	Complain to someone or express your annoyance about a situation (C'est l'horreur! J'en ai ras le bol! Surtout ne vous gênez pas. Etc.).	AVIII p.231, 245, & Appendix.	Txt MT, TMA
03	Compare and contrast opposing situations to describe life in the city versus life in the country. (Tunis est plus grand que Nefta. Nefta est une ville moins bruyante que Tunis. Etc.)	AVIII p.232, 245 & Appendix.	Txt MT, TMA
04	Use the comparative construction appropriately to relate two ideas, things or people (Il fait plus de bruit que l'autre voisin. Les gens sont plus pressés en ville qu'à la campagne. La campagne est aussi intéressante que la ville.).	AVIII p.232, 245 & Appendix.	Txt MT, TMA
05	Read a story, in French, about life in Tunisia (Enfance d'une fille par Gisèle Halimi).	AVIII p.234-236.	TMA
06	Read stories, in French, comparing life in the city to life in the country (Le rat de ville et le rat de champs, par La Fontaine; La Cité, par Andrée Chérid).	Joie de Lire 3 p. 65-76.	TMA
07	Write a story, in French, to your cousin in the country, comparing and contrasting your life in the city with his or her life in the country. Use the comparative structure, as well as recently learned vocabulary.	AVIII p.218-235, 245 & Appendix.	TMA

Unit 3	Participer dans le monde francophone. La connaissance du média francophone. Participate in the French speaking world. Be familiar with the French media.	Semester 1, Quarter 2 3-4 weeks
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Instructional Objective		Standard Reference	
0414.05 Décrire les émissions télévisées dans le monde francophone. Describe television programming in the French-speaking world.		N-1.1, N-1.2, N-2.1, N-2.2, N-3.,2 N-4.1, N-4.2, N-5.1, 989.02b, 989.02d, 989.03a, 991.01a, 993.01b, 993.01c, 993.01d, 993.01e, 993.02a, 993.02b, 993.02e, 993.03a	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Use vocabulary to describe different kinds of television programs, as well as television and video equipment (un feuilleton, une série, un vidéoclip, une publicité, une télécommande, etc.).	AVIII p.256,258, 279, & Appendix.	Txt MT, TMA
02	Express your opinion about different topics (Ça m'est égal. Je m'en fiche. Tu l'as dit! Etc.).	AVIII p.257, 279 & Appendix.	Txt MT, TMA
03	Use negative expressions appropriately (Je ne peux rien entendre. Je n'ai aucun ami. Personne ne m'a entendu. Etc.).	AVIII p.258, R36, 279 & Appendix	Txt MT, TMA
04	Relate notable aspects of life in Montréal including its important contributions to the world of jazz and film.	AVIII p.255	TMA
05	Watch and comment on a magazine télévisé , or another program in French. Write a short summary, in French, of the program. Include vocabulary about television you have recently learned, along with your opinions on the program.	TV5	TMA
05	Develop a short soap opera set in Montreal. Present the soap opera in the format of a cartoon, using a camcorder, or in a presentation in front of the class. Use vocabulary and sentence structure that you learned in this unit.	AVIII p.252-260, 259 & Appendix.	TMA
Instructional Objective		Standard Reference	
0414.06 Décrire l'importance des films dans le monde francophone. Describe the importance of films in the French-speaking world.		N-1.1, N-1.2, N-2.1, N-2.2, N-3.2, N-4.1, N-4.2, N-5.1, 989.02b, 989.02d, 989.03a, 991.01a, 993.01b, 993.01c, 993.01d, 993.01e, 993.02a, 993.02b, 993.02e, 993.03a	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Use appropriate vocabulary to describe different	AVIII p.264, 279, &	Txt MT,

	kinds of films (un film d'aventure, un film étranger, un film de guerre, etc.).	Appendix.	TMA
02	Ask recommendations and offer opinions about films and other topics (Ça m'a fait beaucoup rire. Ne vas surtout pas voir. Évite d'aller voir. Etc.).	AVIII p.265, 279, & Appendix.	Txt MT, TMA
03	Summarize a story and ask what a story is about (De quoi ça parle? Comment ça se termine? C'est une histoire d'une..., À ce moment..., à la fin..., etc.).	AVIII p.266, 279 & Appendix.	Txt MT, TMA
04	Use relative pronouns to create more complex sentences (qui, que, et dont; C'est l'histoire d'une femme qui est très grande. Il n'a pas aimé le film que nous avons vu. Etc.).	AVIII p.266, 279, R41, & Appendix.	Txt MT, TMA
05	Watch a film in French. Compare and contrast film techniques and themes apparent in French and American films. Write a letter to a friend, in French, describing the plot of the movie. Use relative pronouns to explain the plot, and expressions to summarize the story, as well as recommendations to your friend to see or not to see the film.	Appendix.	TMA

