

<p>Standards and benchmarks to be learned/achieved</p>	<p>Instructional activities including materials to be used to achieve mastery of benchmarks and standards</p>	<p>Assessment Processes</p>
<p>12.1. A. Communication in the Target Language</p> <p>Know and compare distinct regional accents of the sound system of the target language.</p> <p>Know details of the sound system and spelling patterns of the target language.</p> <p>12.1.B. The Target Language Vocabulary in Speaking and Writing</p> <p>Know advanced vocabulary and idiomatic expressions used in speaking and writing.</p> <p>Know enhanced vocabulary and idiomatic expressions used in complex oral and written communications.</p>	<ul style="list-style-type: none"> ▪ Lecture ▪ Worksheets ▪ Audio activities ▪ Video ▪ Partner activities ▪ Group activities ▪ Cultural activities ▪ Reading ▪ Book exercises ▪ Dialogues ▪ Writing assignments ▪ Communicative activities ▪ Games ▪ Dictation ▪ Teacher modeling ▪ Repetition ▪ Songs ▪ Poetry ▪ Riddles ▪ Field trips ▪ T.P.R. ▪ Research ▪ Discussions ▪ Realia ▪ Transparencies 	<ul style="list-style-type: none"> ▪ Tests ▪ Quizzes ▪ Project ▪ Homework ▪ Reports ▪ Oral presentation ▪ Dialogues ▪ Aural assessments ▪ Oral assessments ▪ T.P.R. assessments ▪ Compositions

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<p>12.1.C. The Target Language Vocabulary in Listening and Reading</p> <p>Recognize advanced vocabulary and idiomatic expressions used in speaking and writing.</p> <p>12.1.D. The Target Language Sentence Structure</p> <p>Know simple, compound and complex sentence and question structures in order to communicate and comprehend.</p> <p>Know and analyze simple, compound and complex sentence structures in order to communicate and comprehend current, past and upcoming events.</p>	<ul style="list-style-type: none"> ▪ Lecture ▪ Worksheets ▪ Audio activities ▪ Video ▪ Partner activities ▪ Group activities ▪ Cultural activities ▪ Reading ▪ Book exercises ▪ Dialogues ▪ Writing assignments ▪ Communicative activities ▪ Games ▪ Dictation ▪ Teacher modeling ▪ Repetition ▪ Songs ▪ Poetry ▪ Riddles ▪ Field trips ▪ T.P.R. ▪ Research ▪ Discussions ▪ Realia ▪ Transparencies 	<ul style="list-style-type: none"> ▪ Tests ▪ Quizzes ▪ Project ▪ Homework ▪ Reports ▪ Oral presentation ▪ Dialogues ▪ Aural assessments ▪ Oral assessments ▪ T.P.R. assessments ▪ Compositions

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<p>12.1.E. The Target Language Comparison with Other Languages</p> <p>Identify words from the target language that are commonly used in English.</p> <p>Identify words in English that have origins in the target language.</p> <p>Analyze and compare the origins and meanings of common target language words used frequently in the English language.</p> <p>Describe the influence of historical events in the target culture/language that have an impact on the English language and culture.</p> <p>12.1.F. The Target Language Connections with Other Curriculum Areas</p> <p>Research, analyze and describe the target language's influence in different areas of the school curriculum.</p>	<ul style="list-style-type: none"> ▪ Lecture ▪ Worksheets ▪ Audio activities ▪ Video ▪ Partner activities ▪ Group activities ▪ Cultural activities ▪ Reading ▪ Book exercises ▪ Dialogues ▪ Writing assignments ▪ Communicative activities ▪ Games ▪ Dictation ▪ Teacher modeling ▪ Repetition ▪ Songs ▪ Poetry ▪ Riddles ▪ Field trips ▪ T.P.R. ▪ Research ▪ Discussions ▪ Realia ▪ Transparencies 	<ul style="list-style-type: none"> ▪ Tests ▪ Quizzes ▪ Project ▪ Homework ▪ Reports ▪ Oral presentation ▪ Dialogues ▪ Aural assessments ▪ Oral assessments ▪ T.P.R. assessments ▪ Compositions

