

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

Department	World Languages		Course Title	French 3AB		
Course Code		Grade Level	9 th -12 th		Course Length	1 year (2 semesters)
Credits/Semester	5	Required for Graduation	Recommended	Elective Credit	Yes (Humanities)	
Prerequisites	Must have a C- or better in French 2, or Teacher recommendation					
Community College Articulation		Name of College				
UC/CSU Articulation		Name of University				
Meets UC/CSU "a-g" Requirement		Meets NCAA Requirement		Honors Grading Differentiation	No	

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 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

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, 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 appropriate clothing

n. Cultural differences in health care

o. Effects of technology in the modern world

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.

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.

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 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.

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

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 1		Unit 1		
Unit 1	Key Terms	Standards*	Model Tasks	Tools & Text
Unit 1-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 *Familiarizing oneself with	*Present tense *Expressions with avoir, être, aller, faire, venir *Present tense with “depuis” *Partitive articles *Passé compose *Imperfect tense *Connaitre vs. Savoir *Negative expressions *Adjectives and agreement *Extended café vocabulary	<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 Allez Viens! Holt, Rinehart, & Winston Video series with text Teacher made practice materials & technology components Newspapers/magazines and all related realia & manipulatives.

<p>traditional, regional clothing, specialties, and foods</p>		<p><u>Settings</u> 3.0 3.1</p>			
<p>Differentiation</p>	<p>Support -- for students struggling with content</p>	<p>Content: Present key terms and explanations of concepts and content vocabulary in contextual situations.</p> <p>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.</p> <p>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.</p>			
	<p>Extension – for high achieving students.</p>	<p>Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics.</p> <p>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.</p> <p>Product: Presentations, projects, performances, group leadership.</p>			
<p>Evaluation</p>	<p>Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of mini essays.</p> <p>Benchmark tests: Unit tests, midterm, final exam.</p> <p>Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.</p>				

Unit 2		Unit 2			
Unit 2	Key Terms	Standards*	Model Tasks	Tools & Text	
Unit 2 "Nous voilà" (15-26 days)	*Reflexive verbs in the present and past tenses	<u>Content</u> 3.0 3.1.a 3.1.b 3.1.e	N/A	*Mini dialogues- Partner/ Whole class.	Discovering French Rouge McDougal Littell and ancillaries Allez Viens! Holt, Rinehart, & Winston Video series with text Teacher made practice materials & technology components Newspapers/magazines and all related realia & manipulatives.
*Describing other	*Commands	3.1.h 3.1.j 3.1.l 3.1.n		*A/B Partner Activities: Speaking & Listening Skills *role play	
*Describing one's daily routine	*Idiomatic expressions with reflexive verbs	<u>Communication</u> 3.0		*Drawings (anchor vocabulary) *Guided paragraph (draft/final)	
*Describing the routine of others	*Definite articles: le/la/les	3.1 3.2 3.3		*Web quest	
*Expressing one's feelings	*Poetry analysis	3.4 3.5 3.6		*Story book/photo roman *Whole class presentations	
*French modern art 19 th and 20 th centuries *Verb: conduire	<u>Cultures</u> 3.0 3.1 3.2		*Art Reproductions	
.....	*Double pronouns	3.3			
*asking for and giving directions and location	*Adjectives	<u>Structures</u> 3.0 3.1 3.2			
*expressing impatience	*Travel vocabulary [the car]	<u>Settings</u> 3.0 3.1			
*reassuring others	*prepositions				
*expressing enthusiasm and boredom					

*Belgium and “les BD”				
Differentiation	Support -- for students struggling with content	<p>Content: Present key terms and explanations of concepts and content vocabulary in contextual situations.</p> <p>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.</p> <p>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.</p>		
	Extension – for high achieving students.	<p>Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics.</p> <p>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.</p> <p>Product: Presentations, projects, performances, group leadership.</p>		
Evaluation	<p>Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of mini essays.</p> <p>Benchmark tests: Unit tests, midterm, final exam.</p> <p>Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.</p>			

* 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 3	Unit 3				
	Key Terms	Standards*		Model Tasks	Tools & Text
<p>“Soyons responsables et utiles!” (15-26 days)</p> <p>*asking for help and offering to</p>	<p>*Review of the verb “devoir”</p> <p>*Formation of the present tense subjunctive</p>	<p><u>Content</u></p> <p>3.0</p> <p>3.1</p> <p>3.1.a</p> <p>3.1.b</p> <p>3.1.d</p> <p>3.1.e</p>	<p>N/A</p>	<p>*Plan a family celebration/weekend trip</p> <p>* Pair Share Activities</p> <p>*A/B Activities</p> <p>*Whole Class Mixer</p>	<p>Discovering French-Rouge McDougal Littell and ancillaries</p> <p>*****</p> <p>Allez Viens!</p>

