

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

Course Title	<i>French 3AB</i>	Course Code	<i>G0320-G0321</i>
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Transcript Title:	French 3AB			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	Electives		
UC/CSU "A-G" Area Approvals:				School Site that wrote and submitted the course:		District	
Recommend Skill(s):	C- or better in French 2AB or Teachers recommendation						
Next course(s):							

COURSE DESCRIPTION

Continuing French students will expand and develop their language 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

In order to succeed in the 21st century, today's students need to develop linguistic and

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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 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

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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 III

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.

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

3.1 Students address concrete and factual topics related to the immediate and external environment, including:

- a. Social norms
- b. Historical and cultural figures,

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stereotypes

c. Animals and their
habitats

d. community
issues, current
events

e. Origins of rites of
passage, social
and regional
customs

f. Environmental
concerns

g. Media, internet,
television, radio,
film

h. Cultural, historic
and geographic
aspects of travel

i. Curricular and
extra-curricular
subjects

j. Significant
historical events

k. Careers and
future plans

l. Nutrition, fitness,
and health

m. Geographically
and culturally

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appropriate
clothing

n. Cultural
differences in
health care

o. Effects of
technology in the
modern world

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3.0 Students use
**planned
language**
(paragraphs and
strings of
paragraphs).

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

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

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

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Functions

3.4 Describe,
narrate, explain,
state an opinion.

3.5 Demonstrate
understanding of
the main idea
and key details in
authentic texts.

3.6 Produce and
present a 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 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.

3.0 Students
determine
appropriate
responses to
situations with
complications.

3.1 Use products,
practices, and

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perspectives in
culturally
appropriate ways.

3.2 Describe
similarities and
differences within
the target
cultures and
among students'
own cultures.

3.3 Describe how
products and
practices change
when cultures
come in contact.

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 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.

3.0 Students use
knowledge of text
structure to
understand topics
related to the
external
environment.

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3.1 Use paragraph level discourse (text structure) to produce formal communications.

3.2 Identify similarities and differences in the paragraph level discourse (text structure) 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 Language Learning Continuum, students carry out tasks in stage and age appropriate situations that reflect the target culture.

3.0 Students use language in **informal and some formal settings.**

3.1 **Initiate** age appropriate cultural or language use opportunities outside the classroom.

Evaluation

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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

	Reprise				
Reprise	Key Terms	Standards*		Model Tasks	Tools & Text
Review (15-26 days) Subtopics: *Describing daily activities, sports, and travel *Ordering foods and beverages in a café *Inquiring and exchanging information *Describing and characterizing oneself and others [personalities] *Familiarizing oneself with the French speaking world and its communities	*Present tense *Expressions with avoir, être, aller, faire, venir *Present tense with “depuis” *Partitive articles *Passé compose *Imperfect tense *Connaître vs. Savoir *Negative expressions *Adjectives and agreement	<u>Content</u> 3.0 3.1.a 3.1.b 3.1.e 3.1.h 3.1.i 3.1.l 3.1.m <u>Communication</u> 3.0 3.1 3.2 3.3 3.4 3.5 3.6 <u>Cultures</u> 3.0 3.1 3.2 3.3 <u>Structures</u> 3.0 3.1 3.2	N/A	*Students will greet others at a café, seek and exchange information, discuss past 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 concerning their summer vacation, and will respond appropriately. *A/B Partner Activities: Speaking & Listening Skills *Grammar Fans *Mini dialogues- Partner/ whole class. *Drawings (anchor vocabulary) *Guided paragraph (draft/final) *Carousel activities	Discovering French-Rouge 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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		<u>Settings</u> 3.0 3.1			
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.				

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Unit 1	Unit 1				
	Key Terms	Standards*		Model Tasks	Tools & Text
Unit 2 “Au Jour Le Jour” (15-26 days) *Describing other *Describing one’s daily routine *Describing the routine of others *Expressing one’s feelings *French modern art 19th and 20th centuries	*Reflexive verbs in the present and past tenses *Commands *Idiomatic expressions with reflexive verbs *Definite articles: le/la/les *Poetry analysis *Impressionism	<u>Content</u> 3.0 3.1.a 3.1.b 3.1.e 3.1.h 3.1.j 3.1.l 3.1.n <u>Communication</u> 3.0 3.1 3.2 3.3 3.4 3.5 3.6 <u>Cultures</u> 3.0 3.1 3.2 3.3 <u>Structures</u> 3.0 3.1 3.2 <u>Settings</u> 3.0 3.1	N/A	*Mini dialogues- Partner/ Whole class. *A/B Partner Activities: Speaking & Listening Skills *role play *Drawings (anchor vocabulary) *Guided paragraph (draft/final) *Web quest *Story book/photo roman *Whole class presentations *Art Reproductions	Discovering French Rouge 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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	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.			

