

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>French 2AB</i>	Course Code	<i>G0312-G0313</i>
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Transcript Title:	French 2AB	Grades Levels:	9-12	Board Adoption Date:	May, 2014
Content Area:	World Language	GPA Scale:	4.0	Date Course Submitted:	March, 2014
Credential Req:		Graduation Subject Areas:	Humanities		
UC/CSU "A-G" Area Approvals:			School Site that wrote and submitted the course:		District
Recommend Skills):	C- or better in French 1AB, or Teacher recommendation				
Next course(s):	<i>French 3AB or AP French 1AB</i>				

COURSE DESCRIPTION

Continuing French students will expand and develop their basic skills necessary to function in a variety of real-life situations they may encounter in French-speaking contexts, interactions, and environments. Students will continue to acquire and develop beginning to intermediate reading, writing, listening, and speaking skills to communicate information about themselves, others, and relevant experiences. Students will utilize the appropriate vocabulary, linguistic components, and grammatical structures necessary to achieve desired tasks. Throughout the course students will be exposed to the various French- speaking cultures and peoples which will include: Geography, History, Art, Traditions, & Current Events. The class will be conducted increasingly in the target language. Students are expected to participate in class activities using the target language as the course progresses.

GOALS (Expected performance outcomes for students)

- Develop, understand, and use the written and spoken language in a large range of situations & contexts.
- Express ideas, opinions, and feelings orally and in writing.
- Develop intermediate reading and analysis skills in the target language (L2).
- Understand and use a variety of linguistic and grammatical structures correctly.
- Develop writing skills through various productive contexts in French.
- Develop and utilize various decoding strategies.
- Develop awareness and become familiar with various Francophone cultures and traditions.

CALIFORNIA CONTENT STANDARDS

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In order to succeed in the 21st century, today's students need to develop linguistic and cultural literacy, including academic knowledge, proficiency in English, and in several of the world's languages and cultures. The ability to communicate in culturally appropriate ways in a variety of settings will ensure success in a technologically driven global economy and increase intercultural understanding and the benefits derived from collaborative international efforts. In order to succeed in our interconnected world, California's students need to use language and cross-cultural communication skills effectively.

Communication

Real-world communication occurs in a variety of ways. It may be **interpersonal** in which culturally appropriate listening, reading, viewing, speaking, signing, and writing occur as a shared activity among language users. It may be **interpretive** in which language users listen, view, and read using knowledge of cultural products, practices, and perspectives. It may be **presentational** in which speaking, signing, and writing occur in culturally appropriate ways.

Cultures

Culturally appropriate language use requires the understanding of the relationship between the products a culture produces, the practices that the culture manifests, and the perspectives that underlie them. Students must acquire the ability to interact appropriately with target culture bearers in order to communicate successfully. This category allows students to make connections and comparisons between languages and cultures.

Structures

The *World Language Content Standards* use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire **orthography**, the writing systems in languages that have them; **phonology**, the sound systems of language or parameters in ASL; **morphology**, the rules for word formation; **syntax**, the principles of sentence structure; **semantics**, language-based meaning systems; and **pragmatics**, meaning systems connected to language use.

Settings

Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication will be

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determined by the requirements of the situation in which the language is used.
Understanding social linguistic norms will assist learners in communicating effectively in real-world encounters.

Communication

In order to achieve communicative competence, students convey and receive messages effectively. Students actively use language to transmit meaning while responding to real situations. Moreover, they process language in linguistically and culturally appropriate ways while interacting with a wide variety of audiences. As they progress along the Language Learning Continuum, students engage in communication that is age and stage appropriate.

Stage II

Content

As students become literate in the target language, they acquire relevant content through various topics. This in turn expands their access to information from around the globe. At the same time, students use the language to participate in everyday social interactions with members of California's diverse communities. Moreover, the content students acquire in the language classroom enables them to make connections and reinforce knowledge from other content areas of the curriculum. As they progress along the Language Learning Continuum, students address a wide variety of content that is age and stage appropriate.