<p>help others</p> <p>*expressing obligation/desire</p> <p>*describing what you have to do</p> <p>*asking others to do certain things for you</p> <p>*justifying your actions</p> <p>*describing various chores and activities around the home [inside/outside]</p> <p>*describing objects: their shape, dimension, weight and construction</p> <p>*Introduction to early French history</p> <p>*Holidays in France/USA</p>	<p>mood [reg. and irreg. verbs]</p> <p>*Il faut que + the subjunctive</p> <p>*Impersonal expressions of opinion using the subjunctive</p> <p>*Household chores vocabulary</p> <p>*Expressions of desire using the subjunctive</p> <p>*Vouloir que + subjunctive</p> <p>*Weight and measurement vocabulary</p> <p>*Negation of an infinitive</p>	<p>3.1.f</p> <p>3.1.h</p> <p>3.1.j</p> <p>3.1.o</p> <p><u>Communication</u></p> <p>3.0</p> <p>3.1</p> <p>3.2</p> <p>3.3</p> <p>3.4</p> <p>3.5</p> <p>3.6</p> <p><u>Cultures</u></p> <p>3.0</p> <p>3.1</p> <p>3.2</p> <p>3.3</p> <p><u>Structures</u></p> <p>3.0</p> <p>3.1</p> <p>3.2</p> <p><u>Settings</u></p> <p>3.0</p> <p>3.1</p>	<p>*Writing activity (Quickwrite/journal)</p> <p>*Mon "X" idéal"-writing activity</p> <p>*Slap game for stem changer verbs</p> <p>*Show and Tell-describe an object in front of the class</p> <p>*Charades, Tic Tac Toe, Hang Man, Flash Card Races , Conjugation Races</p>	<p>Holt, Rinehart, & Winston</p> <p>Video series with text</p> <p>Teacher made practice materials & technology components</p> <p>Newspapers/magazines and all related realia & manipulatives.</p> <p>*The line of division represents the use of two different district adopted curriculum textbooks. The first being <i>Discovering French-Rouge</i>, and the second being <i>Allez-Viens!</i></p>
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Differentiation	Support -- for students struggling with content	<p>Content: Present key terms and explanations of concepts and content vocabulary in contextual situations.</p> <p>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.</p> <p>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.</p>
	Extension – for high achieving students.	<p>Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics.</p> <p>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.</p> <p>Product: Presentations, projects, performances, group leadership.</p>
Evaluation	<p>Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of mini essays, skits.</p> <p>Benchmark tests: Unit tests, midterm, final exam.</p> <p>Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.</p>	

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Unit 4		Unit 4		
	Key Terms	Standards*	Model Tasks	Tools & Text
4.A “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 ***** 4.B “Des goûts et des couleurs/Aspects de la vie quotidienne” *Asking for and giving opinions *Asking which one(s) *Identifying people and things	Review of the passé composé 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 ***** Direct and indirect object pronouns	<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 *Fashion Show *Planning an outdoor trip/vacation *Comment and critic of current fashion *Weather reports/presentations/video projects *Poster/brochure/Powerpoint project on Fashion or Châteaux *Film: Cyrano de Bergerac and story board	Discovering French-Rouge McDougal Littell and ancillaries ***** Allez Viens! Holt, Rinehart, & Winston Video series with text Teacher made practice materials & technology components Newspapers/magazines and all related realia & manipulatives.

<p>*Paying and responding to compliments</p> <p>*Describing actions that people have others do for them</p> <p>*Purchasing small items in various stores</p> <p>*Asking for various services</p> <p>*Reassuring others</p> <p>*French "Haute Couture"</p> <p>*La chanson française"</p>	<p>shopping habits and services</p>				
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Differentiation	Support -- for students struggling with content	<p>Content: Present key terms and explanations of concepts and content vocabulary in contextual situations.</p> <p>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.</p> <p>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.</p>
	Extension – for high achieving students.	<p>Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics.</p> <p>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.</p> <p>Product: Presentations, projects, performances, group leadership.</p>
Evaluation	<p>Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of mini essays.</p> <p>Benchmark tests: Unit tests, midterm, final exam.</p> <p>Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.</p>	

Unit 5	Unit 5			
Key Terms	Standards*		Model Tasks	Tools & Text
<p>“Nos projets” (15-26 days)</p> <p>Making future plans</p> <p>Expressing intentions, conditions and possibilities</p>	<p>Future tense formation [reg. and irreg. verbs]</p> <p>Conditional mood formation</p> <p>Si clauses</p> <p>Conjunctions and the future</p>	<p><u>Content</u></p> <p>3.0</p> <p>3.1</p> <p>3.1.a</p> <p>3.1.b</p> <p>3.1.e</p> <p>3.1.h</p> <p>3.1.j</p> <p>3.1.k</p> <p>3.1.o</p>	<p>N/A</p> <p>A/B Partner Activity: Speaking</p> <p>*Voyage/vie virtuel(elle) mixed media presentation</p> <p>*Bingo, flyswatter-vocabulary games</p> <p>*Verb Guided Practice</p>	<p>Discovering French-Rouge McDougal Littell and ancillaries</p> <p>*****</p> <p>Allez Viens! Holt, Rinehart, & Winston</p> <p>Video series with text</p>

