

Chapter 1: Retour de vacances

<p>LEARNING OUTCOMES: Students will be able to independently and collaboratively use their learning to... <i>(What kinds of long-term independent accomplishments are desired?)</i></p> <ul style="list-style-type: none"> participate in basic conversations on a variety of familiar and predictable topics using isolated words and learned phrases comprehend short exchanges that use learned vocabulary and grammatical structures on familiar topics present using learned and simple phrases or expressions on very familiar topics; reproduce common practices of the cultures studied; describe familiar products of the cultures studied summarize information gathered from target language resources connected to other content areas organize information acquired from authentic resources expand knowledge of similarities and differences of basic patterns of language through comparisons of the student's own language and the language studied investigate the nature of culture through comparisons of the target culture(s) and the student's own culture and how the two cultures interact. 		
<p>CHAPTER OBJECTIVES</p>		
<p>VOCABULARY:</p> <ul style="list-style-type: none"> Review expressing likes, dislikes and preferences about school activities and after school activities Ask about weekend plans Ask for details about someone's vacation Describe what you did and where you went 	<p>GRAMMAR:</p> <ul style="list-style-type: none"> Review present tense conjugation for regular and irregular verbs Review passé composé with avoir and être Review imparfait Review when to choose passé composé and when to choose imparfait 	<p>CULTURE:</p> <ul style="list-style-type: none"> Les moniteurs et les colonies de vacances Review education systems in Francophone countries Summer festivals in France

<p>MEANING</p>	
<p>ENDURING UNDERSTANDINGS: Students will understand that... <i>(What specifically do you want students to understand? What inferences should they make?)</i></p> <ul style="list-style-type: none"> the importance of continued practice of level 1 and 2 vocabulary and expressions the importance of continued practice of level 1 and 2 conjugation and grammar concepts uses of present and past tenses: passé composé and imparfait 	<p>ESSENTIAL QUESTIONS: Students will keep considering... <i>(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)</i></p> <ol style="list-style-type: none"> How do summer vacations differ for French and American families? How do you implement and maintain a study routine for French?
<p>ACQUISITION</p>	
<p>ACQUIRED KNOWLEDGE: Students will know... <i>(What facts and basic concepts should students know and be able to recall?)</i></p> <ul style="list-style-type: none"> more strategies for practice and studying 	<p>LANGUAGE SKILLS: Students will be skilled at... <i>(What discrete skills and processes should students be able to use?)</i></p> <ul style="list-style-type: none"> recycling previously acquired vocabulary and structures to talk about summer vacation, asking someone else what they did over summer break asking about and make plans for the weekend.

Chapter 2: Le monde du travail

<p>LEARNING OUTCOMES: Students will be able to independently and collaboratively use their learning to... <i>(What kinds of long-term independent accomplishments are desired?)</i></p>		
<ul style="list-style-type: none"> participate in basic conversations on a variety of familiar and predictable topics using isolated words and learned phrases comprehend short exchanges that use learned vocabulary and grammatical structures on familiar topics present using learned and simple phrases or expressions on very familiar topics; reproduce common practices of the cultures studied; describe familiar products of the cultures studied summarize information gathered from target language resources connected to other content areas organize information acquired from authentic resources expand knowledge of similarities and differences of basic patterns of language through comparisons of the student's own language and the language studied investigate the nature of culture through comparisons of the target culture(s) and the student's own culture and how the two cultures interact. 		
<p>CHAPTER OBJECTIVES</p>		
<p>VOCABULARY:</p> <ul style="list-style-type: none"> careers, job interview, formal form of address in letters and on phone, polite requests 	<p>GRAMMAR:</p> <ul style="list-style-type: none"> future tense, feminine forms of nouns and professions the verb conduire, future perfect, the present participle 	<p>CULTURE:</p> <ul style="list-style-type: none"> careers and post high school plans

<p>MEANING</p>	
<p>ENDURING UNDERSTANDINGS: Students will understand that... <i>(What specifically do you want students to understand? What inferences should they make?)</i></p>	<p>ESSENTIAL QUESTIONS: Students will keep considering... <i>(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)</i></p>
<ul style="list-style-type: none"> there is an importance placed on polite and formal speech the future and future antérieur tenses have specific contextual uses there are differences regarding an American resume and curriculum vitae 	<ol style="list-style-type: none"> How do French and American high school kids plan for their future? What are similarities and differences in US and France regarding job applications and interviews? How do you make a formal request? How do you talk about the future?
<p>ACQUISITION</p>	
<p>ACQUIRED KNOWLEDGE: Students will know... <i>(What facts and basic concepts should students know and be able to recall?)</i></p>	<p>LANGUAGE SKILLS: Students will be skilled at... <i>(What discrete skills and processes should students be able to use?)</i></p>
<ul style="list-style-type: none"> future tense vocabulary for professions, masculine and feminine forms certain polite requests future antérieur after quand, lorsque and dès que when to use and what the present participle means 	<ul style="list-style-type: none"> asking and talking about plans after high school participating in a mock job interviews making phone calls writing a formal letter using polite requests