Unit 4	Participer dans le monde francophone aux Antilles - La Guadeloupe. Participating in the French-speaking world in the Antilles Islands-Guadeloupe.	Semester 1, Quarter 2 3-4 weeks
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Instructional Objective		Standard Reference	
0414.07 Décrire ce que l'on pourrait faire dans le monde francophone aux Antilles, surtout en Guadeloupe. Describe activities one can do in the Antilles Islands, especially Guadeloupe.		N-1.1, N-1.2, N-2.1, N-2.2, N-3,2, N-4.1, N-5.1, 993.01b, 993.01b, 993.01c, 993.01d, 993.01e, 993.02a, 993.02b, 993.02e, 993.03a	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Describe various marine animals, as well as things one would see while underwater-diving (un pieuvre, un requin, un espadon, un rocher, etc.).	AVIII p.286, 309 & Appendix.	TMA, TxtMT
02	Use appropriate expressions to brag to or flatter someone (C'est fastoche, ça? Tu es fortiche. Tu es calé(e). C'est pas pour me vanter, mais..., Etc.).	AVIII p.287, 309 & Appendix.	TMA, TxtMT
03	Use appropriate vocabulary to tease someone and	AVIII p.290, 309, &	TMA,

	to respond to someone who is teasing you (Non, mais tu t'es regardé(e)? Réveille-toi un peu! Qu'est ce que tu en sais? Etc.).	Appendix.	TxtMT
04	Use appropriate structure to describe something or someone in superlative terms (C'est le meilleur joueur de basket de notre équipe. C'est le plus grand de l'école. Elle court le plus vite. Etc.).	AVIII p.288, 309, R34, & Appendix.	TMA, TxtMT
05	Write and present a dialogue in which you imagine you are a famous sports athlete or famous personality. Use the expressions recently acquired for bragging, flattering, and teasing. Ask the class to guess which famous personality you are depicting.	AV p.286,287, 288, 309, R34, & Appendix.	TMA, TxtMT
Instructional Objective 0414.08 Décrire un événement incroyable qui s'est passé. Describe an incredible event that has taken place.		Standard Reference N-1.1, N-1.2, N4.1, N-5.1, 993.01b, 993.01c, 993.01d, 993.013e, 993.02a, 993.02b, 993.02e, 993.03a	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Use appropriate expressions to break some news to someone, as well as appropriate responses to the statements (Tu savais que...? J'ai entendu dire que...! Figure-toi que..., Raconte! Mon œil! Etc.).	AVIII p.295, 309, & Appendix.	TMA, TxtMT
02	Describe various significant events that may have happened in someone's life (Il a embouti la voiture de son père. Ils se sont bagarrés. Luc s'est fiancé. Etc.).	AVIII p.295, & Appendix.	TMA, TxtMT
03	Review reciprocal and reflexive constructions to describe what happened to someone (Il s'est cassé le bras. Elle s'est fait mal au dos. Ils se sont disputés. Etc.).	AVIII p.295, 162, R47.	TMA
04	Use appropriate expressions to tell a joke and to respond to someone's joke (J'en connais une bonne. Quelle est la différence entre...et..., Elle est bien bonne! Elle est nulle, ta blague! Etc.).	AVIII p.297, 309, & Appendix.	TMA, TxtMT
05	Use the plus-que-parfait to describe what had happened before another event happened in the past (On a vendu tous les billets quand j'ai essayé d'en acheter un. Je m'étais réveillé tard, alors j'ai rate le bus. Il était déjà sorti quand tu es arrive. Etc.).	AVIII p.295, R53, & Appendix.	TMA, TxtMT
06	Write a story about an incredible event that	AVIII, p.286, 287,	TMA

	happened in your life. The teacher will tell you whether the story will be true, false, or partially true. As you read the story to the class, the class guesses which stories are true, false, or partially true.	288, 290, 294, 295, 297, R34, R53, & Appendix.	
Instructional Objective		Standard Reference	
0414.09 Connaître la Guadeloupe; ses gens, son pays, sa culture et sa littérature. Be familiar with Guadeloupe; its people, its country, its culture and its literature.		N-1.1, N-1.2, N-2.1, N-2.2, N-3.2, N-4.1, N-4.2, 989.01a, 989.02a, 989.02b, 989.02d, 989.03a, 989.03b, 989.03c, 989.03d, 991.01a, 991.01b, 991.02a, 991.03a, 993.01b, 993.01c, 993.01d, 993.01e, 993.02a, 993.02e	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Describe important geographical, historical, and cultural features of Guadeloupe.	AVIII p.284, 285, 293, 306.	TMA, TxtMT
02	Read a story, tale, or poem, in French, from the Antilles Islands (O'gaya; Chanson de l'hippocampe par Aimé Césaire; Prière d'un petit enfant nègre par Guy Tirolien, etc.).	AVIII p298-301, Joie de Lire, p. 91-100.	TMA
03	Watch movie clips, in French, from movies with an underwater theme (Le petit sirène, Trouver Nemo, etc.) and identify vocabulary that you have recently learned. Then, reenact the excerpt and present it to the class. Or, watch excerpts from La Rue case-nègres and write a critique of the excerpt focusing on life in Martinique and the Antilles Islands.		TMA
Unit 5	Participer dans le monde francophone aux États-Unis - La Louisiane. Participating in the French-speaking world in the United States-Louisiana.	Semester 2, Quarter 3 3-4 weeks	

