PLANNED INSTRUCTION

A PLANNED COURSE FOR:

French 4

Curriculum Writing Committee:

Shannon Maino

Grade Level: 11/12

Date of Board Approval: _____

Course Weighting:

Speaking Assessment (3-4 per MP)	30%
Writing Assessments (3-4 per MP)	25%
Listening and Reading Assessments (4-5 per MP)	20%
Knowledge-Based Assessments (varies per MP)	15%
Class Participation/Classwork (varies per MP)	10%

Curriculum Map

Overview: This is an advanced-level course with most of the course conducted in French and is intended to prepare students for the rigor of upper-level language usage and learning by challenging them to develop critical thinking and problem-solving skills in all areas of French. This instruction and content are directed almost entirely in French. An introduction to prehistoric France and a brief history of the country up to and including the twentieth century will be addressed. Students will also be introduced to a selection of excerpts from selected novels and current event articles to increase reading comprehension and cultural literacy. An overview of famous French artists and art movements is also presented. The review and study of selected grammar functions is continued, with an increased emphasis placed on listening, speaking, reading, and writing. Students will also be introduced to a selection of excerpts from selected novels and current event articles to increase reading comprehension and cultural literacy. The study of grammar will be used to help students increase fluency and build confidence in the use of written French. Students will have the opportunity to use a variety of learning methods to attain the mastery of the skills, concepts, and vocabulary necessary for success. These methodologies include communication, both personal and interpersonal, direct instruction, and guided inquiry. This course will also incorporate a command of the language through writing and oral presentations, focusing on the themes of global challenges, education, beauty and esthetics, personal and public identities, contemporary life, families and communities, and science and technology will be an integral part of the course. Technology is integrated whenever appropriate to support and enhance learning.

Full Year, 180 days, meeting 1 period per day

Goals:

Leçon Préliminaire (15 days of MP 1)

Students will have an understanding of:

- Geography of France, its major cities, natural borders, surrounding countries, and major rivers and mountain ranges.
- Prehistoric France and its art
- Poem - Victor Hugo "Demain, dès l'aube"
- Present tense review of irregular verbs (avoir, être, aller & faire) and related idiomatic expressions
- Appropriate thematic vocabulary to enhance listening, reading, speaking, and writing skills
- Cultural differences and similarities

Unit 1 (30 days of MP 1)

Students will have an understanding of:

- The Gallic period of France up to the Middle Ages
- Famous Frenchmen - Vercingétorix and Clovis
- An excerpt of De Bello Gallico, Julius Cesar
- Present tense and Review of imperative conjugations for 3 regular classification types of verbs, as well as stem-changing verbs
- Astérix le Gaulois and the influence of comics in French literature & culture
- The lives and deaths of Clovis, Charlemagne, the Norman Invasion, and William the Conquerer
- Discussion of the Bayeux Tapestry as an important work of art
- Famous Frenchman - Charlemagne, Guillaume le Conquérant
- Review and expansion of all past tenses, including simple and compound ones
- Appropriate thematic vocabulary to enhance listening, reading, speaking, and writing skills
- Cultural differences and similarities

Unit 2 (30 days of MP 2)

Students will have an understanding of:

- The Hundred Years' War and Jeanne d'Arc
- Review of usage and placement of direct/indirect object pronouns and adverbial pronouns.
- Stress pronoun usage
- Art and Architecture of the Middle Ages - Romanesque and Gothic Cathedrals
- Poem, François Villon, "La Ballade des Pendus"
- Poem, Pierre de Ronsard, "Ode à Cassandre"
- Letter, Récital, Madame de Sévigné "Lettre à sa fille sur la morte de Vatel"
- End of the Middle Ages, French Renaissance, Protestant Reformation
- French Châteaux and Famous Frenchmen: François I and Henri IV
- Future and Conditional Verb tense formation and usage

- Appropriate thematic vocabulary to enhance listening, reading, speaking, and writing skills
- Cultural differences and similarities

Unit 3 (15 days of MP 2)

Students will have an understanding of:

- Renaissance art
- Introduction to 18th-19th century art movements and artists
- Cardinal Richelieu, L'Académie Française, Louis XIV and the Palace of Versailles
- Famous Frenchmen Cardinal Richelieu and Louis XIV
- Review of the subjunctive mood and formation/usage in French
- Appropriate thematic vocabulary to enhance listening, reading, speaking, and writing skills
- Cultural differences and similarities

Unit 4 (20 days of MP 3)

Students will have an understanding of:

