

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

Department	World Languages		Course Title	French 4ab/ IB1ab		
Course Code	GO322/GO323	Grade Level(s)	11, 12	Course Length	1 year (2 semesters)	
Credits/Semester	5	Required for Graduation?	recommended	Elective Credit?	yes	
Prerequisites	French 3 with a C or higher, teacher recommendation					
Community College Articulation?		Name of College				
UC/CSU Articulation?		Name of University				
Meets UC/CSU "a-g" Requirement?	yes	Meets NCAA Requirement?		Weighted Course Credit?		

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 to advanced 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 in the target language. Students are expected to participate in class activities using the target language.

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/ advanced intermediate reading and analysis skills in the target language (L4).
- 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.

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California Content Standards

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.

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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.

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.

Stage I

Stage IV

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

4.1 Students address complex concrete, factual and abstract topics related to the immediate and external environment including:

- a. Societal expectations
- b. Cultural and literary archetypes
- c. Endangered species
- d. World events, social and political issues
- e. Belief systems
- f. International environmental issues
- g. The visual and performing arts
- h. The nature of our interdependent world
- i. Issues in curricular and extra-curricular subjects
- j. Authors and their times
- k. Transnational careers and economies
- l. Issues of world hunger and health
- m. Design, production and marketing of clothing
- n. Policy issues in health care

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o. The promise and challenge of technology

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 IV

- 4.0 Students use **extended language** (coherent and cohesive multiparagraph texts).
- 4.1 Engage in oral, written, or signed (ASL) conversations.
- 4.2 Interpret written, spoken, or signed (ASL) language.
- 4.3 Present to an audience of listeners, readers, or ASL viewers.

Functions

- 4.4 Discuss, compare and contrast, support an opinion, persuade.
- 4.5 Demonstrate understanding of the main ideas and most details in authentic texts.
- 4.6 Produce and present a complex 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.

Stage IV

- 4.0 Students improvise appropriate responses to unpredictable situations.
- 4.1 Demonstrate culturally appropriate use of products, practices, and perspectives to others.
- 4.2 Explain similarities and differences within the target cultures and among students own cultures.
- 4.3 Explain change in perspectives when cultures come in contact.

Structures

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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.

Stage IV

- 4.0 Students use knowledge of extended discourse to understand abstract and academic topics.
- 4.1 Use extended discourse (native like text structure) to produce formal communications.
- 4.2 Identify similarities and differences in the extended discourse (native like text structure) of the languages the student 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.

Stage IV

- 4.0 Students use language **in informal and formal settings**.
- 4.1 **Sustain** age appropriate cultural or language use opportunities outside the classroom

Evaluation

Student achievement will be measured using multiple assessment tools, included but not limited to:

final exams, end-of-unit tests, quizzes, homework, classwork, authentic performance assessments, and written assessments, speaking and listening assessments

Far Below Basic = F	Below Basic = D	Basic = C	Proficient = B	Advanced Proficient = A
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Unit 1	3-4 weeks			
	Key Terms	Standards*		Model Tasks**
<p>COMMERCE ET CONSOMMATION</p> <p>Stating preferences</p> <p>Giving orders and directions</p> <p>Expressing intentions</p> <p>French consumer habits</p> <p>Eating habits</p> <p>CIVILISATION: Repères</p> <p>Géographiques</p> <p>À table</p> <p>Consommer</p> <p>LITTÉRATURE: Middle Ages and 16th Selections</p> <p>La Grasse Matinée</p>	<p>Present tense:-er verbs; stem</p> <p>changing verbs, ireegular verbs: être, avoir, faire, aller ; -oir verbs</p> <p>Le futur proche</p> <p>Le faire Causative</p> <p>Voilà and il y a with present tense</p> <p>Nouns</p> <p>Articles</p>	<p>Content</p> <p>4.0, 4.1 a, e, j, l</p> <p>Communication</p> <p>4.0, 4.1, 4.2, 4.3</p> <p>Functions</p> <p>4.4, 4.5, 4.6</p> <p>Cultures</p> <p>4.0, 4.1, 4.2, 4.3</p> <p>Structures</p> <p>4.0, 4.1, 4.2</p> <p>Settings</p> <p>4.0, 4.1</p>	<p>Partner A /B activities</p> <p>Journaling</p> <p>Research and present a region of France ;</p> <p>cooking region ; French chef</p> <p>Explain (commands) how to make a regional or signature dish</p>	<p>Interaction: Révison de Grammaire Française and workbook ; Heinle</p> <p>Supplemental: Litterature Progressive du Français, CLE</p> <p>Civilisation progressive du français, CLE</p> <p>Compréhension orale, CLE</p> <p>Ensemble Littérature, HRW</p> <p>Autour de la littérature, Heinle and Heinle</p> <p>Internet, news and magazine</p>
Differentiation	<p>Support -- for students who are struggling with the 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>		

Course Title	Title		Course Code	Code
	Required activities for all honors courses.	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. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.			