Instructional Objective		Standard Reference	
0414.10 Décrire l'influence francophone et la culture francophone dans la Louisiane surtout par rapport à la musique. Describe the French speaking culture and influence in Louisiana, especially with reference to music.		N-1.1, N-1.2, N-1.3, N-2.1, N-2.2, N-3.2, N-4.1, N-4.2, N-5.1, 989.01b, 989.03a, 993.01b, 993.01c, 993.01d, 993.01e, 993.02a, 993.02b, 993.03b	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Describe different genres of music, as well as instruments that are typically used in the specific genres (La musique cajun, le rap, le jazz, la basse, l'accordéon, etc.).	AVIII p. 317, 339, & Appendix.	TMA, TxtMT
02	Ask for confirmation to clarify facts (Si je me souviens bien..., Si je ne me trompe pas..., Vous habitez toujours à Bordeaux? Comment elle s'appelle, déjà? Etc.).	AVIII p. 316, 339, & Appendix.	TMA, TxtMT
03	Ask or give an opinion about a certain subject and agree or disagree with that opinion (Comment tu trouves ça, le jazz? Ça te plaît, le rap? Je trouve ça nul. Ça c'est sûr. Tu délires ou quoi? Etc.).	AVIII p. 318, 339, & Appendix.	TMA, TxtMT
04	Lip-sync your favorite French song. Present the song to the class, with back-up singers, costumes and choreography.	www. Paroles.net, www. french.about.com/od/music/	TMA
Instructional Objective		Standard Reference	
0414.11 Décrire l'influence francophone et la culture francophone dans la Louisiane par rapport à la cuisine. Describe the French speaking culture and influence in Louisiana, especially with reference to cooking.		N-1.1, N-1.2, N-1.3, N-2.1, N-2.2, N-3.2, N-4.1, N-4.2, N-5.1, 989.02a, 989.02b, 989.02c, 989.03a, 989.03c, 991.01a, 991.01b, 991.02a, 991.02b, 993.01b, 993.01c, 993.01d, 993.01e, 993.02a, 993.02b, 993.03a	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Use appropriate expressions to ask for clarification or explanation (Qu'est-ce que c'est que ça? D'où vient le mot cajun? Comment dit-on...? Etc.).	AVIII p. 323, 339 & Appendix.	TMA, TxtMT
02	Make observations and give impressions about a certain topic (Ce qui est ...incroyable. Ce qui me branche vraiment, c'est..., On dirait que..., Il	AVIII p. 326, 339, & Appendix.	TMA, TxtMT

	me semble que..., Ils ont l'air de..., Etc.).		
03	Review the uses of ce qui and ce que to create more complex sentences (Ce qui est incroyable, c'est leurs masques. Ce que j'adore, c'est le jazz. Etc.).	AVIII p. 326, R41 & Appendix.	TMA, TxtMT
04	Describe typical cajun and creole dishes (beignets, jambalaya, le po-boy, les crevettes, etc.)	AVIII p. 324-5, 336, & Appendix.	TMA
05	Organize a Cajun celebration for the class. Research cajun or creole dishes and prepare the dishes typical of Louisiana for the class. Find examples of jazz typical of Louisiana, or cajun and zydeco music and play the music during the celebration. Share your opinions about the cuisine and the music of Louisiana using expressions recently learned.	Appendix.	TMA
Instructional Objective		Standard Reference	
0414.12 Connaître l'histoire et la culture de la Louisiane. Be familiar with the history and culture of Louisiana.		N-1.1, N-1.2, N-1.3, N-2.1, N-2.2, N-3.1, N-3.2, N-4.1, N-4.2, 989.01a, 989.01b, 989.02a, 989.02b, 989.02c, 989.03a, 989.03b, 989.03c, 989.03d, 991.01a, 991.01b, 991.02a, 993.01b, 993.01c, 993.01e, 93.02e	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Relate important cultural and historical aspects of Louisiana.	AVIII p. 314, 315, 317,	TMA, TxtMT
02	Read a tale, in Cajun French, from Louisiana. Read the French version of the same tale, in French, and compare the two versions of the same tale (la Froumi et Grasshopper, par Wilson "Ben Guiné" Mitchell; et La Cigale et le fourmi, par La Fontaine).	AVIII p. 328-330.	TMA
Unit 6	Participer dans le monde francophone - Les échanges culturels. Participating in the French-speaking world. Cultural exchanges.	Semester 2, Quarter 3 3-4 weeks	

Instructional Objective		Standard Reference	
0414.13 Connaître les Jeux olympiques et discuter avec les autres qu'on y rencontrait. Be familiar with the Olympics and talk to the people that one might meet there.		N-1.1, N-1.2, N-1.3, N-2.1, N-2.2, N-3.1, N-3.2, N-4.1, N-4.2, N-5.2, 993.01b, 993.01c, 993.01c, 993.01e, 993.02a, 993.02b, 993.02d, 993.02c, 993.02d	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Use appropriate vocabulary to discuss Olympic sports and equipment (l'escrime, l'escrimeur, la tenue, les haltères, etc.).	AVIII p.345, 367, & appendix.14, 315, 317,	TMA, TxtMT
02	Use appropriate vocabulary to express anticipation and make suppositions (Il me tarde de..., Ça doit être cool! Vivement que je ..., Dès que je serai là..., Etc.).	AVIII p. 348, 367 & Appendix.	TMA, TxtMT
03	Use the future tense with the conjunctions dès que et quand (Quand je serai grande, j'aurai une maison en Provence. Dès qu'il aura assez d'argent, il achètera une voiture. Etc.) .	AVIII p. 348, R51.	TMA, TxtMT
04	Use the conditional and imperfect with si to describe what you would do if you were in a certain situation (Si j'avais de l'argent, je t'achèterai un cadeau. Si j'étais toi, je ne le ferais pas.).	AVIII p. 347, 141, R51, & Appendix.	TMA, TxtMT
05	Organize the Olympic games with another World Language class. Divide the games into two divisions, sports and language. The sports section could be a competition of boules, awalé, le foot , and/or other games that students organize. The language section would include a scavenger hunt, a skit or a song to present to the group.	AVIII p. 345-347,367 & Appendix.	TMA