2.0 Students acquire
information,
recognize
distinctive
viewpoints and
further their
knowledge of
other disciplines.

2.1 Students
address topics
related to self
and the
immediate
environment,
including

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a. Social
relationships

b. People in the
community

c. Zoo and farm
animals, fables

d. Care of the
home, interacting
with people in the
community

e. Holiday customs
and transition
points in life

f. Climate

g. Cultural and
leisure-time
activities,
outdoor,
recreational
activities, music

h. Transportation,
lodging,
itineraries,
geographical
features and
landmarks

i. Curricular and
extra-curricular
interests and
events

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j. Significant
historical figures

k. Professions and
the working world

l. Cuisine and
recipes

m. Clothing and
fashion

n. Health, medical
care

o. Technological
advances and
innovation

Communication

In order to achieve communicative competence, students convey and receive messages effectively. Students actively use language to transmit meaning while responding to real situations. Moreover, they process language in linguistically and culturally appropriate ways while interacting with a wide variety of audiences. As they progress along the Language Learning Continuum, students engage in communication that is age and stage appropriate.

2.0 Students use
**created
language**
(sentences and
strings of
sentences).

2.1 Engage in oral,
written, or signed
(ASL)
conversations.

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2.2 Interpret written, spoken, or signed (ASL) language.

2.3 Present to an audience of listeners, readers, or ASL viewers.

2.4 Initiate, participate in, and close a conversation, ask and answer questions.

2.5 Demonstrate understanding of the general meaning, key ideas, and some details in authentic texts.

2.6 Produce and present a simple written, oral, or signed (ASL) product in a culturally authentic way.

Cultures

In order to understand the connection between language and culture, students discern how a culture views the world. Students comprehend the ideas, attitudes, and values that shape the target culture. These shared common perspectives, practices, and products incorporate

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not only formal aspects of a culture such as contributions of literature, the arts and science, but also the daily living practices, shared traditions, and common patterns of behavior acceptable to a society. As they progress along the Language Learning Continuum, students demonstrate understanding of cultural perspectives by behaving in culturally appropriate ways.

2.0 Students choose an appropriate response to a variety of situations.

2.1 Demonstrate understanding of the roles products, practices, and perspectives play in the culture.

2.2 State similarities and differences within the target cultures and among students' own cultures.

2.3 State reasons for cultural borrowings.

Structures

Languages vary considerably in the structures that learners use to convey meaning; therefore, the following standards are general in order to apply to all languages. It is expected that the curriculum will feature language specific structures essential to accurate communication. As they acquire vocabulary in the target language, students grasp the associated concepts, and comprehend the structures the language uses to convey meaning. Moreover, they discover patterns in the language system. A language system consists of not only grammar rules and vocabulary, but also such elements as gestures and

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other forms of nonverbal communication. A language system also includes discourse, whereby speakers learn what to say to whom and when. As they progress along the Language Learning Continuum, students use linguistically and grammatically appropriate structures to comprehend and produce messages. Students identify similarities and differences among the languages they know.

2.0 Students use sentence level elements (morphology and/or syntax) to understand concrete and factual topics.

2.1 Use sentence level elements (morphology and/or syntax) to produce informal communications.

2.2 Identify similarities and differences in the sentence level elements (morphology and/or syntax) of the languages the students know.

Settings

In order for students to communicate effectively, they use elements of language appropriate for a given situation. Language conveys meaning best when the setting, or context, in which it is used, is known. This knowledge of context assists students not only in comprehending meaning but also in using language that is culturally appropriate. Context also helps define and clarify the meaning of language that is new to the learner. As they progress along the

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Language Learning Continuum, students carry out tasks in stage and age appropriate situations that reflect the target culture.

2.0 Students use language **in interpersonal settings**.

2.1 **Participate** in age appropriate cultural or language use opportunities outside the classroom.

