

**Course Title:** French V

**Topic/Concept:** Review of French IV

**Time Allotment:** 1 week

**Unit Sequence:** 1

**Major Concepts to be learned:**

1. Verb tenses
2. Past participles
3. Avoir or etre auxiliary verbs

**Expected Skills to be demonstrated:**

1. Clear understanding of the correct usage and conjugation of the various verb tenses
2. When to use each verb tense
3. Formations of all of the tenses

**PA Standards/Anchors:**

**Eligible Content:**

12.1 B,C,D  
12.3 B

- Review of standard stems and endings of tenses
- -er, -ir, and -re verb review
- Irregular stems

**Instructional Strategies:**

**Assessments:**

Cooperative groups	Lecture
Performance task	Graphic organizers
Written work	Hands-on activity
Note Taking	Summarizing
Study guides	Charts
Review games	

- Oral practice
- Written quiz
- Written test

**Course Title:** French V

**Topic/Concept:** Faire du Shopping

**Time Allotment:** 3 weeks

**Unit Sequence:** 2

**Major Concepts to be learned:**

1. Relevant store and shopping vocabulary recognition
2. Cultural shopping and buying and product differences
3. Types of products and store names

**Expected Skills to be demonstrated:**

1. Vocabulary recognition
2. Oral proficiency to be able to find and "buy" what they need
3. Cultural awareness

**PA Standards/Anchors:**

**Eligible Content:**

12.1 A, B, C, D  
12.3 A, B, C, D  
12.5 B

- Cultural awareness
- Vocabulary
- Idioms

**Instructional Strategies:**

**Assessments:**

Performance task  
Written work  
Role Play  
Oral presentation  
Note Taking  
Research  
Review games  
Study guides  
Oral practice  
French advertisement project

- Listening and speaking quizzes
- Advertisement project
- Written test
- Homework

**Course Title:** French V

**Topic/Concept:** Le Monde de Francophone

**Time Allotment:** 3 weeks

**Unit Sequence:** 3

**Major Concepts to be learned:**

1. French speaking countries around the world
2. The geographic locations of these countries/regions
3. Cultural awareness of these different regions and countries

**Expected Skills to be demonstrated:**

1. Cultural awareness of French speaking regions around the world, besides France
2. The French names of these countries
3. The geographic locations of these regions and countries
4. Whether or not they are "Departments of France" and/or the types of governments they have

**PA Standards/Anchors:**

**Eligible Content:**

12.3 A, B, C, D 12.5 B, C, D	<ul style="list-style-type: none"><li>• Geography</li><li>• Maps and almanacs</li><li>• The French names of the francophone countries, islands, regions, etc.</li></ul>
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**Instructional Strategies:**

**Assessments:**

Lecture Written work Note Taking Research Role play Reading	Performance task Oral presentation Performance Task Powerpoint project Hands-on aactivity	<ul style="list-style-type: none"><li>• Geography quiz</li><li>• Powerpoint francophone project grade</li><li>• Quiz on presentation of Powerpoint</li></ul>
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**Course Title:** French V

**Topic/Concept:** Les Arts et les Spectacles et les Jeux

**Time Allotment:** 3 weeks

**Unit Sequence:** 4

**Major Concepts to be learned:**

1. Sports vocabulary, including numerous different sports/games
2. Theater and film vocabulary
3. Cultural awareness of the role that sports and the arts play in French daily life

**Expected Skills to be demonstrated:**

1. Proficient use of vocabulary pertaining to the arts, and sports and leisure
2. Cultural awareness of similarities and differences in the arts and sports
3. Awareness of well-known French sporting and theater venues
4. To be able to say what they like/play, etc.

**PA Standards/Anchors:**

**Eligible Content:**

12.1 A, B, C, D, E  
12.3 A, B, C  
12.5 B

- Role of sports and leisure in America versus France
- Vocabulary
- Role of sports in culture but not in schools
- Famous theaters/arenas, stadiums, venues, etc.

**Instructional Strategies:**

**Assessments:**

Lecture	Performance task
Research	Written work
Oral presentation	Summarizing
Outlining	Oral presentation
Role play	Flashcards
Oral practice	Review games
Hands-on activity	

- Listening and written quizzes
- Written test
- Home work
- mini- research projects on various French venues, sports, pastimes, and stadiums

**Course Title:** French V

**Topic/Concept:** Guy de Maupassant French Literature

**Time Allotment:** 4 weeks

**Unit Sequence:** 5

**Major Concepts to be learned:**

1. Significance of Guy de Maupassant to French literature, the short story, and culture
2. Maupassant's influence on English literature
3. Franco-Prussian War awareness
4. French reading and comprehension skills