Instructional Objective		Standard Reference	
0414.14 Faire la connaissance de gens des pays francophones. Meeting people from French speaking countries.		N-1.1, N-1.2, N-1.3, N-2.1, N-2.2, N-3.1, N-3.2, N-4.1, N-4.2, N-5.1, 989.01a, 989.02a, 989.03b, 991.01a, 991.01b, 991.03a, 993.01b, 993.01c, 993.01d, 993.01e, 993.02a, 993.02b, 993.02d, 993.02e, 993.03a, 993.03b	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Ask about someone's country of origin (Tu viens d'où? C'est comment, la vie là-bas? Qu'est-ce qu'on y mange? Etc.).	AVIII p. 353, 367, & Appendix	TMA, TxtMT
02	Describe someone's country of origin (Je viens de Belgique. Je viens de République centrafricaine. Je viens de Haïti. Etc.).	AVIII p. 352, 367 & Appendix.	TMA, TxtMT
03	Use appropriate prepositions with geographical names (en France, au Canada, de Guadeloupe, du Maroc, etc.).	AVIII p. 352, R37 & Appendix.	TMA, TxtMT
04	Use appropriate vocabulary to express excitement and disappointment (Génial! Les boules! Youpi! J'en ai vraiment marre! Etc.)	AVIII p. 355, 367, & Appendix.	TMA, TxtMT
05	Read, in French, about the origin of the Olympic games, as well as successful French-speaking Olympic athletes. Choose an Olympic sport, or another competitive sport and research a famous French-speaking figure that has participated or is participating in that sport. Prepare a presentation, in French, for the class in which you imagine you are that sports figure. Demonstrate your sport to the class and answer questions, in French, from the class about your sport and your successes in that sport.	AVIII p. 356-357.	TMA, TxtMT

French IV		District Reference
		0414
Unit 7 - A	L'histoire, la littérature, et l'art de la France: Préhistorique jusqu'au moyen-âge –History, literature, and art of France: from prehistoric time to the Middle Ages - Alternate Year One	Semester 1 and/or 2, 8 to 12 weeks

Instructional Objective 0414.15 Connaître la France, ses provinces et ses départements – The geographical and political divisions of France.		Standard Reference N-2.1, N-2.2, N-3.1, N-3.2, N-4.2, 988, 989.01a, 989.01b, 989.02a, 989.02b, 990, 991.02b	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Identify the difference between French régions and départements .	Trésors du Temps (TT) p 6-9	Txt MT, TMA
02	Identify the 22 régions which exist in France today.	TT p 8, Appendix Map	Txt MT, TMA
03	Explain what Départements d’outre-mer (DOM’s) are and list these 4 départements .	TT 9, Appendix	Txt MT TMA
Instructional Objective 0414.16 Connaître l’art préhistorique en France – Prehistoric art in France 30,000 to 20,000 BC.		Standard Reference N-1.2, N-2.1, N-3.1, N-4.2, N-5.1, 988, 989.01a, 989.01b, 989.02a, 989.02b, 989.02d, 989.03b, 989.03d, 990, 991.01a, 991.02a, 991.02b, 991.03a, 993.02c, 993.02d, 993.02e, 993.03	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Identify some of the more famous prehistoric sites and cave art in France (La Caverne Chauvet, Les caves de Lascaux, etc.).	TT p 22-23	Txt MT, TMA
02	Present a visual tour through one of France’s more famous prehistoric caves OR paint your own prehistoric cave art on a large stone, possibly creating a showcase in a school hallway to display these creations school wide.	TT p 22-23	TMA
Instructional Objective 0414.17 Faire une enquête sur les Grecs, les Romains, et les chrétiens en France – Examine the Greek, Roman and Christian influences in France 500 BC – 500 AD.		Standard Reference N-1.2, N-2.1, N-3.1, N-3.2, N-4.2, N-5.1, 988, 989.01a, 989.01b, 989.02a, 989.02b, 989.02d, 989.03b, 989.03d, 990, 991.01a, 991.02a, 991.02b, 991.03a, 991.03b, 993.01d, 993.02c, 993.02d, 993.02e, 993.03	
No.	Performance Objective	Resource Reference	Assessment