Evaluation

Student achievement in all 4 receptive and productive language modalities (reading, writing, listening, speaking) will be measured using multiple formal and informal assessment tools, included but not limited to benchmark test results, final exams, end-of-unit tests, quizzes, informal oral/aural/written comprehension checks, homework, classwork, notebooks, portfolios, contextualized performance assessments, and written assessments using departmentalized rubrics. District-wide benchmark assessments will be assessed using the following chart:

Course Outline

Unit Reprise	Unit Reprise/ Entre Amis				
	Key Terms	Standards*		Model Tasks	Tools & Text
Unit 1-Review (15-26 days) Subtopics: *Greetings: Use appropriate formal / informal greetings, goodbyes, and introductions. *Origin: Saying where you are from	*Greeting People *Introducing yourself and others *Saying where you are from *Numbers 0-1000 *ER, IR, and RE Verbs *Avoir and Etre verbs	<u>Content</u> 2.1.a 2.1.b 2.1.i 2.1.k *Review of stage I content standards <u>Communication</u> 2.0 2.1 2.2	N/A	*Students will greet others at a café, seek and exchange information, discuss future activities, order, and pay. Ex. Guided skit, mini dialogs. *Students will conduct partner interviews to get to know their classmates. Students will ask both yes/no and information questions, and will respond appropriately.	Discovering French-Blanc McDougal Littell and ancillaries Video series with text Teacher made practice materials & technology components Newspapers/magazines

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and asking others where they are from. *Numbers 0-1000 Asking for and exchanging telephone numbers. *Seeking information *Asking for and giving advice *Describing and characterizing oneself and others *Expressing oneself on familiar topics *Commands: Understanding commands and using appropriate responses. *Talking about school, classes, and general life	*Imperative/commands and the “future proche” *Articles and contractions: ce and quel *Adjective agreement *days, months, times of day, weather *Optional: stress pronouns, prepositions of location, and place names	2.3 2.4 2.5 2.6 <u>Cultures</u> 2.0 2.1 2.2 2.3 <u>Structures</u> 2.0 2.1 2.2 <u>Settings</u> 2.0 2.1	*Students will ask for phone numbers and respond w/ their own. Ex. White board practice partner activity. Quel est ton numero de telephone? *Students will make a sample class schedule, modeling the French system. Students will present their schedules with classmates and discuss the similarities and differences between cultures. *Students will practice giving commands with their classmates. Ex. Simon Says/Jacques a dit *Exit Activity-“Un Pique-Nique”, from Wade Petersen’s <i>French Oral Communication Activities with Mini-Rubrics</i>, French Discovery	and all related realia & manipulatives.
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Differentiation	Support -- for students struggling with content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Modified input, slower speech, modeling, visual/aural cues, and repetition are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored essay and test correction (before grading) , partner test.
	Extension – for high achieving students.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. Product: Presentations, projects, performances, group leadership.
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of mini essays. Benchmark tests: Unit tests, midterm, final exam. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.	

Unit 1	Unit 1				
	Key Terms	Standards*		Model Tasks	Tools & Text
Unit 1 “Qui suis-je” (15-26 days) Welcoming someone and responding to a	*Formal vs. informal language. *Review adjectives/adjectives of nationality	<u>Content</u> 2.1.a 2.1.b 2.1.d 2.1.i	N/A	*Mini dialogues- Partner/ Whole class. *A/B Partner Activities: Speaking & Listening Skills *Triad Activities	Discovering French Blanc McDougal Littell and ancillaries

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welcome Greet others (tu vs. vous) Presentations: Introducing others, and interacting with others Talking about oneself and others, describing looks and personalities Describing one's plans and saying from whence one is coming *Phone conversations (optional) *Saying how long people have been doing things (optional)	*Verbs: avoir, etre, faire, aller *Inverted questions *Verbs: venir (revenir, devenir) *Contractions with "à" and "de" *Re-entry of prepositions of location *Supplementary: family, past with depuis	<u>Communication</u> 2.0 2.1 2.2 2.3 2.4 2.5 2.6 <u>Cultures</u> 2.0 2.1 2.2 2.3 <u>Structures</u> 2.0 2.1 2.2 <u>Settings</u> 2.0 2.1	 *Drawings (anchor vocab) *Guided paragraph *Whole class presentations *Vocab illustrations *Supplemental: Family Tree, family album	Video series with text Teacher made practice materials & technology components Newspapers/magazines and all related realia & manipulatives.
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	Extension – for high achieving students.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. Product: Presentations, projects, performances, group leadership.
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of mini essays. Benchmark tests: Unit tests, midterm, final exam. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.	