- Fable - Jean de la Fontaine, "La Cigale et La Fourmi"
- Personal and Public Identities and how they evolve over time
- Registers of language and how to determine when they should be used
- Review of numbers – both cardinal and ordinal numbers
- Review of adjective formation/usage and introduction of adverb formation and usage
- Introduction of the AP Exam and its components through reading, writing, speaking, and listening activities.
- Contemporary Life theme of education and comparison between France and United States models
- Appropriate thematic vocabulary to enhance listening, reading, speaking, and writing skills
- Cultural differences and similarities

Unit 5 (25 days of MP 3)

Students will have an understanding of:

- Continuation of the various sections of the AP exam and honing of reading, writing, speaking, and listening skills.
- Reinforcement of the prepositions à/en
- Review of adjectives and making comparisons/superlative
- Contemporary Life theme of travel
- Indication of the duration of an event, as well as in a series
- Additional review of the subjunctive mood
- A study of the history of France in the Eighteenth century, France, Louis XV, and Madame de Pompadour
- Famous Frenchmen Louis XV
- A review of the conjugation and use of reflexive/reciprocal pronominal verbs
- Appropriate thematic vocabulary to enhance listening, reading, speaking, and writing skills

- Cultural differences and similarities

Unit 6 (45 days MP 4)

Students will have an understanding of:

- A study of pre-Revolutionary France, Louis XVI, Marie Antoinette, the Estates General, and the storming of the Bastille prison
- Famous Frenchman Louis XVI, Napoléon
- A brief review of descriptive adjectives and a review of negative phrases and placement in simple/compound verb structures
- Possessive pronouns and relative pronouns
- Post-revolutionary France, the rise of Napoleon to leadership, and the various governmental changes that followed his death
- Continuation of the various sections of the AP exam and honing of reading, writing, speaking, and listening skills.
- Poem, Guillaume Appolinaire, "Le Pont Mirabeau"
- Family and Community theme of love and friendship
- Antoine de Saint-Exupéry's life and novella *Le Petit Prince*
- Review of "si" clauses, formation of questions, and object pronouns
- Science and Technology theme of the internet, social networks, and digital media
- Expansion of the subjunctive mood, sequencing events, and relative pronouns
- Appropriate thematic vocabulary to enhance listening, reading, speaking, and writing skills
- Cultural differences and similarities

Big Ideas:

Big Idea # 1: Communicate in Languages other than English

Essential Questions:

- How can we use the second language we know to exchange information from another person?

Concepts:

- Language (vocabulary, grammar, sound system) to exchange information about school, activities, friends.
- Vocabulary and cultural knowledge to "survive" in the language.
- Strategies to keep a conversation going beyond simple Question/Answer.

Competencies:

- Initiate, sustain, and close a conversation about a person or event.
- Ask and answer questions about their daily lives.
- Share personal reactions to ideas in authentic texts.

Big Idea #2: Gain Knowledge and Understanding of Other Cultures Essential Questions:

- How can learning about the practices of another culture give us insights into the perspectives of the people of that culture?

Concepts:

- Social interactions, practices, and perspectives. Students know abstract practices of the culture, such as economic or political dispositions.
- Social interactions, practices, and perspectives. Students know how to scan authentic materials (newspapers, articles, websites, magazines, TV) for practices and perspectives of the culture.

Competencies:

- Select and analyze a piece of literature or other art form from the culture.
- Research and discuss how the target culture views social relationships based upon age, education, social status.
- Obtain information (through interviews with native speakers, texts, films, and websites) and demonstrate the similarities and differences found.

Big Idea #3: Connect with Other Disciplines and Acquire Information

Essential Questions:

- How does second language learning reinforce and expand interdisciplinary studies?
- What print and non-print resources are available to help us connect with another language and culture?

Concepts:

- Authentic materials with visual support accompanied by language text in subject areas of interest and recent study.

Competencies:

- Authentic materials with visual support accompanied by language text in subject areas of interest and recent study.

Big Idea #4: Develop Insight into the Nature of Language and Culture

Essential Questions:

- How does comparing and contrasting the target language with our own language help us better understand the structure and vocabulary of English?
- Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand their own culture?

Concepts:

- Expanded vocabulary and basic grammatical structures to compare with how they are similar or different from English.
- Cultural topics that deal with society, community norms to compare with one's own.

Competencies:

- Enhance reading/listening skills in first and second languages by working with strategies such as drawing upon prior knowledge, guessing from context, expanding vocabulary.
- Describe cultural practices, products, perspectives in the target culture and their own to find similarities and differences (e.g., celebrations, religion, art, literature, music, dance, work and leisure philosophy, social and political issues, food traditions).