			Correlation
01	Identify at least one city in southern France which was founded by the Greeks (Nice, Marseilles, etc.) – 500 BC.	TT p 25	Txt MT, TMA
02	Discuss the influence of the Roman empire in the history of France, identifying some principal historical figures, places, and documents which played roles in this history (Vercingétorix, Jules César, la Gaule, Asterix le Gaulois, De bello gallico, Massilia, etc.) 50 BC – 500 AD.	TT p 25-27, 32, 50-51.	Txt MT, TMA
03	Describe the relationship between the Édit de Milan and le christianisme and the impact this document had on Christianity in France – 300-600 AD.	TT p 27, 34-35.	Txt MT, TMA
04	Write a short historically-correct play or cartoon which describes a “day in the life of” Vercingétorix, Jules César, Clovis, or the mythical little celt <i>Asterix</i> , possibly presenting this piece to a history class in your school or to a local grade school.	TT p 50-51.	TMA
Instructional Objective		Standard Reference	
0414.18 Analyser le développement de la France comme nation – Analyze the growth of France as a country in its own right 730 – 1200 AD.		N-1.2, N-2.1, N-3.1, N-3.2, N-4.2, N-5.1, 988, 989.01a, 989.01b, 989.02a, 989.02b, 989.02c, 989.02d, 989.03b, 989.03c, 989.03d, 990, 991.01a, 991.01b, 991.02a, 991.02b, 991.03a, 991.03b, 993.01d, 993.02c, 993.02d, 993.02e, 993.03	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Compare and contrast the contributions of Charles Martel and Charlemagne to France.	TT p 53-54	Txt MT, TMA
02	Discuss the historical and literary similarities which exist between <i>La Chanson de Roland</i> (1100) - une chanson de geste – et <i>Tristan et Yseut</i> (1170) un roman courtois.	TT p 60-64	Txt MT, TMA
03	Explain the differences and similarities between the Norman Invasion of France and the Norman Conquest of England (7 th -11 th Centuries).	TT p 55-56	Txt MT, TMA
04	Describe a work of art which retells the story of the life of Charlemagne and one which recounts	TT p 82-83	Txt MT, TMA

	the Norman Conquest of England.		
05	Create and perform a melodrama in the form of a chanson de geste or a roman courtois OR create and describe to the class a piece of artwork (painting, sculpture, tapestry, etc.) which retells the story of a famous personage(s) or event of this time period, possibly presenting this piece to an English, Art, or Drama class in your school or to a local grade school.	TT p 60-64	TMA
<p style="text-align: center;">Instructional Objective</p> 0414.19 Faire une enquête sur les croyances et regarder ce que c'était la terre de la France dans le Moyen Âge – Investigate French beliefs and ambitions and look at the land which constituted France during the Middle Ages 1000 – 1500 AD.		<p style="text-align: center;">Standard Reference</p> N-1.2, N-2.1, N-3.1, N-3.2, N-4.2, N-5.1, 988, 989.01a, 989.01b, 989.02a, 989.02b, 989.02c, 989.02d, 989.03b, 989.03c, 989.03d, 990, 991.01a, 991.01b, 991.02a, 991.02b, 991.03a, 991.03b, 993.01d, 993.02c, 993.02d, 993.02e, 993.03	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Describe the origin, a brief history, and several consequences of the French Crusades using some key French vocabulary (les croisades, les Croisés, le pape Urbain II, le krak des chevaliers, etc.) 1095-1270.	TT p 85-86, Appendix	Txt MT, TMA
02	Explain the Âge de foi in France and list several famous cathedrals (Notre Dame d'Aulnay, Notre Dame de Paris, Notre Dame de Chartres, etc.) 11 th -12 th Centuries.	TT p 87	Txt MT, TMA
03	Relate the history of the Guerre de Cent Ans and include the martyrdom of Jeanne D'Arc – 1337-1431.	TT p 88-89	Txt MT, TMA
04	Describe what the life of the average French peasant might have been like in the Middle Ages based upon readings from La Farce de Maître Pathelin and La Ballade des pendus – 1463-1464.	TT p 92-99, 102-103.	TMA

French IV		District Reference 0414
Unit 7 – B	L’histoire, la littérature, et l’art de la France: La Renaissance jusqu’au vingtième siècle – The history, literature, and art of France from the Renaissance through the 20th Century – Alternate Year Two	Semester 1 and/or 2, 8 to 12 weeks

Instructional Objective	Standard Reference
0414.20 Faire une enquête sur la France en transformation: la Renaissance et la Réformation des années 1440-1610 – Examine France during a period of great change: the Renaissance and the Reformation from 1440-1610.	N-1.2, N-2.1, N-3.1, N-3.2, N-4.2, N-5.1, 988, 989.01a, 989.01b, 989.02a, 989.02b, 989.02c, 989.02d, 989.03b, 989.03c, 989.03d, 990, 991.01a, 991.01b, 991.02a, 991.02b, 991.03a, 991.03b, 993.01d, 993.02c, 993.02d, 993.02e, 993.03

No.	Performance Objective	Resource Reference	Assessment Correlation
01	List two discoveries which transformed life in France during the 15 th Century and describe how their use contributed to the La Renaissance (la boussole, l’imprimerie) – 1440 to 1450 AD.	TT p 119	Txt MT, TMA
02	Explain François I’s role in la Renaissance and his association with the châteaux of Amboise and Chambord in the Loire Valley of France – 1490 to 1550 AD.	AV II, p 180, TT p 120.	Txt MT, TMA
03	Discuss the reasons for La Réforme in France. Include Le Pape, l’Église catholique, Martin Luther , and l’église protestante in your discussion – 1517 to 1600 AD.	TT p 121, 122.	Txt MT, TMA
04	Discuss the underlying connection between La Réforme in France with the Guerres civiles de religion, le bon roi Henri IV, Le massacre de la Saint Barthélemy and the famous Édit de Nantes - 1517 to 1598.	TT 122	Txt MT, TMA
05	Compare and contrast the works of Rabelais, de Montaigne , and Ronsard as representative of the themes and the spirit of La Renaissance in France (discovery, change, tolerance, knowledge, war, love, etc.) – 1494 to 1585.	TT 125-126, 128, 131-132, 134, <i>Joie de Lire</i> 3, pg. 32, Appendix	Txt MT, TMA
06	Draw or paint a portrait, a picture, or a collage representative of La Renaissance and its spirit of	TT 148-149.	TMA