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<p>12.3.A. Products and Customs in the Target Culture</p> <p>Explain a variety of services, products and customs of the target culture.</p> <p>Analyze unfamiliar products, customs, and institutions of the target culture.</p> <p>12.3.B. Expressions and Gestures in the Target Language</p> <p>Explain, assess, and analyze the misconceptions that occur in cross-cultural situations</p>	<ul style="list-style-type: none"> ▪ Lecture ▪ Worksheets ▪ Audio activities ▪ Video ▪ Partner activities ▪ Group activities ▪ Cultural activities ▪ Reading ▪ Book exercises ▪ Dialogues ▪ Writing assignments ▪ Communicative activities ▪ Games ▪ Dictation ▪ Teacher modeling ▪ Repetition ▪ Songs ▪ Poetry ▪ Riddles ▪ Field trips ▪ T.P.R. ▪ Research ▪ Discussions ▪ Realia ▪ Transparencies 	<ul style="list-style-type: none"> ▪ Tests ▪ Quizzes ▪ Project ▪ Homework ▪ Reports ▪ Oral presentation ▪ Dialogues ▪ Aural assessments ▪ Oral assessments ▪ T.P.R. assessments ▪ Compositions

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<p>12.3.C. The Target Language's Cultural Similarities and Differences Compared with Other Cultures.</p> <p style="padding-left: 40px;">Compare and contrast the similarities and differences in social institutions between cultures.</p> <p style="padding-left: 40px;">Analyze perspectives, beliefs and assumptions evident in the target culture and other cultures.</p> <p>12.3.D. Influence and Connections of the Target Culture Within the School Curriculum</p> <p style="padding-left: 40px;">Research and select culturally competent information from multiple sources for presentation (e.g., written, oral, visual in the target language).</p>	<ul style="list-style-type: none"> ▪ Lecture ▪ Worksheets ▪ Audio activities ▪ Video ▪ Partner activities ▪ Group activities ▪ Cultural activities ▪ Reading ▪ Book exercises ▪ Dialogues ▪ Writing assignments ▪ Communicative activities ▪ Games ▪ Dictation ▪ Teacher modeling ▪ Repetition ▪ Songs ▪ Poetry ▪ Riddles ▪ Field trips ▪ T.P.R. ▪ Research ▪ Discussions ▪ Realia ▪ Transparencies 	<ul style="list-style-type: none"> ▪ Tests ▪ Quizzes ▪ Project ▪ Homework ▪ Reports ▪ Oral presentation ▪ Dialogues ▪ Aural assessments ▪ Oral assessments ▪ T.P.R. assessments ▪ Compositions

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<p>12.5.A. World Languages in the Community</p> <p>Assess local, national, regional, and global opportunities available to the English speaker who continues life-long learning of the target language.</p>	<ul style="list-style-type: none"> ▪ Lecture ▪ Worksheets ▪ Audio activities ▪ Video ▪ Partner activities ▪ Group activities ▪ Cultural activities ▪ Reading ▪ Book exercises ▪ Dialogues ▪ Writing assignments ▪ Communicative activities ▪ Games ▪ Dictation ▪ Teacher modeling ▪ Repetition ▪ Songs ▪ Poetry ▪ Riddles ▪ Field trips ▪ T.P.R. ▪ Research ▪ Discussions ▪ Realia ▪ Transparencies 	<ul style="list-style-type: none"> ▪ Tests ▪ Quizzes ▪ Project ▪ Homework ▪ Reports ▪ Oral presentation ▪ Dialogues ▪ Aural assessments ▪ Oral assessments ▪ T.P.R. assessments ▪ Compositions

SCOPE AND SEQUENCE

Instructional Activity (What)	Instructional Process (How) Including Assessment	Number of Lessons (When)
<p>Allez-Viens – Level 2 Chapter #10 Je peux te parler? The students will:</p> <ol style="list-style-type: none"> 1. Share confidences 2. Ask for and give advice 3. Ask for and grant a favor 4. Make excuses 5. Apologize and accept an apology 6. Reproach someone 7. Learn about the cuisine of Province and le parc des thermes 8. Learn and practice advanced classroom expressions <p>Readings:</p> <ol style="list-style-type: none"> 1. Le Petit Chaperon Rouge 2. Blanche Neige et Les Sept Nains 3. Cyrano de Bergerac 4. La Belle et La Bête 5. Les Miserables – excerpt 6. Dumas’s – Count of Monte Cristo 7. Cendrillon 8. The French Revolution 9. LaParure 	<ol style="list-style-type: none"> 1. Video: in which native speakers demonstrate usage of unit objectives through real life situations <ol style="list-style-type: none"> a. Activity worksheets will be completed by students to indicate comprehension of objectives b. Generate discussion in target language on aspects of unit objectives c. Comparison of US vs. other culture as related to unit 2. Presentation of grammar points: <ol style="list-style-type: none"> a. Placement of object pronouns b. Direct object pronouns with the passé composé c. Object pronouns before an infinitive 3. Written exercises to reinforce grammar points and vocabulary. 4. Listening activities to develop aural comprehension of language including unit objectives 5. Interactive activities including student-to-student, teacher-to-student, student-to-teacher, and small groups 6. Tests and quizzes 7. Game or project 	<p>20 lessons 4 weeks</p>