Big Idea #5: Participate in Multilingual Communities at Home and Around the World

Essential Questions:

- Where in the local or world community can we use the second language we are learning?
- How may contact with native speakers in the local or world community enhance our language proficiency?
- How can we use technology to communicate with native speakers anywhere in the world?
- How can we continue to study and enjoy a second language after leaving school?

Concepts:

- Community events, performances, exhibits that relate to the target culture.
- Careers where language and cultural competence are important.

Competencies:

- Name local, national, and global opportunities where language skills are used.
- Interview in person or electronically native speakers about school life, social, and political issues.

Textbook and Supplemental Resources:

- **Primary Textbook Name** APprenons (2nd edition)
  - **Textbook ISBN:** 978-1-93802-691-1
  - **Textbook Publisher/Year of Publication:** Wayside Publishing, 2015

- **Supplemental Resources:**
  - Une Fois pour Toutes: Troisième Édition: Pearson Textbook Co, 2009
  - Trésors du Temps, Niveau Avancé, Yvone Lenard. Glencoe/McGraw-Hill, 2005.
  - Trésors du Temps, Niveau Avancé Writing Activities Workbook, 2005.
  - Trésors du Temps, Niveau Avancé Test Booklet, 2005.
  - Les Grands Hommes de la France, Profiles in History for Intermediate students, R. de Roussy de Sales, National Textbook Company, 1993.
  - Chez Nous Magazine, Mary Glasgow Scholastic Magazines.
  - https://learningsite.waysidepublishing.com/
  - https://audio-lingua.ac-versailles.fr/?lang=en
  - http://www.tv5monde.com
  - http://www.lefigaro.fr
  - http://www.leparisien.fr
  - https://www.lemonde.fr/
  - http://www.newsmap.jp
  - https://savoirs.rfi.fr/en
  - https://www.laits.utexas.edu/fi/
  - https://www.lawlessfrench.com/
  - www.collegeboard.org/ap
  - www.conjugeumos.com
  - https://maryglasgowplus.com
  - http://www.newseum.org/todaysfrontpages/
  - http://ici.radio-canada.ca
  - https://www.wordreference.com/
  - https://www.linguee.fr/

Curriculum Plan

Leçon Préliminaire (15 days of MP 1)

- **Standards:** PA Common Core Standards, ACTFL Standards

Standards Addressed:
PACCS: CC.1.2A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E;
CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4. V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K

https://static.pdesas.org/content/documents/PA%20Core%20Standards%20ELA%206-12%20March%202014.pdf

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2
https://www.actfl.org/uploads/files/general/World-ReadinessStandardsforLearningLanguages.pdf

Overview: Students will identify the geographical features of France, including major cities, mountain ranges, surrounding countries, rivers, and natural borders. Students will be able to describe France's prehistoric period, the geographic development of the French territory, and have a basic understanding of prehistoric French art. Students will explore the Gallic period of France to the Middle Ages, including Clovis' death and how the invasion of Normandy came about, and how it led to the Crusades. Students will also be discussing the Hundred Years War and the influence of Jeanne d'Arc. Students will also be introduced to some excerpts of literature associated with the time periods covered within this unit. A popular poem by Victor Hugo, "Demain, dès l'aube," will be studied and discussed as an introduction to famous French literature through the centuries. Students will be able to recall, review, and practice conjugation of regular verbs, the four most common irregular verbs in the present and past tense, and explore some common idiomatic expressions that use these verbs. Students will also review and apply their previous knowledge of adjectives to explore adverbs and direct and indirect object pronouns.

Objectives:

1. Students will be able to describe some of the early geographic features of France, who the inhabitants were and where they came from, and be able to label major cities, mountain ranges, rivers, and surrounding countries, as well as other natural borders. (DOK Level 1,2)
2. Students will be able to cite evidence of how prehistoric man lived and develop a logical argument as to what the construction of the dolmens/menhirs represents. (DOK Level 2,3,4)
3. Students will be able to recite, make observations about, and formulate a conclusion about the poem by Victor Hugo. (DOK Level 1, 2, 3)
4. Students will investigate prehistoric art from the caves of Lascaux and Chauvet and design their own drawings to create a hypothesis about prehistoric man. (DOK Level 2,3,4)
5. Students will be able to summarize the irregular verbs aller, avoir, faire, and être and formulate sentences using them and explore the various idioms using them. (DOK Level 1, 2, 3)
6. Students will be able to use grammar and vocabulary concepts presented to demonstrate proficiency of the language through listening, speaking, reading, and writing. (DOK Level 1,2,3,4)

Core Activities and Corresponding Instructional Methods:

- Integrate academic content, teacher-created, and student-driven grammar and vocabulary activities.
- Apply concepts and vocabulary to create formal writing assignments and presentations.
    - Current French provinces and DOM/TOM, the countries and natural borders around and within the country of France, using blank maps.
    - https://www.purposegames.com/game/24665f87e6
    - https://www.geoguessr.com/vgp/3103
    - Les Grottes de Lascaux/Chauvet https://archeologie.culture.fr/lascaux/fr/visiter-grotte-lascaux , https://archeologie.culture.fr/chauvet/fr
    - The Dordogne, France: Lascaux's Prehistoric Cave Paintings - Rick Steves' Europe Travel Guide
- Introduction to French writer and poet Victor Hugo https://lesvoixdelapoesie.ca/lire/poemes/demain-des-laube
- Exploration of France's prehistoric period and the art surrounding it.
- Recall present tense regular/irregular verbs and common idioms using teacher notes and teacher-made/student practice activities. (Une Fois Pour Toutes, p. 10-16)

Assessments:

- **Diagnostic:**
  - Oral questions and observations, guiding questions, graphic organizers

- **Formative:**
  - Short readings, think/pair/share and group activities, guiding questions, vocabulary and grammar quizzes, Chez Nous article discussions
  - Informal writing assignments (emails, textbook writing prompts)

Summative:

- Preliminary Geography Lesson with quiz
- Étape 1 Vocabulary Quiz
- Étape 1 Knowledge-Based Assessment
- Étape 1 Grammar Quiz
- Étape 1 Writing assessment
- Étape 1 Speaking Assessment
- Unit 1 Project
  - Country project or alternate project
  - interpersonal and presentational speaking performance-based assessments (simulated conversations and projects)

- **Correctives:**
  - More extensive direct instruction, practice, and modeling of listening, speaking, reading, and writing strategies.
  - Use of technological resources available online through teacher-chosen websites, vocabulary games, and non-print resources.

- **Extensions:**
  - Supplemental vocabulary, grammar, listening, reading & writing activities from Trésors du Temps, Writing Activities Workbook, Une Fois Pour Toutes: Une révision des structures essentielles de la langue française, En d'Autres Termes, Les Grands Hommes de la France, Profiles in History for Intermediate students, or APprenons.
  - Cultural discussions, activities, and/or projects.

Unit 1: (30 days of MP 1)

- **Standards:** PA Common Core Standards, ACTFL Standards

Standards Addressed:

PACCS: CC.1.2A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4. V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K
https://static.pdesas.org/content/documents/PA%20Core%20Standards%20ELA%206-12%20March%202014.pdf

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2
https://www.actfl.org/uploads/files/general/World-ReadinessStandardsforLearningLanguages.pdf

Overview: Students will be able to describe France's prehistoric period, the geographic development of the French territory, and have a basic understanding of prehistoric French art. Students will explore the Gallic period of France to the Middle Ages, including Clovis' death, how the invasion of Normandy came about, and how it led to the Crusades and was a major contributing factor in the Hundred Years' War. Students will explore the lives of some of the most famous Frenchmen in history during these time periods. Students will explore and learn about four famous Frenchmen of this time period: Clovis, Vercingétorix, Charlemagne, and William the Conqueror. Students will also be discussing the Hundred Years War and the influence of Jeanne d'Arc. Students will also be introduced to some excerpts of literature associated with the time periods covered within this unit, specifically the French cartoon character Astérix and the influence of comics in French literature and culture. An excerpt of Julius Cesar's De Bello Gallico will be read, interpreted, and discussed. Students will be able to recall, review, and practice conjugation of regular, irregular, and stem-changing verbs in the present and past tenses. Students will also practice using the above verbs in the imperative. A thorough review of all of the simple and compound past tenses is reviewed and extended upon. Students will also review and apply their previous knowledge of adjectives to explore adverbs and direct and indirect object pronouns.

Objectives:

1. Students will explore the Gallic period of history up through the Middle Ages and learn about some of the first important men in France, including Vercingétorix, Clovis, Charlemagne, and William the Conqueror. (DOK Level 1,2)
2. Students will interpret and draw conclusions about the literary piece De Bello Gallico by Julius Cesar and how it gives a more complete picture of early tribes in France. (DOK Level 2, 3)