**Expected Skills to be demonstrated:**

1. French reading and comprehension skills
2. The role and influence that Maupassant had on the elements short story writing
3. Franco-Prussian War awareness and impact on the French
4. Awareness of some his most famous works

**PA Standards/Anchors:**

**Eligible Content:**

12.1 B, C, D, E, F  
12.5 A, B, C, D

- History of Franco-Prussian War
- Biographical information on Guy de Maupassant
- Elements of the short story

**Instructional Strategies:**

**Assessments:**

Problem solving activities	Lecture
Group discussion	Outlining
Research	Written work
Student Journals	Note Taking
Summarizing	Role play
Specific reading	Structured reading guides to each short story

- Graded reading guides
- Written summaries
- Written journals

**Course Title:** French V

**Topic/Concept:** Faire idioms

**Time Allotment:** 2 weeks

**Unit Sequence:** 6

**Major Concepts to be learned:**

1. Faire verb conjugation
2. Recognition of French idioms using faire
3. Speaking and comprehension skills with these idioms

**Expected Skills to be demonstrated:**

1. To be able to comprehend (reading and listening) common idiomatic expression with the verb, Faire
2. Correct oral usage of these idioms

**PA Standards/Anchors:**

**Eligible Content:**

12.1 B, C, D  
12.3 B, C  
12.5 A

- Conjugation review of verb, faire
- Idiom usage in French and in English. Can't take literally

**Instructional Strategies:**

**Assessments:**

Lecture	Performance task
Written work	Flashcards
Role Play	Oral presentation
Note Taking	Review games
Listening activities	Study guides

- Listening and written quizzes
- Speaking grade
- Written test

**Course Title:** French V

**Topic/Concept:** Adjectifs

**Time Allotment:** 4 weeks

**Unit Sequence:** 7

**Major Concepts to be learned:**

1. Correct usage and agreement of French Adjectives
2. Word recognition of adjectives
3. Correct adjective usage in a sentence

**Expected Skills to be demonstrated:**

1. Correct placement of adjectives. To know which ones precede a noun, versus which ones come after the noun
2. Agreement of adjectives (masculine, feminine, plural, etc. )
3. Correct written and oral usage of adjectives as well as word recognition

**PA Standards/Anchors:**

**Eligible Content:**

12.1 A, B, C  
12.3 B

- Adjective agreement with noun
- Adjectives that are regular and irregular
- Placement of adjectives either before or after noun

**Instructional Strategies:**

**Assessments:**

Performance task  
Hands-on activity  
Specific reading  
Written work  
Role Play  
Flashcards  
Note Taking  
Review games  
Study guides

- Written and listening quizzes
- Written test
- Graded translation

**Course Title:** French V

**Topic/Concept:** Edith Piaf

**Time Allotment:** 3 weeks

**Unit Sequence:** 8

**Major Concepts to be learned:**

1. The songs and music and life of Edith Piaf
2. The cultural awareness of the strong influence that Edith Piaf had to French music and culture.
3. Recognition of her most popular and beloved music.
4. An appreciation for how very adored this iconic figure is to the French

**Expected Skills to be demonstrated:**

1. To be able to recognize an Edith Piaf song/music
2. To be able to recognize her picture
3. Appreciate her impact and significance to the French people
4. To be able to translate her iconic song, La vie en Rose

**PA Standards/Anchors:**

**Eligible Content:**

12.1 B, C, D  
12.3 A, B, C, D  
12.5 A, B, C, D

- 1940's and 1950' s era in U.S. and France
- Biographical information on the life and times of Edith Piaf
- La Vie en Rose
- Je ne regrette rien

**Instructional Strategies:**

**Assessments:**

Oral Presentation	Research
Lecture	Group discussion
Performance task	Written work
Student Journals	Note Taking
French Films	Watching music clips
Listening to French and singing some of Piaf's songs	

- Written quiz
- Journals
- Listening quiz on Piaf's music
- Research project on an assigned song of Edith Piaf

**Course Title:** French V

**Topic/Concept:** French mystery novel: Drame au Tour de France

**Time Allotment:** 3 weeks

**Unit Sequence:** 9

**Major Concepts to be learned:**

1. French reading and comprehension skills
2. Speaking skills in having discussions of what we think is happening/going to happen in our French Mystery
3. Facts about the Tour de France cycling race

**Expected Skills to be demonstrated:**

1. Reading and comprehension skills
2. Speaking skills in class discussions of our novel
3. Cultural understanding of the sport of cycling and the annual Tour de France

**PA Standards/Anchors:**

**Eligible Content:**

12.1 B,C, D  
12.3 A,C  
12.5 A, B, C, D

- Background information of the annual Tour de France cycling race
- Selected vocabulary words and expressions
- Review of the passe simple tense (a literary only tense)