French 4

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SCOPE AND SEQUENCE

Instructional Activity (What)	Instructional Process (How) Including Assessment	Number of Lessons (When)
<p>Allez-Viens – Level 2 Chapter #10 Je peux te parler? (continued)</p> <p>Movies:</p> <ol style="list-style-type: none"> 1) Teens of Montreal 2) Toujours Province 3) Roxanne 4) La Belle et La Bête – Cocteau 5) Cendrillon – Disney 6) It’s a Dog’s Life 7) Les Miserables 8) Bastille Day in Paris 9) Marie Antoinette 10)The Guillotine 11)A Tale of Two Cities 12)L’Amour de la Vie 13)A Day in the Country 14)Monet 15)Linnea in Monet’s Garden 16)The French Paradox 17)Dining in France 18)The Count of Monte’ Cristo 		

SCOPE AND SEQUENCE

Instructional Activity (What)	Instructional Process (How) Including Assessment	Number of Lessons (When)
<p>Allez-Viens – Level 2 Chapter #11 Chacun ses goûts The students will:</p> <ol style="list-style-type: none"> 1. Identify people and things 2. Ask for and give information 3. Give opinions 4. Summarize information 5. Emphasize likes and dislikes 6. Make and respond to suggestions 7. Learn about musical tastes of French adolescents' movie theatres in France and using the Minitel computer 8. Write a diamond poem 9. Read the play "Cendrillon" 10. Watch the French Disney movie "Cendrillon" in French (Use worksheet to describe characters in movie.) 	<ol style="list-style-type: none"> 1. Video: in which native speakers demonstrate usage of unit objectives through real life situations <ol style="list-style-type: none"> a. Activity worksheet will be completed by students to indicate comprehension of objectives b. Generate discussion in target language on aspects of unit objectives c. Comparison of US vs. other culture as related to unit objectives 2. Presentation of grammar points: <ol style="list-style-type: none"> a. Verb – connaitre – to know b. Structure "c'est" vs. "il/elle est" c. Relative pronouns qui and que 3. Written exercises to reinforce grammar points and vocabulary 4. Listening activities to develop aural comprehension of language including unit objectives 5. Interactive activities 6. Tests and quizzes 7. Game or project 	<p style="text-align: center;">20 lessons 4 weeks</p>

SCOPE AND SEQUENCE

Instructional Activity (What)	Instructional Process (How) Including Assessment	Number of Lessons (When)
<p>Allez-Viens – Level 2 Chapter #12 A' La Belle Étoile The students will:</p> <ol style="list-style-type: none"> 1. Ask for and give information 2. Give directions 3. Complain 4. Express discouragement and offer encouragement 5. Ask for and give advice 6. Relate a series of events 7. Describe people and places 8. Review vocabulary of clothing 9. Point out where things are 10. Learn about life in Montreal and Quebec 11. Watch the film of French culture "Toujours Province" 12. Translate, read, and discuss the French play "Cyrano de Bergerac" 13. Show film "Roxanne" 	<ol style="list-style-type: none"> 1. Video: in which native speakers demonstrate usage of unit objectives through real life situations. <ol style="list-style-type: none"> a. Activity worksheets will be completed by students to indicate comprehension of objectives b. Generate discussion in target language on aspects of unit objectives c. Comparison of US vs. other culture as related to unit objectives 2. Presentation of grammar points: <ol style="list-style-type: none"> a. Verb – emporter – to bring b. Use of passé composé vs. imparfait 3. Written exercises to reinforce grammar points and vocabulary 4. Listening activities to develop aural comprehension of language including unit objectives 5. Interactive activities 6. Tests and quizzes 7. Game or project 	<p>20 lessons 4 weeks</p>

SCOPE AND SEQUENCE

Instructional Activity (What)	Instructional Process (How) Including Assessment	Number of Lessons (When)
<p>Allez-Viens – Level 3 Chapter #1 France, les régions The students will:</p> <ol style="list-style-type: none"> 1. Renew old acquaintances 2. Use inquiry 3. Express enthusiasm 4. Exchange information 5. Express indecision 6. Make recommendations 7. Order food 8. Ask for details 9. Learn about regional cuisine in France 10. Learn about major regions in France 11. Read the French packet concerning the French Revolution and do puzzles 12. Show movie about Versailles Palais 13. Show movie about Marie Antoinette 	<ol style="list-style-type: none"> 1. Video: in which native speakers renew acquaintances <ol style="list-style-type: none"> a. Activity worksheets completed by students b. Generate discussion in target language on aspects of unit objectives c. Comparison of US vs. other culture as related to unit objectives 2. Presentation of grammar points: review the passé composé 3. Written exercises to reinforce grammar points and vocabulary 4. Listening activities to develop aural comprehension of language including unit objectives 5. Interactive activities 6. Tests and quizzes 7. Game or project 	<p style="text-align: center;">20 lessons 4 weeks</p>