*** Standards are to be identified by frequency on California Standards Tests. A high frequency standard will be labeled with an “H”, a medium frequency standard will be labeled “M”, and a low frequency standard will be labeled “L”.**

Unit 2	Unit 2				
	Key Terms	Standards*		Model Tasks	Tools & Text
“Le Weekend Enfin” (15-26 days) Talking about weekend plans Planning visits to	Verbs: mettre, permettre, promettre IR Simple verbs: like dormir Verb: Prendre	<u>Content</u> 2.1.b 2.1.c 2.1.e 2.1.g 2.1.h 2.1.i 2.1.l	N/A	**Plan a family celebration/weekend trip * *Pair Share Activities **Whole Class Mixer *Writing activity (Quickwrite)	Discovering French-Blanc McDougal Littell and ancillaries Video series with text

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the country Getting from one place to another- using the Paris Metro Narrating past weekend activities Talking about where one went, and what one did or did not do	Metro vocab: descendre, monter Entry: Passe compose Alternative Negations: ne...personne, ne...rien Il y a showing elapsed time	2.1.o <u>Communication</u> 2.0 2.1 2.2 2.3 2.4 2.5 2.6 <u>Cultures</u> 2.0 2.1 2.2 2.3 <u>Structures</u> 2.0 2.1 2.2 <u>Settings</u> 2.0 2.1	*Slap game: Vocabulary practice in pairs. Ex. Students have images in front, compete w/ partner to identify and “slap” correct item prompted by teacher. *Pictionary/PlayDough/Pendu/Lotto/Memory: Vocab identification	Teacher made practice materials & technology components Newspapers/magazines and all related realia & manipulatives.
Differentiation	Support -- for students struggling with content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Modified input, slower speech, modeling, visual/aural cues, and repetition are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored essay and test correction (before grading) , partner test.		

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	Extension – for high achieving students.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. Product: Presentations, projects, performances, group leadership.
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of mini essays, skits. Benchmark tests: Unit tests, midterm, final exam. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.	

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Unit 3	Unit 3				
	Key Terms	Standards*		Model Tasks	Tools & Text
“Bon Appétit” (15-26 days) Planning a meal: talking about where to eat and setting the table Ordering in a café Discussing preferences and expressing what one wants Shopping for food at a market: interacting with vendors, asking prices, asking for specific quantities, and discussing what one can get or should buy	Partitive, definite and indefinite articles Expressions of quantity Verbs: boire, preferer, vouloir, pouvoir, devoir, acheter, payer Il faut to express necessity Various foods and beverages Adjective: tout	<u>Content</u> 2.1.b 2.1.e 2.1.f 2.1.g 2.1.h 2.1.i <u>Communication</u> 2.0 2.1 2.2 2.3 2.4 2.5 2.6 <u>Cultures</u> 2.0 2.1	N/A	*Pair activities: dice, battleship, pair share *Writing Project: daily routines/narrative on favorite activities/post cards. *Around the world: Class activity using flash cards. *Live Sentences: Human sentences, whole class puts (people/words) in correct structure.	Discovering French-Blanc McDougal Littell and ancillaries Video series with text Teacher made practice materials & technology components Newspapers/magazines and all related realia & manipulatives.

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		2.2 2.3 <u>Structures</u> 2.0 2.1 2.2 <u>Settings</u> 2.0 2.1			
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	Extension – for high achieving students.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. Product: Presentations, projects, performances, group leadership.
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of mini essays. Benchmark tests: Unit tests, midterm, final exam. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.	