**Instructional Strategies:**

**Assessments:**

Lecture	Summarizing
Group discussion	Performance task
Research	Written work
Student Journals	Outlining
Oral presentation	Note Taking

- Graded reading guides
- French Summaries
- Written quiz on novel
- Written test on novel

**Course Title:** French V

**Topic/Concept:** The Subjunctive Verb tenses

**Time Allotment:** 4 weeks

**Unit Sequence:** 10

**Major Concepts to be learned:**

1. The various uses of the subjunctive verb tenses
2. Usage with expressing moods
3. The different subjunctive tenses and their formations
4. Usage with verbs of doubt and desires
5. Usage with irregular verbs croire, voir, courir

**Expected Skills to be demonstrated:**

1. When to use the subjunctive tense
2. The conjugations of present and past subjunctive
3. Its primary use in speaking

**PA Standards/Anchors:**

**Eligible Content:**

12.1 A, B, C, D  
12.3 B, D

- Verb conjugations
- Verbs expressing emotions and mood
- Verbs expressing desire and doubt
- Subjunctive present and past

**Instructional Strategies:**

**Assessments:**

Graphic organizers	Lecture
Group discussion	Performance task
Research	Written work
Role Play	

- Speaking quiz
- Written quiz
- Written test
- Homework

**Course Title:** French V

**Time Allotment:** 2 weeks

**Topic/Concept:** Les Pronoms et L'Imperatif (including relative and interrogative pronouns)

**Unit Sequence:** 11

**Major Concepts to be learned:**

1. Expressing "what" as interrogative vs. Relative pronouns
2. Using pronouns in the command/imperative
3. Negative and affirmative pronoun placement

**Expected Skills to be demonstrated:**

1. Correct pronoun placement in imperative vs. Present tense
2. "what" as a relative vs interrogative pronoun and when to use each
3. Pronoun placement in negative vs. Affirmative statements

**PA Standards/Anchors:**

**Eligible Content:**

12.1 A, B, C 12.3 A, B,C	<ul style="list-style-type: none"><li>• Imperative tense in English and French</li><li>• Review of interrogative pronouns</li><li>• Expressing "what" in different ways</li><li>• Pronoun placement</li></ul>
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**Instructional Strategies:**

**Assessments:**

Lecture Performance task Charting Note Taking	Oral presentation Written work Role Play Flashcards	<ul style="list-style-type: none"><li>• Graded translation</li><li>• Written and listening quizzes</li><li>• Written test</li></ul>
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**Course Title:** French V

**Topic/Concept:** Passages de la Vie Francaise

**Time Allotment:** 3 weeks

**Unit Sequence:** 12

**Major Concepts to be learned:**

1. The rites of passage from birth to death in France as well as current social problems
2. French customs from birth, to health care, marriage, the French media
3. To be able to express in French conditions and to express what would have happened

**Expected Skills to be demonstrated:**

1. To be able to express actions in the conditional
2. Cultural awareness of current French social problems
3. Understanding of French laws, rites, customs, healthcare, crime

**PA Standards/Anchors:**

**Eligible Content:**

12.1 B, C 12.3 A, B, C, D 12.5 B, C, D	<ul style="list-style-type: none"><li>• American and French social problems</li><li>• To express actions in conditional</li><li>• American and French customs and laws regarding marriage, healthcare and the media</li></ul>
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**Instructional Strategies:**

**Assessments:**

Lecture Performance task Problem solving activities Oral presentation Student journals	Group discussion Research Summarizing Note Taking Specific reading	<ul style="list-style-type: none"><li>• Graded journals</li><li>• Research project on selected social topics</li><li>• Written quiz from student presentation</li><li>• Essay</li></ul>
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**Course Title:** French V

**Topic/Concept:** Overall Review and Les Fetes

**Time Allotment:** 2 weeks

**Unit Sequence:** 13

**Major Concepts to be learned:**

1. Cultural understanding of major French holidays and celebrations
2. Vocabulary words and dates of these holidays
3. Review of all verb major French verb tenses and irregular verbs

**Expected Skills to be demonstrated:**

1. Correct usage and formation of all verb tenses
2. Correct conjugations of common irregular verbs
3. Holiday vocabulary and culture

**PA Standards/Anchors:**

**Eligible Content:**

12.1 A, B, C  
12.3 B, C  
12.5 A, B, C

- Vocabulary of holidays
- Cultural significance of each
- Present, past, imperfect, future, conditional, and subjunctive verb tenses
- 20 most used French irregular verbs

**Instructional Strategies:**

**Assessments:**

Group discussion	Summarizing
Performance task	Charting
Written work	Flashcards
Role Play	Oral presentation

- Verb contest
- Written test on holidays and verbs