3. Students will recognize and review "regular verbs," including those with stem-changes in the present tense, and incorporate them into their writing. (DOK Level 1,2,3)
4. Students will recognize and make observations about the role of comic strips and how they have a great influence on Francophone literature. (DOK Level 1,2)
5. Students will be able to summarize and construct sentences for regular, present-tense verbs, including those requiring the use of prepositions. (DOK Level 1,2,3)
6. Students will interpret information about the after effects of Clovis' death and see how that led to the Norman Invasion, which will eventually lead to the 100 years War. (DOK Level 1,2,3)
7. Students will be able to distinguish between the past tenses in French and utilize them accurately to create sentences and retell stories. (DOK Level 1,2,3,4)
8. Students will be able to use grammar and vocabulary concepts presented to demonstrate proficiency of the language through listening, speaking, reading, and writing. (DOK Level 1,2,3,4)

Core Activities and Corresponding Instructional Methods:

- Integrate academic content, teacher-created, and student-driven grammar and vocabulary activities.
- Exploration of the Gallic time period (Trésors du Temps, p. 25 - 29)
- Recall present tense regular/irregular verbs, including stem-changing verbs, using teacher notes and teacher-made and student practice activities. (Une Fois Pour Toutes, p. 10-16, Trésors du Temps, p. 37-49)
- Analyze selected reading passages (Trésors du Temps, p. 32-35 and 50-51).
    - Small group/independent reading, collaborative learning.
    - Teacher-created presentation
- Introduction of the comic as an art form and integration of knowledge (Trésors du Temps, p. 50-51)
- Recognize how the failing empire that Clovis began led to the Norman Invasion of England and eventually was a contributing factor that led to the Hundred Years War and the involvement of Jeanne d'Arc in saving the country from the English. (Trésors du Temps, p53-56)
- Thematic vocabulary and complete the activities that follow (corresponding textbook activities, and teacher-made student practice activities).
- Students will explore the Bayeux Tapestry as a form of art.
    - Bayeux, France: Famous Medieval Tapestry - Rick Steves' Europe Travel Guide - Travel Bite
    - https://www.bayeuxmuseum.com/en/actus/an-historic-loan-bayeux-tapestry-to-be-displayed-at-the-british-museum-from-2026/
- Recall, recognize, and construct phrases using the past tenses in a variety of situations and complete the selected activities that follow (Trésors du Temps, p. 77-81, Une Fois Pour Toutes, p. 25-47)

- Exploration of some of the most famous Frenchmen of the time period through reading, discussion, and comprehension activities. (Les Grands Hommes de la France, Profiles in History for Intermediate students, R. de Roussy de Sales, National Textbook Company, 1993.)

Assessments:

- **Diagnostic:**
  - Oral questions and observations, guiding questions, graphic organizers
- **Formative:**
  - Short readings, think/pair/share and group activities, guiding questions, vocabulary and grammar quizzes, Chez Nous article discussions
  - Informal writing assignments (emails, textbook writing prompts)
- **Summative:**
  - Étape 2 Vocabulary Quiz
  - Étape 2 Knowledge-Based Assessment
  - Étape 2 Grammar Assessment
  - Étape 2 Writing Assessment
  - Étape 2 Speaking Assessment
  - Reading Comprehension Activities based upon the Famous Frenchmen
  - Étape 3 Vocabulary Quiz
  - Étape 3 Knowledge-Based Assessment
  - Étape 3 Grammar Assessment
  - Étape 3 Speaking Assessment
  - Étape 3 Writing Assessment

- **Correctives:**
  - More extensive direct instruction, practice, and modeling of listening, speaking, reading, and writing strategies.
  - Use of technological resources available online through teacher-chosen websites, vocabulary games, and non-print resources

- **Extensions:**
  - Supplemental vocabulary, grammar, listening, reading & writing activities from Trésors du Temps, Writing Activities Workbook, Une Fois Pour Toutes:Une révision des structures essentielles de la langue française, En d'Autres Termes, Les Grands Hommes de la France, Profiles in History for Intermediate students, or APprenons.
  - Cultural discussions, activities, and/or projects.

Unit: 2 (30 days of MP2) **Time Range in Days: 45**

Standard(s): PA Common Core Standards, ACTFL Standards

Standards Addressed:
PACCS: CC.1.2A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E;
CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4. V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K
Downloads/PACore%20ELA%206-12_March%202014%20(2).pdf

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2
https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf

Overview: Students will identify the symbolism in the poems "La Ballade des Pendus" and "Ode à Cassandre." Students will also learn about the importance of François I and Henry IV to the country's development. Students will learn about the establishment of l'Académie Française and how Louis XIV and the building of Versailles will eventually lead to financial instability for France. Students will review the use of object pronouns and stress pronouns to express themselves in the present tense and to give orders to others. A review of the future and conditional tenses and "if" clauses will be done during this unit, solidifying previously learned material. Students will also review the subjunctive verb tense to discuss actions. Students will also begin to explore how personal and public identities evolve over time and how culture plays a large role in influencing one's identity. Students will also begin to explore the different AP themes and tasks through reading, listening, speaking, and writing activities.