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Unit 2	Unit 2				
	Key Terms	Standards*		Model Tasks	Tools & Text
“Soyons utiles!” (15-26 days)	*Review of the verb “devoir”	<u>Content</u>	N/A	*Plan a family celebration/weekend trip	Discovering French-Rouge McDougal Littell and ancillaries
*asking for help and offering to help others	*Formation of the present tense subjunctive mood [reg. and irreg. verbs]	3.0 3.1 3.1.a 3.1.b 3.1.d 3.1.e 3.1.f 3.1.h 3.1.j 3.1.o		* Pair Share Activities	
*expressing obligation/desire	*Il faut que + the subjunctive			*A/B Activities	Video series with text
*describing what you have to do	*Impersonal expressions of opinion using the subjunctive	<u>Communication</u>		*Whole Class Mixer	Teacher made practice materials & technology components
*asking others to do certain things for you	*Household chores vocabulary	3.0 3.1 3.2 3.3 3.4 3.5 3.6		*Writing activity (Quickwrite/journal)	Newspapers/magazines and all related realia & manipulatives.
*describing various chores and activities around the home [inside/outside]	*Expressions of desire using the subjunctive	<u>Cultures</u>		*Mon “X” idéal"-writing activity	
*describing objects: their shape, dimension, weight and construction	*Vouloir que + subjunctive	3.0 3.1 3.2 3.3		*Slap game for stem changer verbs	
*Introduction to early French history and fable	*Weight and measurement vocabulary	<u>Structures</u>		*Show and Tell-describe an object in front of the class	
		3.0 3.1 3.2		*Charades, Tic Tac Toe, Hang Man, Flash Card Races , Conjugation Races	
		<u>Settings</u>			
		3.0 3.1			

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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, 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

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“Vive la Nature” (15-26 days) *Talking about vacation activities *Talking about outdoor activities *Talking about weather and natural phenomena *Narrating past events *Describing habitual past actions *French Renaissance	Review of the passé compose Review of l'imparfait Choosing between the passé composé and the imperfect Introduction to the literary past tense Recounting a past event Vocabulary: weather, nature, the great outdoors, environment	<u>Content</u> 3.0 3.1 3.1.a 3.1.b 3.1.c 3.1.d 3.1.f 3.1.g 3.1.h 3.1.j 3.1.m 3.1.o <u>Communication</u> 3.0 3.1 3.2 3.3 3.4 3.5 3.6 <u>Cultures</u> 3.0 3.1 3.2 3.3 <u>Structures</u> 3.0 3.1 3.2 <u>Settings</u> 3.0 3.1	N/A	*Pair activities: dice, battleship, pair share *Writing Project: children's stories/books *Planning an outdoor trip/vacation *Weather reports/presentations/video projects *Film: Cyrano de Bergerac and story board	Discovering French-Rouge 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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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.				

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Unit 4	Unit 4				
	Key Terms	Standards*		Model Tasks	Tools & Text
“Apects de la Vie Quotidienne” (15-26 days) *Shopping for various items *Different shops *Post office services *Having one’s hair cut *Asking for Services/ Repair *Answering questions using pronouns *Talking about quantities *Describing services that you have done by others for you	Object pronouns Order of object pronous Faire causative Present , past, future tenses and commands Music from the Francophone World	<u>Content</u> 3.0 3.1 3.1.a 3.1.b 3.1.e 3.1.h 3.1.j 3.1.k 3.1.o <u>Communication</u> 3.0 3.1 3.2 3.3 3.4 3.5 3.6 <u>Cultures</u> 3.0 3.1 3.2 3.3 <u>Structures</u> 3.0 3.1 3.2 <u>Settings</u> 3.0 3.1	N/A	A/B Partner Activity: Speaking *Bingo, flyswatter-vocabulary games *Verb Guided Practice *Realia reading comprehension *Journaling *Role play- shopping	Discovering French-Rouge 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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	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.				