	<p>joie de vivre. Consider using La Jaconde, La tapisserie de La Dame à la Licorne as examples, as well as objects such as une boussole or famous French personages like François I. Try creating a small French art gallery in the hallway of your school.</p>		
<p align="center">Instructional Objective</p> <p>0414.21 Connaitre l’histoire de la France dans les <i>17ème et les 18ème siècles</i>: le pouvoir de la monarchie et la marche des idées – Be familiar with the history of France during the 17th and 18th Centuries - The power of the monarchy and the advancement of rational thought.</p>		<p align="center">Standard Reference</p> <p>N-1.2, N-2.1, N-3.1, N-3.2, N-4.2, N-5.1, 988, 989.01a, 989.01b, 989.02a, 989.02b, 989.02c, 989.02d, 989.03b, 989.03c, 989.03d, 990, 991.01a, 991.01b, 991.02a, 991.02b, 991.03a, 991.03b, 993.01d, 993.02c, 993.02d, 993.02e, 993.03</p>	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Read and summarize the histories of Roi Louis XIII, Cardinal Richelieu, and le Roi Soleil , also known as Louis XIV.	TT p 151-154, Appendix	Txt MT, TMA
02	Trace the growth of power of the French monarchy in the 17 th and early 18 th Centuries by linking Louis XIII, Cardinal Richelieu, Louis XIV, and le palais de Versailles - 1610-1715.	TT p 151-154, Appendix	Txt MT, TMA
03	After reading an excerpt from <i>L’école des femmes</i> and one of Mme Sévigné’s famous, published letters to her daughter, discuss how the classical pièces de théâtre written by Molière and the letters of Mme Sévigné were at once supported by and reflected the power of the monarchy in 17 th Century France.	TT p 158-163, 166-167	Txt MT, TMA
04	Explain how the historical period called La Régence (1715-1723) further augmented the power and the wealth of the noble class while plunging the average French citizen into poverty. Include Louis XIV, Louis XV, La Compagnie du Mississippi, le système de Law, and Madame de Pompadour in your explanation.	TT p 185-188.	Txt MT, TMA
05	Compare three literary works of this period, one by Voltaire (<i>Candide ou l’optimisme</i>) another by Jean-Jacques Rousseau (<i>Les Confessions</i>) and the third by les philosophes (<i>l’Encyclopédie</i>).		TMA

	Include in your comparison the concept of the free expression of new ideas to which the established government (la monarchie) and the clergy are decidedly opposed – 1715-1778.		
06	Design a French salon where you will assume the role of Louis XIII, Madame Sévigné, Molière, Richelieu, Voltaire, Louis XIV, Madame de Pompadour , or other famous historical figures from 17 th -18 th Century France. In your salon , choose and discuss a major literary, artistic, or political work and/or idea <ul style="list-style-type: none"> • L'école des femmes • the work of artist Georges de la Tour, • the wisdom of chef Vatel's suicide • l' Encyclopédie • Candide • Les Confessions • Louis XV architectural style versus that of Marie Antoinette • the latest paintings of Fragonard or Watteau. 	TT p 154, 182-183, 218- 219, 222	TMA
<p style="text-align: center;">Instructional Objective</p> <p>0414.22 Connaître l'histoire de la France au 18^{ème} siècle - la Révolution française: l'absolution de la monarchie et la libération du peuple français – Be familiar with 18th Century France and the French Revolution: the downfall of the monarchy and the liberation of the French people.</p>		<p style="text-align: center;">Standard Reference</p> <p>N-1.2, N-2.1, N-3.1, N-3.2, N-4.2, N-5.1, 988, 989.01a, 989.01b, 989.02a, 989.02b, 989.02c, 989.02d, 989.03b, 989.03c, 989.03d, 990, 991.01a, 991.01b, 991.02a, 991.02b, 991.03a, 991.03b, 993.01d, 993.02c, 993.02d, 993.02e, 993.03</p>	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Explain Voltaire's question " Quand la maison du maître brûle, qui se préoccupe de sauver l'étable? " within the context of the American Revolution and France's loss of Nouvelle-France in Canada. Consider including a comparison between France's relationship with its colonies in Canada and its relationship with the American colonies (Benjamin Franklin, le marquis de La Fayette , Thomas Jefferson) – 1759-1789.	TT p 222-223, 249	TMA
02	Discuss the contentious relationship between the	TT p 221-222, 223-	Txt. MT,