<p>Talking about future events</p> <p>Planning a trip abroad, making travel arrangements</p> <p>Discussing education and work plans</p> <p>*Francophone Africa</p> <p>*French Revolution</p>	<p>Inversion</p> <p>Alternative negative forms</p> <p>Vocabulary: modes of travel, customs, countries, careers planning</p>	<p><u>Communication</u></p> <p>3.0</p> <p>3.1</p> <p>3.2</p> <p>3.3</p> <p>3.4</p> <p>3.5</p> <p>3.6</p> <p><u>Cultures</u></p> <p>3.0</p> <p>3.1</p> <p>3.2</p> <p>3.3</p> <p><u>Structures</u></p> <p>3.0</p> <p>3.1</p> <p>3.2</p> <p><u>Settings</u></p> <p>3.0</p> <p>3.1</p>	<p>*Realia reading comprehension</p> <p>*Journaling</p> <p>*Role play-traveling</p> <p>*Song: Marseillaise</p> <p>Film: Les Misérables</p>	<p>Teacher made practice materials & technology components</p> <p>Newspapers/magazines and all related realia & manipulatives.</p>
<p>Differentiation</p>	<p>Support -- for students struggling with content</p>	<p>Content: Present key terms and explanations of concepts and content vocabulary in contextual situations.</p> <p>Process: Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies.</p> <p>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.</p>		

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

Unit 6	Unit 6				
	Key Terms	Standards*		Model Tasks	Tools & Text
<p>“Séjour” (15-26 days)</p> <p>Reserving a hotel room and asking for services in a hotel</p> <p>Comparing people, things, places and situations</p> <p>Expressing who or what is the best</p> <p>Asking for an alternative</p> <p>Indicating possession</p>	<p>The comparative and superlative formations</p> <p>Interrogative pronouns</p> <p>Demonstrative pronoun : celui</p> <p>Possessive pronouns</p> <p>Vocabulary: the hotel and its services</p> <p>*****</p> <p>Reciprocal verbs</p>	<p><u>Content</u></p> <p>3.0</p> <p>3.1</p> <p>3.1.a</p> <p>3.1.b</p> <p>3.1.e</p> <p>3.1.h</p> <p>3.1.j</p> <p>3.1.m</p> <p>3.1.o</p> <p><u>Communication</u></p> <p>3.0</p> <p>3.1</p> <p>3.2</p> <p>3.3</p> <p>3.4</p> <p>3.5</p>	<p>N/A</p>	<p>*A/B Activity: Students work collaboratively</p> <p>*Skits</p> <p>*Guided Practice & Cloze activities.</p> <p>*Small conversation groups with teacher</p> <p>*Good Work Game: Groups of 4 mini classes.</p> <p>Film: Au Revoir les</p>	<p>Discovering French-Rouge McDougal Littell and ancillaries *****</p> <p>Allez Viens! Holt, Rinehart, & Winston</p> <p>Video series with text</p> <p>Teacher made practice materials & technology components</p> <p>Newspapers/magazines and all related realia & manipulatives.</p>

<p>*Important events of the 20th century</p> <p>*****</p> <p>Making, accepting, refusing suggestions, arrangements, apologies</p> <p>Extending and responding to hospitality and thanks</p> <p>Quarreling</p> <p>*Morocco</p>	<p>Past Infinitive Vocabulary: family relationships</p>	<p>3.6</p> <p><u>Cultures</u></p> <p>3.0</p> <p>3.1</p> <p>3.2</p> <p>3.3</p> <p><u>Structures</u></p> <p>3.0</p> <p>3.1</p> <p>3.2</p> <p><u>Settings</u></p> <p>3.0</p> <p>3.1</p>	<p>Enfants</p> <p>Cultural/Historical Bingo</p> <p>Travel brochure</p> <p>Mobile Project</p>	
<p>Differentiation</p>	<p>Support -- for students struggling with content</p>	<p>Content: Present key terms and explanations of concepts and content vocabulary in contextual situations.</p> <p>Process: Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies.</p> <p>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.</p>		
	<p>Extension – for high achieving students. Required activities for all honors courses.</p>	<p>Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics.</p> <p>Process: Culturally based reading selections in the target language: literature including news/magazine articles, stories, poetry. Participation in the target language only.</p> <p>Product: Presentations, projects, performances, critical essays.</p>		
<p>Evaluation</p>	<p>Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of essays.</p> <p>Benchmark tests: Assessment tests and quizzes including Midterms and Finals.</p>			

Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.