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Unit 2	3-4 weeks			
	Key Terms	Standards*	Model Tasks**	Tools & Text
<p>MODES DE VIE Describing daily Routines Describing states and conditions Asking and answering questions Living situations in France, past and present Lifestyles of Young people in France today</p> <p>CIVILISATION: Paris Personnages historiques Valeurs partagées En famille</p> <p>LITTÉRATURE Selections from 17 century</p>	<p>Regular –ir, -re verbs Negation, alternative and multiple Basic question patterns Reflexive and Reciprocal Verbs -oir verbs Idioms with être and avoir Depuis + present tense</p>	<p>Content 4.0, 4.1 a, b, d, e, j Communication 4.0, 4.1, 4.2, 4.3 Functions 4.4, 4.5, 4.6 Cultures 4.0, 4.1, 4.2, 4.3 Structures 4.0, 4.1, 4.2 Settings 4.0, 4.1</p>	<p>Interviews Journaling Day in the life of _____ Discussion/debate: values, are they specific to given cultures</p>	<p>Interaction: Révison de Grammaire Française and workbook ; Heinle</p> <p>Supplemental: Litterature Progressive du Français, CLE</p> <p>Civilisation progressive du français, CLE</p> <p>Compréhension orale, CLE</p> <p>Ensemble Littérature, HRW</p> <p>Autour de la littérature, Heinle and Heinle</p> <p>Internet, news and magazine</p>
Differentiation	<p>Support -- for students who are struggling with the 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>		

Course Title	Title		Course Code	Code
	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: 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. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.</p>		

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Unit 3	5-6 weeks				
	Key Terms	Standards*		Model Tasks**	Tools & Text
<p>LA VIE --JEUNES Describing people and place Making comparisons Describing States and Conditions Lifestyles of young people in the past Lifestyles of young people in contemporary France</p> <p>CIVILISATION: La culture vivante Les Pratiques culturelles Les grands courants artistiques</p> <p>LITTÉRATURE: Selected poetry of Paul Verlaine, Victor Hugh, Arthur Rimbaud</p>	<p>Irregular –ir verbs Descriptive adjectives Il/elle est vs c'est Possessive adjectives Demonstrative adjectives Adverbs Comparative and superlative of adjectives and adverbs Numbers</p>	<p>Content 4.0, 4.1 g, h, i, j Communication 4.0, 4.1, 4.2, 4.3 Functions 4.4, 4.5, 4.6 Cultures 4.0, 4.1, 4.2, 4.3 Structures 4.0, 4.1, 4.2 Settings 4.0, 4.1</p>		<p>Research and report : current music, cinema, sports and literary trends in France Compare and contrast: people, films, music, sports Comment/observe impressionist art Report on impressionist artist or other artist of student's choice</p>	<p>Interaction: Révision de Grammaire Française and workbook ; Heinle</p> <p>Supplemental: Littérature Progressive du Français, CLE</p> <p>Civilisation progressive du français, CLE</p> <p>Compréhension orale, CLE</p> <p>Ensemble Littérature, HRW</p> <p>Autour de la littérature, Heinle and Heinle</p> <p>Internet, news and magazine</p>
Differentiation	<p>Support -- for students who are struggling with the 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</p>			

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	<p>Extension – for high achieving students. Required activities for all honors courses.</p>	<p>grading) , partner test.</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>	
	Evaluation	<p>Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of mini essays.</p> <p>Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.</p>	

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Unit 4	3 weeks				
	Key Terms	Standards*		Model Tasks**	Tools & Text
<p>TÉLÉCOMMUNICATIONS Narrating in the past Recounting past events Inquiring about past events Rise of the media in France Computerization in contemporary France</p> <p>CIVILISATION: La France moderne</p> <p>LITTÉRATURE: J Prévert “ le déjeuner du matin”</p>	<p>Irregular –oire, -re verbs Passé compose with être and avoir Question patterns and adverb use with the passé compose Uses of the passé composé</p>	<p>Content 4.0, 4.1 b, d, h, o, j Communication 4.0, 4.1, 4.2, 4.3 Functions 4.4, 4.5, 4.6 Cultures 4.0, 4.1, 4.2, 4.3 Structures 4.0, 4.1, 4.2 Settings 4.0, 4.1</p>		<p>First half of ma chronologie personnelle Time Capsule Compare and contrast news as reported in the United States and in France Journaling in telecasts Essay</p>	<p>Interaction: Révison de Grammaire Française and workbook ; Heinle</p> <p>Supplemental: Littérature Progressive du Français, CLE</p> <p>Civilisation progressive du français, CLE</p> <p>Compréhension orale, CLE</p> <p>Ensemble Littérature, HRW</p> <p>Autour de la littérature, Heinle and Heinle</p> <p>Internet, ndew, magazines</p>
Differentiation	<p>Support -- for students who are struggling with the 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</p>			