Unit 4	Unit 4				
	Key Terms	Standards*		Model Tasks	Tools & Text
"Les loisirs et les spectacles" (15-26 days) Planning one's freetime: going out with friends Extending, accepting	Verbs: connaitre vs. savoir Re-entry: le, la, l', les Object pronouns: me, te, nous, vous, lui, leur Object pronouns in	<u>Content</u> 2.1.a 2.1.b 2.1.d 2.1.e 2.1.g <u>Communication</u>	N/A	Class Partner Activity: Speaking *Student made filmstrips/PowerPoint presentations *Bingo, flyswatter-vocabulary games	Discovering French-Blanc McDougal Littell and ancillaries Video series with text Teacher made practice materials & technology components

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and turning down invitations Talking about concerts and movies Talking about friends: describing people and places you know Discussing relations with others Reading and writing about daily events Narration in the past Hobbies and pastimes of the French youth	command form Verbs: ecrire, lire, dire Object pronouns in the past tense	2.0 2.1 2.2 2.3 2.4 2.5 2.6 <u>Cultures</u> 2.0 2.1 2.2 2.3 <u>Structures</u> 2.0 2.1 2.2 <u>Settings</u> 2.0 2.1	*Verb Guided Practice *Realia reading comprehension	Newspapers/magazines and all related realia & manipulatives.
Differentiation	Support -- for students struggling with content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, "second chance" teacher-monitored essay and test correction (before grading) , partner test.		

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	Extension – for high achieving students. Required activities for all honors courses.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Culturally based reading selections in the target language: literature including news/magazine articles, stories, poetry. Participation in the target language only. Product: Presentations, projects, performances, critical essays.
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of essays. Benchmark tests: Unit tests I, II, midterm, Unit tests III, IV, final exam. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.	

Unit 5	Unit 5			
	Key Terms	Standards*	Model Tasks	Tools & Text
“Vive le Sport” (15-26 days) Discussing sports: finding out what sports you and your friends, giving one’s opinion Discussing fitness and health: describing daily activities and routines, caring for one’s appearance, giving advice Asking about tomorrow’s activities	Verbs: courir Expression faire du, avoir mal à, Pronouns y and en Definite articles with the body part Reflexive verbs: present, past, commands, infinitives	<u>Content</u> 2.1.g 2.1.h 2.1.i 2.1.j 2.1.n <u>Communication</u> 2.0 2.1 2.2 2.3 2.4 2.5 2.6 <u>Cultures</u>	N/A *A/B Activity: Students work collaboratively *Question words: Clue Game *Guided Practice & Cloze activities. *Illustrated Story in the present with reflexive verbs or in the past *Human Sentences: Cooperative Activity	Discovering French-Blanc McDougal Littell and ancillaries Video series with text Teacher made practice materials & technology components Newspapers/magazines and all related realia & manipulatives.

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Describing routine activities in the past		2.0 2.1 2.2 2.3 <u>Structures</u> 2.0 2.1 2.2 <u>Settings</u> 2.0 2.1		*Verb Relay: Class Competition. *Good Work: Groups of 4 mini classes. *Putting cut up stories back in chronological order-small groups	
Differentiation	Support -- for students struggling with content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored essay and test correction (before grading) , partner test.			
	Extension – for high achieving students. Required activities for all honors courses.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Culturally based reading selections in the target language: literature including news/magazine articles, stories, poetry. Participation in the target language only. Product: Presentations, projects, performances, critical essays.			
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of essays. Benchmark tests: Assessment tests and quizzes including Midterms and Finals. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.				

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Unit 6	Unit 6				
	Key Terms	Standards*		Model Tasks	Tools & Text
“Chez Nous” (15-26 days) Describing the location of your house/apartment Discussing where you live Renting an apartment/house: reading classified ads Talking about the past: describing on-going past actions and background information French house and home	Verb: vivre vs. habiter Relative Pronouns: qui and que The Imperfect tense Contrasting the imperfect and the passé composé	<u>Content</u> 2.1.d 2.1.g 2.1.n <u>Communication</u> 2.0 2.1 2.2 2.3 2.4 2.5 2.6 <u>Cultures</u> 2.0 2.1 2.2 2.3 <u>Structures</u> 2.0 2.1 2.2 <u>Settings</u> 2.0 2.1	N/A	A/B Vocabulary Partner Activity Dot Game: Verb/Vocab practice Verb Rely: Class competition Accident Report in the past Children’s Storybook/Pop up book Word Puzzle: Subject/Verb formation Bingo, word search House maze I spy www.mypyramid.gov	Discovering French-Blanc McDougal Littell and ancillaries Video series with text Teacher made practice materials & technology components Newspapers/magazines and all related realia & manipulatives.