	<p>États généraux and Louis XVI. List several possible reasons for the king's subsequent downfall. Include in your discussion events which may have explained</p> <ul style="list-style-type: none"> • Louis' and Marie Antoinette's lack of popularity with the French people • l'affaire du collier de la reine • the couple's luxuriant life at Versailles • the memoir <i>Souvenirs</i> written by the portrait-painter Mme Vigée-Lebrun • the memoirs of the Englishman Arthur Young (<i>Voyages en France</i>). 	225, 229, 231-232, 252-253	TMA
03	<p>Explain the significance of the storming of the Bastille with regard to the Révolution française – July 1789. Relate this incident with La Grande Peur (summer, 1789).</p>	TT p 225-226, 234-235, 255.	Txt MT, TMA
04	<p>List, give dates, and describe the major events in the progression of the Révolution française, beginning with the Prise de la Bastille in July of 1789. Include the following:</p> <ul style="list-style-type: none"> • l'emprisonnement et l'échappement de Louis XVI and Marie Antoinette • la monarchie constitutionnelle • la guillotine • exécution du roi et de la reine • la Terreur • exécution de Robespierre <p>– 1789 to 1794.</p>	TT p 234-235, 255-259, 264-265, 267-270, 284, 286-287.	Txt MT, TMA
05	<p>Describe several changes imposed by French revolutionary leaders which briefly impacted the citizens of France (la religion interdite, le calendrier révolutionnaire, etc.).</p>	TT p 260	Txt MT, TMA
06	<p>Discuss four innovations for which the Révolution française was responsible. Include les départements, le système métrique, etc.</p>	TT p 261, 263	Txt MT, TMA
07	<p>Choose one important historical aspect of the Révolution française; write a comedy, a tragedy, a documentary, or a melodrama about it; and film it for presentation to your class or to a history, government, or drama class in your school.</p>	TT Chapters 8, 9	TMA

Instructional Objective		Standard Reference	
0414.23 Reviser et analyser les événements en France pendant le 19 ^{ème} siècle: De Bonaparte à Napoléon dans l'âge de Romantisme - review and analyze French history during the 19 th Century: the rise and fall of Napoleon I in the Romantic Age of France.		N-1.2, N-2.1, N-3.1, N-3.2, N-4.2, N-5.1, 988, 989.01a, 989.01b, 989.02a, 989.02b, 989.02c, 989.02d, 989.03b, 989.03c, 989.03d, 990, 991.01a, 991.01b, 991.02a, 991.02b, 991.03a, 991.03b, 993.01d, 993.02c, 993.02d, 993.02e, 993.03	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Describe the major events in the life of Napoléon I. Include <ul style="list-style-type: none"> • the circumstances of his birth in Corsica • his career as a military leader in France • the Napoleonic Wars • his disastrous Russian campaign • his two exiles • the Hundred Days • Waterloo 	TT p 289-293, 316-317.	Txt MT, TMA
02	Read Victor Hugo's poem <i>Le Retour de Russie</i> aloud. Outline the experiences of France's Grande Armée in Napoléon's Russian campaign pursuant to this poem.	TT p 296-297	Txt MT, TMA
03	With a partner, write a conversation you might have had with Napoléon in which you give advice about or disagree with a decision he has made. Relate it to a major event in his life (a military campaign, his relationship with wife Joséphine, his decision to name himself emperor, etc.) and use vocabulary you have learned to give advice, to disagree with or to quarrel with someone (Arrête de ...! Veuillez ne pas ... Prière de ne pas ... Tu as tort de ... Tu ferais bien de ne pas ... Je vous signale que ... Si c'était moi ... Il me semble que ... etc.).	TT p 296-297, AV III p 91, 185, 215, 245, 339	TMA
04	Define the literary period termed " romantisme. " Read <i>Mémoires d'outre-tombe</i> by Chateaubriand and <i>Le Lac</i> by Lamartine . Tell why these two writers were considered representative of the 19 th Century "Romantic" age of literature.	TT p 300-301, 304-305, 327	Txt MT, TMA

05	Write a short poem or the verse for a “thinking of you” or a “sympathy” card in the Romantic style, perhaps using Chateaubriand and Lamartine as models, which tells of a sad or sobering experience you have had at some point in your life.	TT p 300-301, 304-305.	TMA
<p style="text-align: center;">Instructional Objective</p> <p>0414.24 Réviser et analyser ce que c’est passé en France au 19^{ème} siècle– La restauration de la monarchie, le développement de l’industrie, et les Impressionnistes – Review and investigate what occurred in France during the 19th Century - A return to kings, the Industrial Revolution, and Impressionist art.</p>		<p style="text-align: center;">Standard Reference</p> <p>N-1.2 , N-2.1, N-3.1, N-3.2, N-4.2, N-5.1, 988, 989.01a, 989.01b, 989.02a, 989.02b, 989.02c, 989.02d, 989.03b, 989.03c, 989.03d, 990, 991.01a, 991.01b, 991.02a, 991.02b, 991.03a, 991.03b, 993.01d, 993.02c, 993.02d, 993.02e, 993.03</p>	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	<p>Define the term “La Restauration” as it pertains to 19th Century France. Include in your definition a description of the people and events which played a part in this historical period:</p> <ul style="list-style-type: none"> • Louis XVIII (1814-1824) • Charles X (1824-1830) • Louis-Philippe Ier (1830-1848) • Napoléon III (1851-1870) • 1814-1870 • Maximilien et le Mexique (1864-1867) • Guerre entre La France et la Prussie (1870) 	TT p 319-322, Appendix.	Txt MT, TMA
02	Explain how La Commune (1871) signaled a definitive end to the monarchy in France and the beginning of La Troisième République , which lasted until 1940.	TT p 322	Txt MT, TMA
03	<p>Link the invention and/or existence of</p> <ul style="list-style-type: none"> • la machine à vapeur • la lampe à gaz • l’architecture • la fabrication en série • les enfants ouvriers et les problèmes sociaux • le grand progrès dans les sciences • La Belle Époque <p>with the Industrial Revolution in France.</p>	TT p 319, 323-324	Txt MT, TMA