Chapter 3: Il était une fois

LEARNING OUTCOMES:
Students will be able to independently and collaboratively use their learning to... *(What kinds of long-term independent accomplishments are desired?)*

- participate in basic conversations on a variety of familiar and predictable topics using isolated words and learned phrases
- comprehend short exchanges that use learned vocabulary and grammatical structures on familiar topics
- present using learned and simple phrases or expressions on very familiar topics; reproduce common practices of the cultures studied; describe familiar products of the cultures studied
- summarize information gathered from target language resources connected to other content areas
- organize information acquired from authentic resources
- expand knowledge of similarities and differences of basic patterns of language through comparisons of the student's own language and the language studied
- investigate the nature of culture through comparisons of the target culture(s) and the student's own culture and how the two cultures interact.

CHAPTER OBJECTIVES

<p>VOCABULARY:</p> <ul style="list-style-type: none"> • legends, fables, and fairy tales • historical events regarding colonization 	<p>GRAMMAR:</p> <ul style="list-style-type: none"> • passé simple, • past perfect , conditional, • past conditional, • continued use of passé composé and imparfait when talking about past events • si clauses, • indirect discourse, • relative pronouns, 	<p>CULTURE:</p> <ul style="list-style-type: none"> • read literature, • fables and fairy tales, • history and impact of colonization in Africa,
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MEANING

<p>ENDURING UNDERSTANDINGS: Students will understand ... <i>(What specifically do you want students to understand? What inferences should they make?)</i></p> <ul style="list-style-type: none"> • the impact of colonization and decolonization of Africa • the importance of recognizing different tense when reading and listening • the uses of different past tenses impacts meaning • how to identify passé simple and transpose it into passé composé • what is direct and indirect speech 	<p>ESSENTIAL QUESTIONS: Students will keep considering... <i>(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)</i></p> <ol style="list-style-type: none"> 1. What are lasting influences of France and the colonial period in Africa? 2. How do you know what tense to use when telling a story? 3. How do you make a si clause? 4. How do you report what someone else says or said?
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ACQUISITION

<p>ACQUIRED KNOWLEDGE: Students will know... <i>(What facts and basic concepts should students know and be able to recall?)</i></p> <ul style="list-style-type: none"> • vocabulary for fairy tale • passé simple • plus que parfait • conditinnel • passé du conditionnel • si clauses • sequence of tenses in indirect discourse 	<p>LANGUAGE SKILLS: Students will be skilled at... <i>(What discrete skills and processes should students be able to use?)</i></p> <ul style="list-style-type: none"> • identifying the passé simple in a text and transpose it to passé composé • making the correct tense choice to produce indirect discourse • using relative pronouns to make more complex sentences • writing and tell that are more sophisticated and detailed stories
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Chapter 4: Amours et amitiés

LEARNING OUTCOMES:

Students will be able to independently and collaboratively use their learning to... *(What kinds of long-term independent accomplishments are desired?)*

- participate in basic conversations on a variety of familiar and predictable topics using isolated words and learned phrases
- comprehend short exchanges that use learned vocabulary and grammatical structures on familiar topics
- present using learned and simple phrases or expressions on very familiar topics; reproduce common practices of the cultures studied; describe familiar products of the cultures studied
- summarize information gathered from target language resources connected to other content areas
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- expand knowledge of similarities and differences of basic patterns of language through comparisons of the student's own language and the language studied
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CHAPTER OBJECTIVES

VOCABULARY:

- ask for and give advice about life decisions and relationships,
- share and react to good news and bad news,
- renew old acquaintances
- express emotion, necessity and desire with the subjunctive

GRAMMAR:

- reciprocal verbs,
- the verbs *manquer* et *plaire*,
- review the subjunctive and learn past subjunctive with necessity, desire and emotions,
- disjunctive pronouns

CULTURE:

- talk about life events, biographical stories (autobiographical)
- express a wider range of emotions

MEANING

ENDURING UNDERSTANDINGS: Students will understand ... *(What specifically do you want students to understand? What inferences should they make?)*

- that the subjunctive mood is used with expressions of necessity, desire and emotion
- what reciprocal verbs are
- the difference in meaning of reciprocal and reflexive verbs

ESSENTIAL QUESTIONS: Students will keep considering... *(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)*

1. How do French kids "date"?
2. How are weddings celebrated in Francophone countries?
3. How do you choose between subjunctive and indicative?
4. What makes a verb reciprocal?
5. How do you ask for relationship advice?