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

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Unit 5	3-4 weeks			
	Key Terms	Standards*	Model Tasks**	Tools & Text
<p>LA PRESSE ET LE MESSAGE</p> <p>Describing the past Narrating the past The rise of the print media in France Newspapers and Magazines in France today</p> <p>CIVILISATION: Au jour le jour Un pays en révolution</p> <p>LITTÉRATURE: Selections: 18th century</p>	<p>Formation of the imperfect Uses of the imperfect The pluperfect Choosing past tenses Dates</p>	<p>Content 4.0, 4.1 b, d, h, j Communication 4.0, 4.1, 4.2, 4.3 Functions 4.4, 4.5, 4.6 Cultures 4.0, 4.1, 4.2, 4.3 Structures 4.0, 4.1, 4.2 Settings 4.0, 4.1</p>	<p>Compare news, fashion, etc as reported in printed media in the United States and France Complete ma Chronologie personnelle Journaling Essay</p>	<p>Interaction: Révision de Grammaire Française and workbook ; Heinle</p> <p>Supplemental: Littérature Progressive du Français, CLE</p> <p>Civilisation progressive du français, CLE</p> <p>Compréhension orale, CLE</p> <p>Ensemble Littérature, HRW</p> <p>Autour de la littérature, Heinle and Heinle</p> <p>Internet, news, magazine</p>
Differentiation	<p>Support -- for students who are struggling with the 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</p>		
	<p>Extension – for</p>	<p>Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular</p>		

Course Title	Title	Course Code	Code
	<p>high achieving students. Required activities for all honors courses.</p>	<p>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. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.</p>		

Course Title	Title	Course Code	Code
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Unit 6	3 weeks				
	Key Terms	Standards*		Model Tasks**	Tools & Text
<p>LE MOT ET L'IMAGE Asking questions Seeking information Expressing time Cinema in France</p> <p>CIVILISATION: La culture vivante</p> <p>LITTÉRATURE: François Truffaut « Donner du plaisir ou le plaisir du cinéma »</p>	<p>Interrogative adverbs Expressing time Interrogative pronouns Quel and lequel</p>	<p>Content 4.0, 4.1 Communication 4.0, 4.1, 4.2, 4.3 Functions 4.4, 4.5, 4.6 Cultures 4.0, 4.1, 4.2, 4.3 Structures 4.0, 4.1, 4.2 Settings 4.0, 4.1</p>		<p>Role play an interview with a significant figure, living or dead Carrousel interviews Qui suis-je? Essay: Un film exceptionnel View and critique a film by Truffaut (400 coups)</p>	<p>Interaction: Révision de Grammaire Française and workbook ; Heinle</p> <p>Supplemental: Littérature Progressive du Français, CLE</p> <p>Civilisation progressive du français, CLE</p> <p>Compréhension orale, CLE</p> <p>Ensemble Littérature, HRW</p> <p>Autour de la littérature, Heinle and Heinle</p> <p>Internet, news, magazine</p>
Differentiation	Support -- for students who are struggling with the 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</p>			
	Extension – for	<p>Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular</p>			

Course Title	Title		Course Code	Code
	high achieving students. Required activities for all honors courses.	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. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.	

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Unit 7	2-3 weeks			
	Key Terms	Standards*	Model Tasks**	Tools & Text
<p>LES TRANSPORTS ET LA TECHNOLOGIE Making arrangements Indicating possession Indicating distinctions Rise of technology in France Technology and Transportation in Contemporary France</p> <p>CIVILISATION: Une industrie innovante Au travail</p> <p>LITTÉRATURE: Selections from the 19th century Caligrammes</p>	<p>Object pronouns Disjunctive pronouns Possessive pronouns Demonstrative pronouns</p>	<p>Content 4.0, 4.1 b, f, h, j, k, o Communication 4.0, 4.1, 4.2, 4.3 Functions 4.4, 4.5, 4.6 Cultures 4.0, 4.1, 4.2, 4.3 Structures 4.0, 4.1, 4.2 Settings 4.0, 4.1</p>	<p>Caligrammes, create own Journaling Carrousel interviews</p>	<p>Interaction: Révison de Grammaire Française and workbook ; Heinle</p> <p>Supplemental: Litterature Progressive du Français, CLE</p> <p>Civilisation progressive du français, CLE</p> <p>Compréhension orale, CLE</p> <p>Ensemble Littérature, HRW</p> <p>Autour de la littérature, Heinle and Heinle</p> <p>Internet, news, magazine</p>
Differentiation	<p>Support -- for students who are struggling with the 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</p>		