04	Read in French the history of the life of Victor Hugo and sections of his 6-volume novel <i>Les Misérables</i> . Discuss Hugo’s point of view: <i>“Seuls les humbles et les pauvres méritent notre admiration”</i> with regard to what you have learned about the Industrial Revolution in France. Include such characters as Gavroche, Fantine , and others in your discussion.	TT p 328-330, Appendix	TMA
05	Define “Impressionist Art.” Describe three famous French Impressionist painters (Monet, Renoir, Degas, Sisley, Morisot, Caillebotte , etc.) and at least one famous painting completed by each one.	TT p 327, 344-345.	TMA
06	In groups, design a tableau of a famous Impressionist painting. Bring this painting to life by substituting real objects and people for those in the painting. Take a picture of this living tableau and make a colored transparency of this picture. Present an oral exposé in French to the class, using the transparency as the visual, in which you explain the particular characteristics of this Impressionist painter and painting.		TMA
<p style="text-align: center;">Instructional Objective</p> 0414.25 Rechercher le 20 ^{ème} siècle en France: L’âge de grand progrès et de grandes guerres – Research 20 th Century French history: the age of great progress and devastating world wars.		<p style="text-align: center;">Standard Reference</p> N-1.2, N-2.1, N-3.1, N-3.2, N-4.2, N-5.1, 988, 989.01a, 989.01b, 989.02a, 989.02b, 989.02c, 989.02d, 989.03b, 989.03c, 989.03d, 990, 991.01a, 991.01b, 991.02a, 991.02b, 991.03a, 991.03b, 993.01d, 993.02c, 993.02d, 993.02e, 993.03	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Compare and contrast the Première Guerre mondiale (1914-1918), and the Seconde Guerre mondiale (1939-1945) in France with respect to cause, impact, and result. Include in your work: <ul style="list-style-type: none"> • à reprendre d l’Alsace-Lorraine • l’Entre-deux-guerres • Traité de Versailles • Hitler • Annexion de l’Autriche à l’Allemagne 	TT p 322, 347-349, 355	Txt MT, TMA

	<ul style="list-style-type: none"> • l’Occupation de la France • Le général de Gaulle • La Résistance • les États-Unis • le Débarquement en Normandie • la Libération 		
02	Read <i>Le Dormeur de val</i> written by the French Romantic poet Arthur Rimbaud (1870). In a whole-class discussion, talk about the “ tragédies de la guerre ” that Romantic writers were so successful in describing.	TT p 332	TMA
03	“ <i>L’avenir demande l’union des nations et non pas la guerre,</i> ” is a thought representative of Charles de Gaulle’s belief in deciding the future of France after La Deuxième Guerre Mondiale . Explain how this belief encouraged the development of L’Union européenne, l’indépendance des colonies françaises d’Afrique , and increased diversity due to a greater influx of immigrants into France.	TT p 349-350	Txt MT, TMA
04	Read <ul style="list-style-type: none"> • <i>Pour faire le portrait d’un oiseau</i> par Jacques Prévert (1900-1977) • <i>La Peste</i> par Albert Camus (1913-1960) • <i>Moderato cantabile</i> par Marguerite Duras (1914-1996) • <i>Amkoullel l’enfant peul</i> par Amadou Hampâté Bâ (1900-1991). Cite examples from these literary works which justify the proposition that 20 th Century French literature addressed issues of peace versus war, of the existence of good and evil, of social justice, and of the need to preserve a person’s culture, heritage, and pride.	TT p 355-359, 361-363, 365-366.	TMA
05	Research the 20 th Century artists Sonia Delaunay, Pablo Picasso, Raoul Dufy, Henri Matisse, and Marc Chagall who painted in France. Choose one of these painters and paint with watercolors or finger paint a picture with a similar theme and style OR make a collage in color using a sample of each of these artists’ works. Present your art to the class, explaining how and why it represents the original artist(s).	TT p 362, 368-369.	TMA
06	Over a 2 to 3-week time period - <ul style="list-style-type: none"> • use the internet, periodicals, daily newspapers, etc., to 	Appendix	TMA

	<ul style="list-style-type: none"> • collect 10 articles that address political, educational, architectural, social, cultural, or scientific events, situations, inventions, constructions, etc. about the francophone world. • Limit your collection to happenings occurring within the past 10 years in France. • Link your 10 articles together with just one French sentence of description per article. • Write that sentence on a sheet of paper. • Illustrate the sentence in color. • Tie the individual sheets of paper together with a string as if they were parts of a mobile. • Present your summary of French current events to the class in a five-minute exposé. 		
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