SCOPE AND SEQUENCE

Instructional Activity (What)	Instructional Process (How) Including Assessment	Number of Lessons (When)
<p>Allez-Viens – Level 3 Chapter #2 Belgique, nous Voilà! The student will:</p> <ol style="list-style-type: none"> 1. Ask for and give directions 2. Express impatience 3. Reassure someone 4. Express enthusiasm 5. Express boredom 6. Ask and tell where things are 7. Extend invitations 8. Learn about the French speaking country, Belgium 9. Show movie about “La Guillotine” 10. Show movie about “A Tale of Two Cities” 11. Write an acrostic poem in French concerning the characters in the story 	<ol style="list-style-type: none"> 1. Video: in which native speakers demonstrate usage of unit objectives through real life situations <ol style="list-style-type: none"> a. Activity worksheets will be completed by students to indicate comprehension of objectives b. Generate discussions in target language on aspects of unit objectives c. Comparison of US vs. other culture as related to unit objectives 2. Presentation of grammar points: <ol style="list-style-type: none"> a. The imperative b. Irregular verb – conduire c. Direct and indirect object pronouns d. Re-entry – imparfait 3. Written exercises to reinforce grammar points and vocabulary 4. Listening activities to develop aural comprehension of language including unit objectives 5. Interactive activities 6. Test and quizzes 7. Game or project 	<p style="text-align: center;">20 lessons 4 weeks</p>

SCOPE AND SEQUENCE

Instructional Activity (What)	Instructional Process (How) Including Assessment	Number of Lessons (When)
<p>Allez-Viens – Level 3 Chapter # 3 Soyons Responsables The students will:</p> <ol style="list-style-type: none"> 1. Ask for, grant, and refuse permission 2. Express obligation 3. Forbid others to do something 4. Reproach others 5. Justify actions 6. Reject other excuses 7. Complain 8. Talk about doing chores 9. Learn about the French speaking country, Switzerland 10. Talk about the environment 11. Spend four days researching Impressionist painters in our library. Each student is assigned a special painter. 12. Students do English and French writings on their painter 	<ol style="list-style-type: none"> 1. Video: in which native speakers demonstrate usage of unit objectives through real life situations <ol style="list-style-type: none"> a. Activity worksheets will be completed by students to indicate comprehension of objectives b. Generate discussion in target language on aspects of unit objectives c. Comparison of US vs. other culture as related to unit objectives 2. Presentation of grammar points: <ol style="list-style-type: none"> a. Irregular verb – “devoir” b. Subjunctive tense c. Use ne...pas and infinitive 3. Written exercises to reinforce grammar points and vocabulary 4. Listening activities to develop comprehension of language including unit objectives 5. Interactive activities 6. Tests and quizzes 7. Game or project 	<p style="text-align: center;">30 lessons 6 weeks</p>

SCOPE AND SEQUENCE

Instructional Activity (What)	Instructional Process (How) Including Assessment	Number of Lessons (When)
<p>Allez-Viens – Level 3 Chapter #4 Des goûts et des couleurs The students will:</p> <ol style="list-style-type: none"> 1. Ask for and give opinions 2. Ask “which one(s)” 3. Point out and identify people and things 4. Pay and respond to compliments 5. Reassure someone 6. Use vocabulary and adjectives related to clothing 7. Use family vocabulary 8. Be able to buy clothing in France 9. Watch movies on French impressionists 10. Assign French composition “L’Etoile C’est Moi” 11. Read the French play “La Paruire” 12. Read excerpt from “Les Miserables” 13. Show the film “Les Miserables” 14. Show the film “The Count of Monté Cristo” by Alexandre Dumas 	<ol style="list-style-type: none"> 1. Video: in which native speakers demonstrate usage of unit objectives <ol style="list-style-type: none"> a. Activity worksheets will be completed by students to indicate comprehension of objectives b. Generate discussion in target language on aspects of unit objectives c. Comparison of US vs. other culture as related to unit objectives 2. Presentation of grammar points: <ol style="list-style-type: none"> a. Interrogative pronouns b. Demonstrative pronouns c. The causative faire 3. Written exercises to reinforce grammar points and vocabulary 4. Listening activities to develop aural comprehension of language including unit objectives 5. Interactive activities 6. Tests and quizzes 7. Game or project 	<p>30 lessons 6 weeks</p>