Objectives:

1. Students will be reintroduced to the Crusades and their effects on the people of the time period, and France's role. (DOK Level 1,2)
2. Students will develop a logical argument and have to draw conclusions about how the Norman Invasion led to the 100 Year's War and to the rise of patriotism via the actions of Jeanne d'Arc. (DOK, Level 2,3,4)
3. Students will be able to recognize the intent behind the poems "La Ballade des Pendus" and "Ode à Cassandre" and will explore the recital "Lettre à sa fille sur la morte de Vatel" (DOK Level 2, 3)
4. Students will demonstrate their understanding of direct and indirect object pronouns as well as adverbial pronouns in context. (DOK Level 2,3)

5. Students will be able to use grammar and vocabulary concepts presented to demonstrate proficiency of the language through listening, speaking, reading, and writing. (DOK Level 1,2,3,4)
6. Students will be able to describe and distinguish between the two types of cathedrals of the Middle Ages, Romanesque and Gothic cathedrals. (DOK Level 1,2,3)
7. Students will be able to infer information about two of the greatest discoveries of the 15th century and their lasting consequences on Western Europe. (DOK Level 1,2,3)
8. Students will be able to assess how François I's reign in France and how Henri IV's life impacted France's history. (DOK Level 1, 2, 3)
9. Students will label, recall, and distinguish between the object pronouns and expand their knowledge of stress pronouns. (DOK Level 1,2)
10. Students will be exploring and designing a project surrounding a famous French château and presenting information about it. (DOK Level 2, 3, 4)
11. Students will be able to construct sentences using the future, conditional, and future perfect, conditional perfect tenses in combination with conditional sentences creation of complex and meaningful writing prompts. (DOK Level 1,2,3)
12. Students will interpret the importance of l'Académie Française in modern society and how Louis XIV's indulgence and the building of Versailles led to eventual financial instability. (DOK Level 2,3)
13. Students will classify and construct sentences using the present and past subjunctive verb tense. (DOK Level 2,3)
14. Students will be able to use grammar and vocabulary concepts presented to demonstrate proficiency of the language through listening, speaking, reading, and writing. (DOK Level 1,2,3,4)
15. Students will formulate and investigate how one's identity changes depending on their stage of life, culture, and how it evolves over a lifetime. (DOK Level 3,4)
16. Students will categorize the different registers of language and assess when they are used and in what contexts. (DOK Level 2,3)
17. Students will also review adjectives and numbers and apply their knowledge to creating a CV in French. (DOK Level 1,2,3)
18. Students will learn and use thematic vocabulary throughout the chapter, investigate the format of the AP French Language and Culture Exam, and use the format to increase reading, writing, speaking, and listening skills. (DOK Level 1,2,3,4

Core Activities and Corresponding Instructional Methods:

1. Integrate academic content, teacher-created, and student-driven grammar and vocabulary activities.
2. Analyze selected reading passages (Trésors du Temps, p. 102-103, 134-135).
    a. Small group/independent reading, collaborative learning.
    b. Teacher-created presentation
3. Recall, use, and create sentences using object pronouns (direct, indirect, and adverbial) and incorporate stress pronouns into their sentences as they speak and write. (Une Fois Pour Toutes, 89-103)
4. Analyze and discuss the Middle Age artwork found in such buildings as: La Sainte Chapelle and Notre Dame de Paris.
    a. La Sainte-Chapelle, une "cage de verre" au cœur de Paris
    b. What is a ROSE WINDOW in Gothic Architecture? | Notre-Dame de Chartres Cathedral in France
5. Exploration of a Loire château and creating a presentation of the history of their chosen château.
    a. https://www.chateaux-de-la-loire.fr/
6. Recall, recognize, and construct phrases using the future and conditional tenses in a variety of situations and complete the activities that follow (Trésors du Temps, p. 137- 147, Une Fois Pour Toutes, 51-70)
7. Use context clues to comprehend and respond to various listening activities from authentic sources. (https://savoirs.rfi.fr/en) (http://www.tv5monde.com)
8. Apply concepts and vocabulary to create formal writing assignments and presentations.
    a. L'Académie Française – from creation to current day
    b. Versailles – from beginning to current day and how it impacted the country
9. Recall, recognize, and construct phrases using the subjunctive mood and complete the activities that follow (Trésors du Temps, p. 169-181, Une Fois Pour Toutes, p. 73-85) using teacher notes and teacher-made student practice activities.
10. Exploration of some of the most famous Frenchmen of the time period through reading, discussion, and comprehension activities. (Les Grands Hommes de la France, Profiles in History for Intermediate students, R. de Roussy de Sales, National Textbook Company, 1993.
11. Use of unit topics and current events in informal writing assignments and/or creation of debate topics for in-class presentations.
12. Formulate answers to the essential questions asked regarding personal and public identities and how personality, age, and culture play pivotal roles in creating one's persona. (APprenons, p. 2)
13. Assess and compare language registers in determining when they are appropriate to use.
14. Thematic vocabulary and complete the activities that follow (corresponding textbook activities, and teacher-made student practice activities).