ACQUISITION

ACQUIRED KNOWLEDGE: Students will know... *(What facts and basic concepts should students know and be able to recall?)*

- subjunctive forms
- distinction between subjunctive and indicative
- reciprocal verbs in present and past tense

LANGUAGE SKILLS: Students will be skilled at... *(What discrete skills and processes should students be able to use?)*

- creating and using sentences in subjunctive following expressions of necessity, desire and emotion
- asking for and giving advice about relationships and relationship problems
- sharing and reacting to news
- talking about life events
- telling and writing a love story using past tense
- telling and/or writing a biography

Chapter 5: En plein nature

<p>LEARNING OUTCOMES: Students will be able to independently and collaboratively use their learning to... <i>(What kinds of long-term independent accomplishments are desired?)</i></p>		
<ul style="list-style-type: none"> • participate in basic conversations on a variety of familiar and predictable topics using isolated words and learned phrases • comprehend short exchanges that use learned vocabulary and grammatical structures on familiar topics • present using learned and simple phrases or expressions on very familiar topics; reproduce common practices of the cultures studied; describe familiar products of the cultures studied • summarize information gathered from target language resources connected to other content areas • organize information acquired from authentic resources • expand knowledge of similarities and differences of basic patterns of language through comparisons of the student's own language and the language studied • investigate the nature of culture through comparisons of the target culture(s) and the student's own culture and how the two cultures interact. 		
<p>CHAPTER OBJECTIVES</p>		
<p>VOCABULARY:</p> <ul style="list-style-type: none"> • nature and animals • express astonishment or fear • forbid and give warning • French expressions for common mistranslations • review the imperative 	<p>GRAMMAR:</p> <ul style="list-style-type: none"> • the subjunctive with expressions of fear, • imperatives, • verbs voir and regarder, • verbs followed by à de 	<p>CULTURE:</p> <ul style="list-style-type: none"> • preserving nature • animal care

<p>MEANING</p>	
<p>ENDURING UNDERSTANDINGS: Students will understand that... <i>(What specifically do you want students to understand? What inferences should they make?)</i></p> <ul style="list-style-type: none"> • the subjunctive is also used with expressions of fear • the uses and forms of the imperative • in French, the infinitive of a verb is used on warning signs 	<p>ESSENTIAL QUESTIONS: Students will keep considering... <i>(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)</i></p> <ol style="list-style-type: none"> 1. How do you forbid someone from doing something? 2. How do you warn someone about something? 3. What things can you say about wild animals? 4. What things are different countries doing to protect and preserve nature?
<p>ACQUISITION</p>	
<p>ACQUIRED KNOWLEDGE: Students will know... <i>(What facts and basic concepts should students know and be able to recall?)</i></p> <ul style="list-style-type: none"> • vocabulary les animaux sauvages • verb craindre • expressions for forbidding and giving warning 	<p>LANGUAGE SKILLS: Students will be skilled at... <i>(What discrete skills and processes should students be able to use?)</i></p> <ul style="list-style-type: none"> • reading and understanding warning signs and announcements • forbidding and giving warnings • talking about a wide variety of animals and habitats

Chapter 6: La presse

LEARNING OUTCOMES:

Students will be able to independently and collaboratively use their learning to... *(What kinds of long-term independent accomplishments are desired?)*

- participate in basic conversations on a variety of familiar and predictable topics using isolated words and learned phrases
- comprehend short exchanges that use learned vocabulary and grammatical structures on familiar topics
- present using learned and simple phrases or expressions on very familiar topics; reproduce common practices of the cultures studied; describe familiar products of the cultures studied
- summarize information gathered from target language resources connected to other content areas
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CHAPTER OBJECTIVES

VOCABULARY:

- express certainty and possibility, doubt and disbelief with subjunctive
- learn about Francophone press
- review question forms
- review negative expressions

GRAMMAR:

- subjunctive with doubt and uncertainty,
- review object pronouns,
- croire, paraître,
- adverbs with *quelques*,
- review different types of questions and negative expressions

CULTURE:

- Francophone news media
- different types of newspaper and magazines, different sections of news

MEANING

ENDURING UNDERSTANDINGS: Students will understand that... *(What specifically do you want students to understand? What inferences should they make?)*

- Francophone cultures place a high importance on La Presse
- the Subjunctive is also used with expressions of doubt and uncertainty

ESSENTIAL QUESTIONS: Students will keep considering... *(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)*

1. How do language and culture affect the way news is presented?
2. What role do newspapers and magazines play in Francophone countries and the US?
3. How do you ask for more information on a topic?
4. What conjugation choice do you make when expressing doubt or certainty?

ACQUISITION

ACQUIRED KNOWLEDGE: Students will know... *(What facts and basic concepts should students know and be able to recall?)*

- more expressions that take the subjunctive
- press specific vocabulary
- expressions for asking for more details

LANGUAGE SKILLS: Students will be skilled at... *(What discrete skills and processes should students be able to use?)*

- using subjunctive with expressions of doubt and possibility
- breaking news and sharing an opinion
- asking for more information and details
- classifying news items into different news categories