Course Title	Title	Course Code	Code
	<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: 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. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.</p>		

Unit 8	4-5 weeks			
	Key Terms	Standards*	Model Tasks**	Tools & Text
<p>À LA FAC Stating opinions and preferences Expressing feelings and reactions Describing personal values The rise of education in France Education in Contemporary France</p> <p>CIVILISATION: À l'école Mai 1968 Au travail</p> <p>LITTÉRATURE: J Prévert « Le Cancre », « Page d'écriture » G Tirolien : « Prière d'un petit enfant nègre »</p>	<p>Formation of the present subjunctive Formation of the past subjunctive Uses of the subjunctive The subjunctive after certain conjunctions The subjunctive after indefinite antecedents The subjunctive in superlative statements</p>	<p>Content 4.0, 4.1a, i,,j, k Communication 4.0, 4.1, 4.2, 4.3 Functions 4.4, 4.5, 4.6 Cultures 4.0, 4.1, 4.2, 4.3 Structures 4.0, 4.1, 4.2 Settings 4.0, 4.1</p>	<p>Carrousel interviews: current obligations and preferences Create/describe an ideal school/family/spouse/world/? Compare changes/conflicts in universities during the 70's in United States and France</p>	<p>Interaction: Révison de Grammaire Française and workbook ; Heinle</p> <p>Supplemental: Littérature Progressive du Français, CLE</p> <p>Civilisation progressive du français, CLE</p> <p>Compréhension orale, CLE</p> <p>Ensemble Littérature, HRW</p> <p>Autour de la littérature, Heinle and Heinle</p>

Course Title	Title	Course Code	Code
			Internet, news, magazine
Differentiation	Support -- for students who are struggling with the 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</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: 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>Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.</p>		

These units may be completed in French IB, year 2

Unit 9	4 weeks			
	Key Terms	Standards*	Model Tasks**	Tools & Text
LA FRANCOPHONIE Expressing intention Specifying the purpose of nature of objects Indicating location or duration Qualifying information The Francophone world The Francophone identity CIVILISATION:	Prepositions with infinitives Other uses of prepositions The present participle Relative pronouns	Content 4.0, 4.1 b, d, e, h Communication 4.0, 4.1, 4.2, 4.3 Functions 4.4, 4.5, 4.6 Cultures 4.0, 4.1, 4.2, 4.3 Structures 4.0, 4.1, 4.2 Settings 4.0, 4.1		Interaction: Révison de Grammaire Française and workbook ; Heinle Supplemental: Litterature Progressive du Français, CLE Civilisation

Course Title	Title			Course Code	Code
La Francophonie La France dans l'Europe et dans le monde LITTÉRATURE: Selections from 20th century					progressive du français, CLE Compréhension orale, CLE Ensemble Littérature, HRW Autour de la littérature, Heinle and Heinle Internet, news, magazine
Differentiation	Support -- for students who are struggling with the 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</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: 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	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of mini essays. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.				

Unit 10	4-5 weeks			
	Key Terms	Standards*	Model Tasks**	Tools & Text

Course Title	Title		Course Code	Code
<p>DÉCOUVRIR ET SE DÉCOUVRIR Narrating the future Talking about plans Describing wishes and regrets Describing relationships between events Discovery and escapism in the past Vacationing an self-discovery in contemporary France</p> <p>CIVILISATION: Les pratiques culturelles : les vacances Chez soi</p> <p>LITTÉRATURE: Selections from the 19th century</p>	<p>Formation of the future and the future perfect Uses of the future and the future perfect Formation of the conditional and the past conditional Uses of the conditional and the past conditional</p>	<p>Content 4.0, 4.1 a, e, d, j Communication 4.0, 4.1, 4.2, 4.3 Functions 4.4, 4.5, 4.6 Cultures 4.0, 4.1, 4.2, 4.3 Structures 4.0, 4.1, 4.2 Settings 4.0, 4.1</p>	<p>Presentations/writing task: Ma transformation extreme Ma vie virtuelle Ma vie idéale Si j'étais né(e)... (noir/blanc en afrique du sud ;</p>	<p>Interaction: Révison de Grammaire Française and workbook ; Heinle</p> <p>Supplemental: Litterature Progressive du Français, CLE</p> <p>Civilisation progressive du français, CLE</p> <p>Compréhension orale, CLE</p> <p>Ensemble Littérature, HRW</p> <p>Autour de la littérature, Heinle and Heinle</p> <p>Internet, news, magazine</p>
<p>Differentiation</p>	<p>Support -- for students who are struggling with the 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</p>		
	<p>Extension – for high achieving students. Required activities for all</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</p>		

Course Title	Title		Course Code	Code
	honors courses.	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. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.			