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Unit 5	Unit 5				
	Key Terms	Standards*		Model Tasks	Tools & Text
“Bon Voyage”	Future tense	<u>Content</u>	N/A		
*Planning a trip abroad	Future after quand	3.0		*A/B Activity	Discovering French-Rouge McDougal Littell and ancillaries
*Going through customs	Conditional	3.1		*Guided Practice & Cloze activities.	
*Making travel arrangements	TGV/Euro Tunnel/ Train travel	3.1.a		*Mini-skit: Making a date in the city	
*Travel in France by air, train	Typical French vacation plans	3.1.b		*Bingo, flyswatter, baseball, stations	Video series with text
*Making affirmative and negative statements	Impressions of young French people visiting the US	3.1.h		*Journaling	
*Describing future plans	History of Modern France	3.1.j		*Travel Itinerary	Teacher made practice materials & technology components
*Hypothesizing about what one would do		3.1.k		*Travel scrapbook/ blog/emails	
		3.1.m		*La Marseillaise	Newspapers/magazines and all related realia & manipulatives.
		3.1.o		*film: Les Misérables	
		<u>Communication</u>			
		3.0			
		3.1			
		3.2			
		3.3			
		<u>Functions</u>			
		3.4			
		3.5			
		3.6			
		<u>Cultures</u>			
		3.0			
		3.1			
		3.2			
		3.3			
		<u>Structures</u>			
		3.0			
		3.1			
		3.2			
		<u>Settings</u>			
		3.0			
		3.1			

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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.	

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Unit 6	Unit 6				
	Key Terms	Standards*		Model Tasks	Tools & Text
“Séjour en France” (15-26 days)	The comparative and superlative formations	<u>Content</u> 3.0 3.1	N/A	*A/B Activity: Students work collaboratively	Discovering French-Rouge McDougal Littell and ancillaries Video series with text Teacher made practice materials & technology components Newspapers/magazines and all related realia & manipulatives.
Reserving a hotel room and asking for services in a hotel	Interrogative pronouns	3.1.a 3.1.b			
Comparing people, things, places and situations	Demonstrative pronoun : celui	3.1.e 3.1.h 3.1.j			
Expressing who or what is the best	Possessive pronouns	3.1.m 3.1.o			
Asking for an alternative	Vocabulary: the hotel and its services	<u>Communication</u> 3.0 3.1 3.2 3.3 3.4 3.5 3.6			
Indicating possession		<u>Cultures</u> 3.0 3.1 3.2 3.3			
*Important events of the 20th century		<u>Structures</u> 3.0 3.1 3.2			
		<u>Settings</u> 3.0 3.1			

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Course Title	<i>French 3AB</i>	Course Code	<i>G0320-G0321</i>
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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: Assessment tests and quizzes including Midterms and Finals. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.				

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Unit 7	Unit 7				
	Key Terms	Standards*		Model Tasks	Tools & Text
“La Forme et La Santé” (15-26 days) Expressing doubt, fear, disbelief, surprise Expressing relief, feelings attitudes Letting others know how you feel about both present and past events Expression suppositions Describing aliments to professionals and following their instructions *French health care system *France as a multi- ethnic and cultural society *French speaking Northern Africa	Expansion of the subjunctive and its various uses Expressions introducing the subjunctive: doubt, emotions, possibility Introduction of the past subjunctive Vocabulary: symptoms, aliments, doctor’s visit, dentist and ER visits	<u>Content</u> 3.0 3.1 3.1.a 3.1.b 3.1.c 3.1.d 3.1.e 3.1.h 3.1.j 3.1.l 3.1.m 3.1.n 3.1.o <u>Communication</u> 3.0 3.1 3.2 3.3 3.4 3.5 3.6 <u>Cultures</u> 3.0 3.1 3.2 3.3 <u>Structures</u> 3.0 3.1 3.2 <u>Settings</u>	N/A	A/B Vocabulary Partner Activity Role play and skits Bingo, word search Doctor Visit skit/movie Song-cloze activities Film	Discovering French-Rouge 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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		3.0 3.1			
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: Unit tests I, II, midterm, Unit tests III, IV, final exam. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.				

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Unit 8	Unit 8				
	Key Terms	Standards*		Model Tasks	Tools & Text
“En Ville” (15-26 days) Making wishes, suggestions and polite requests Making comparisons Talking about cities, neighborhoods and residents Making dates and arrangements *French speaking Carribean	Expansion of the conditional mood and si clauses Introduction to the plus que parfait Vocabulary: city vs traditional life, dates in the city, urbanism	<u>Content</u> 3.0 3.1 3.1.a 3.1.d 3.1.f 3.1.h 3.1.j 3.1.o <u>Communication</u> 3.0 3.1 3.2 3.3 3.4 3.5 3.6 <u>Cultures</u> 3.0 3.1 3.2 3.3 <u>Structures</u> 3.0 3.1 3.2 <u>Settings</u> 3.0 3.1	N/A	*A/B Activity *Guided Practice & Cloze activities. *Mini-skit: Making a date in the city *Bingo, flyswatter, baseball, stations *Journaling Film: La Rue Case-nègres *Virtual Visits to the city *Francophone music and cloze activities *Town Hall Meeting Role Play	Discovering French-Rouge McDougal Littell and ancillaries Video series with text Teacher made practice materials & technology components Newspapers/mag azines and all related realia & manipulatives.

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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.			