Unit 7	Unit 7				
	Key Terms	Standards*		Model Tasks	Tools & Text
<p>“” (15-26 days)</p> <p>Expressing doubt, fear, disbelief, surprise</p> <p>Expressing relief, feelings attitudes</p> <p>Letting others know how you feel about both present and past events</p> <p>Expression suppositions and caution</p> <p>Describing ailments to professionals and following their instructions</p> <p>*French health care system</p> <p>*France as a multi-ethnic and cultural society</p> <p>*French speaking central Africa</p>	<p>Expansion of the subjunctive and its various uses</p> <p>Expressions introducing the subjunctive: doubt, emotions, possibility</p> <p>Introduction of the past subjunctive</p> <p>Vocabulary: symptoms, ailments, doctor’s visit, dentist and ER visits</p> <p>*Preparing for an African Safari</p> <p>*Vocabulary: African animals, rainforest and savannah</p>	<p><u>Content</u></p> <p>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</p> <p><u>Communication</u></p> <p>3.0 3.1 3.2 3.3 3.4 3.5 3.6</p> <p><u>Cultures</u></p> <p>3.0 3.1 3.2 3.3</p> <p><u>Structures</u></p> <p>3.0 3.1</p>	<p>N/A</p>	<p>A/B Vocabulary Partner Activity</p> <p>Role play and skits</p> <p>Bingo, word search</p> <p>Doctor Visit skit/movie</p> <p>Song-cloze activities</p> <p>Film</p>	<p>Discovering French-Rouge McDougal Littell and ancillaries</p> <p>*****</p> <p>Allez Viens! Holt, Rinehart, & Winston</p> <p>Video series with text</p> <p>Teacher made practice materials & technology components</p> <p>Newspapers/magazines and all related realia & manipulatives.</p>

		3.2 <u>Settings</u> 3.0 3.1			
Differentiation	Support -- for students struggling with content	<p>Content: Present key terms and explanations of concepts and content vocabulary in contextual situations.</p> <p>Process: Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies.</p> <p>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.</p>			
	Extension – for high achieving students. Required activities for all honors courses.	<p>Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics.</p> <p>Process: Culturally based reading selections in the target language: literature including news/magazine articles, stories, poetry. Participation in the target language only.</p> <p>Product: Presentations, projects, performances, critical essays.</p>			
Evaluation	<p>Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of essays.</p> <p>Benchmark tests: Unit tests I, II, midterm, Unit tests III, IV, final exam.</p> <p>Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.</p>				

Unit 8	Unit 8			
	Key Terms	Standards*	Model Tasks	Tools & Text
“En Ville” (15-26 days) Making wishes, suggestions and	Expansion of the conditional mood and si clauses Re-entry of the	<u>Content</u> 3.0 3.1 3.1.a 3.1.d	N/A *A/B Activity *Guided Practice & Cloze activities.	Discovering French-Rouge McDougal Littell and ancillaries

<p>polite requests</p> <p>Making comparisons</p> <p>Talking about cities, neighborhoods and residents</p> <p>Making dates and arrangements</p> <p>*French speaking caribbean</p> <p>*French speaking Africa</p>	<p>comparative</p> <p>Introduction to the plus que parfait</p> <p>Vocabulary: city vs traditional life, dates in the city, urbanism</p>	<p>3.1.f 3.1.h 3.1.j 3.1.o</p> <p><u>Communication</u></p> <p>3.0 3.1 3.2 3.3 3.4 3.5 3.6</p> <p><u>Cultures</u></p> <p>3.0 3.1 3.2 3.3</p> <p><u>Structures</u></p> <p>3.0 3.1 3.2</p> <p><u>Settings</u></p> <p>3.0 3.1</p>	<p>*Mini-skit: Making a date in the city</p> <p>*Bingo, flyswatter, baseball, stations</p> <p>*Journaling</p> <p>Film: La Rue Case-nègres</p> <p>*Virtual Visits to the city</p> <p>*Francophone music and cloze activities</p> <p>*Town Hall Meeting Role Play</p>	<p>*****</p> <p>Allez Viens! Holt, Rinehart, & Winston</p> <p>Video series with text</p> <p>Teacher made practice materials & technology components</p> <p>Newspapers/magazines and all related realia & manipulatives.</p>
<p>Differentiation</p>	<p>Support -- for students struggling with content</p>	<p>Content: Present key terms and explanations of concepts and content vocabulary in contextual situations.</p> <p>Process: Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies.</p> <p>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.</p>		

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