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Differentiation	Support -- for students struggling with content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, "second chance" teacher-monitored essay and test correction (before grading) , partner test.
	Extension – for high achieving students. Required activities for all honors courses.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Culturally based reading selections in the target language: literature including news/magazine articles, stories, poetry. Participation in the target language only. Product: Presentations, projects, performances, critical essays.
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of essays. Benchmark tests: Unit tests I, II, midterm, Unit tests III, IV, final exam. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.	

Unit 7	Unit 7				
	Key Terms	Standards*		Model Tasks	Tools & Text
"Soyons à la mode" (15-26 days) Talking about clothes Shopping for clothes Comparing people and things	Ordinal numbers Comparative and superlative construction Pronoun lequel and celui Adverbs ending in -ment	<u>Content</u> 2.1.a 2.1.b 2.1.c 2.1.f 2.1.g 2.1.i 2.1.k 2.1.m	N/A	*A/B Activity *Fashion show/ extreme makeover *Guided Practice & Cloze activities. *Mini-skit: clothing store scene *Bingo, flyswatter, baseball, stations	Discovering French-Blanc McDougal Littell and ancillaries Video series with text Teacher made practice materials

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Talking about how things are done Clothing and accessories Sizing in France and customary greetings when entering a store	Comparisons with adverbs	<u>Communication</u> 2.0 2.1 2.2 2.3 2.4 2.5 2.6 <u>Cultures</u> 2.0 2.1 2.2 2.3 <u>Structures</u> 2.0 2.1 2.2 <u>Settings</u> 2.0 2.1	*Written journal entries with the use of the imperfect and the passé compose tense	& technology components Newspapers/magazines and all related realia & manipulatives.
Differentiation	Support -- for students struggling with content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, "second chance" teacher-monitored essay and test correction (before grading) , partner test.		

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	Extension – for high achieving students. Required activities for all honors courses.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Culturally based reading selections in the target language: literature including news/magazine articles, stories, poetry. Participation in the target language only. Product: Presentations, projects, performances, critical essays.
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of essays. Benchmark tests: Assessment tests and quizzes including Midterms and Finals. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.	

Unit 8	Unit 8				
	Key Terms	Standards*		Model Tasks	Tools & Text
“Bonnes Vacances” (15-26 days) Discussing summer vacation plans Making travel arrangements Making future plans Sejour à l'étranger	Construction of verbs that take à and de	<u>Content</u> 2.1.a 2.1.b 2.1.e 2.1.f 2.1.g 2.1.h	N/A	*A/B Activity: Students work collaboratively to ask and tell who did what and when *Journal entries: if I had a million dollars I would... *Guided Practice & Cloze activities. *Good Work: Groups of 4 mini classes.	Discovering French-Blanc McDougal Littell and ancillaries Video series with text Teacher made practice materials & technology components Newspapers/magazines and all related realia & manipulatives.
	The future with quand	<u>Communication</u> 2.0 2.1 2.2 2.3 2.4 2.5 2.6			
		<u>Cultures</u> 2.0 2.1 2.2 2.3			

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		<u>Structures</u> 2.0 2.1 2.2 <u>Settings</u> 2.0 2.1			
Differentiation	Support -- for students struggling with content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored essay and test correction (before grading) , partner test.			
	Extension – for high achieving students. Required activities for all honors courses.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Culturally based reading selections in the target language: literature including news/magazine articles, stories, poetry. Participation in the target language only. Product: Presentations, projects, performances, critical essays.			
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of essays. Benchmark tests: Assessment tests and quizzes including Midterms and Finals. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.				