15. Recall use of adjectives and numbers, both cardinal and ordinal, using teacher notes and teacher-made student practice activities. (APprenons, p. 6, p. 11, Une Fois Pour Toutes, p. 163-170)
16. Investigate the format of the AP French Language and Culture Exam tasks and use that knowledge to increase proficiency in reading, listening, interpersonal writing/speaking , and presentational writing/speaking tasks.
17. Compare and contrast cultures and make observations.

Assessments:

- **Diagnostic:**
  - Oral questions and observations, guiding questions, graphic organizers
- **Formative:**
  - Short readings, think/pair/share and group activities, guiding questions, vocabulary and grammar quizzes, Chez Nous article discussions
  - Informal writing assignments (emails, textbook writing prompts)
- **Summative:**
  - Étape 4 Vocabulary Quiz
  - Étape 4 Knowledge-Based Assessment
  - Étape 4 Grammar Assessment
  - Étape 4 Writing Assessment
  - Étape 4 Speaking Assessment
  - Reading Comprehension Activities based upon the Famous Frenchmen
  - Étape 5 Vocabulary Quiz
  - Étape 5 Knowledge-Based Assessment
  - Étape 5 Grammar Assessment
  - Étape 5 Speaking Assessment
  - Étape 5 Writing Assessment

- **Correctives:**
    - More extensive direct instruction, practice, and modeling of listening, speaking, reading, and writing strategies.
    - Use of technological resources available online through teacher-chosen websites, vocabulary games, and non-print resources

- **Extensions:**
    - Supplemental vocabulary, grammar, listening, reading & writing activities from Trésors du Temps, Writing Activities Workbook, Une Fois Pour Toutes:Une révision des structures essentielles de la langue française, En d'Autres Termes, Les Grands Hommes de la France, Profiles in History for Intermediate students, or APprenons.
    - Cultural discussions, activities, and/or projects.

Unit 3: (15 days of MP 2)

- **Standards:** PA Common Core Standards, ACTFL Standards

Standards Addressed:
PACCS: CC.1.2A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4. V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K
https://static.pdesas.org/content/documents/PA%20Core%20Standards%20ELA%206-12%20March%202014.pdf

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2
https://www.actfl.org/uploads/files/general/World-ReadinessStandardsforLearningLanguages.pdf

Overview: Students will identify the symbolism in the poems "La Ballade des Pendus" and "Ode à Cassandre." Students will also learn about the importance of François I and Henry IV to the country's development. Students will learn about the establishment of l'Académie Française and how Louis XIV and the building of Versailles will eventually lead to financial instability for France. Students will review the use of object pronouns and stress pronouns to express themselves in the present tense and to give orders to others. A review of the future and conditional tenses and "if" clauses will be done during this unit, solidifying previously learned material. Students will also review the subjunctive verb tense to discuss actions. Students will also begin to explore how personal and public identities evolve over time and how culture plays a large role in influencing one's identity. Students will also begin to explore the different AP themes and tasks through reading, listening, speaking, and writing activities.

Objectives:

1. Students will be able to recognize and differentiate between Renaissance art, 18th-century art, and 19th-century art, and the thinking behind each new art movement. (DOK Level 1,2,3)
2. Students will interpret the importance of l'Académie Française in modern society and how Louis XIV's indulgence and the building of Versailles led to eventual financial instability. (DOK Level 2,3)
3. Students will classify and construct sentences using the present and past subjunctive verb tense. (DOK Level 2,3)
4. Students will be able to use grammar and vocabulary concepts presented to demonstrate proficiency of the language through listening, speaking, reading, and writing. (DOK Level 1,2,3,4)

Core Activities and Corresponding Instructional Methods:

1. Integrate academic content, teacher-created, and student-driven grammar and vocabulary activities.
2. Teacher-created activities surrounding the Renaissance period art, 18th and 19th century artwork, and artists.
3. Apply grammatical concepts and new vocabulary to create formal writing assignments and presentations.
    a. L'Académie Française – from creation to current day
    b. Versailles – from beginning to current day and how it impacted the country
4. Analyze selected reading passages (Trésors du Temps, p. 148-154, 134-135).
    a. Small group/independent reading, collaborative learning.
    b. Teacher-created presentation
5. The regency period of Louis XIV and the building of Versailles. (Trésors du Temps, p. 150-154)
    a. Versailles, from Louis XIII to the French Revolution
    b. Absolute Monarchy: Crash Course European History #13
6. Recall, recognize, and construct phrases using the subjunctive mood and complete the activities that follow (Trésors du Temps, p. 169-181, Une Fois Pour Toutes, p. 73-85) using teacher notes and teacher-made student practice activities.
7. Exploration of some of the most famous Frenchmen of the time period through reading, discussion, and comprehension activities. (Les Grands Hommes de la France, Profiles in History for Intermediate students, R. de Roussy de Sales, National Textbook Company, 1993.)

Assessments:

- **Diagnostic:**
    - Oral questions and observations, guiding questions, graphic organizers
- **Formative:**
    - Short readings, think/pair/share and group activities, guiding questions, vocabulary and grammar quizzes, Chez Nous article discussions
    - Informal writing assignments (emails, textbook writing prompts)
- **Summative:**
    - Étape 6 Vocabulary Quiz
    - Étape 6 Knowledge-Based Assessment
    - Étape 6 Grammar Assessment
    - Étape 6 Writing Assessment
    - Étape 6 Speaking Assessment
    - Reading Comprehension Activities based upon the Famous Frenchmen

- **Correctives:**

- More extensive direct instruction, practice, and modeling of listening, speaking, reading, and writing strategies.
- Use of technological resources available online through teacher-chosen websites, vocabulary games, and non-print resources

- **Extensions:**
  - Supplemental vocabulary, grammar, listening, reading & writing activities from Trésors du Temps, Writing Activities Workbook, Une Fois Pour Toutes:Une révision des structures essentielles de la langue française, En d'Autres Termes, Les Grands Hommes de la France, Profiles in History for Intermediate students, or APprenons.
  - Cultural discussions, activities, and/or projects.

Unit 4: (20 days of MP 3)

- **Standards:** PA Common Core Standards, ACTFL Standards

Standards Addressed:
PACCS: CC.1.2A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4. V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K
https://static.pdesas.org/content/documents/PA%20Core%20Standards%20ELA%206-12%20March%202014.pdf

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2
https://www.actfl.org/uploads/files/general/World-ReadinessStandardsforLearningLanguages.pdf

Overview: Students will identify the symbolism in the fable "La Cigale et la Fourmi" by famous fableist Jean de la Fontaine. Students will also begin to explore how personal and public identities evolve over time and how culture plays a large role in influencing one's identity. Students will review cardinal numbers and extend their knowledge to ordinal numbers. A review of previously learned past tenses will be addressed. Students will also review descriptive adjectives and how to transform their knowledge over to making adverbs and being able to place them accurately into sentences. Students will additionally explore the role of education and be able to compare the French educational system to that in the United States. Students will also begin to explore the different AP themes and tasks through reading, listening, speaking, and writing activities, and expand their vocabulary knowledge by using authentic resources.

Objectives:
1. Students will be able to use grammar and vocabulary concepts presented to demonstrate proficiency of the language through listening, speaking, reading, and writing. (DOK Level 1,2,3,4)
2. Students will study famous French fableist Jean de la Fontaine's work, "La Cigale et la Fourmi," and make observations about the fable. (DOK Level 1, 3)
3. Students will formulate and investigate how one's identity changes depending on their stage of life, culture, and how it evolves over a lifetime. (DOK Level 3,4)
4. Students will categorize the different registers of language and assess when they are used and in what contexts. (DOK Level 2,3)
5. Students will also review adjectives and numbers and apply their knowledge to creating a CV in French. (DOK Level 1,2,3)
6. Students will create adverbs from their knowledge of adjectives, differentiate between the various types of adverbs, and prove that they can use them with accuracy. (DOK 1,2,3,4)
7. Students will learn and use thematic vocabulary throughout the chapter, investigate the

format of the AP French Language and Culture Exam, and use the format to increase reading, writing, speaking, and listening skills. (DOK Level 1,2,3,4)

8. Students will also be able to construct an idea about the role of education in France, the various types of schools, and how they compare to the system of education in the United States. (DOK Level 2,3)

Core Activities and Corresponding Instructional Methods:

1. Integrate academic content, teacher-created, and student-driven grammar and vocabulary activities.
2. Introduction to Jean de la Fontaine and one of his most recognizable fables. La minute de poésie : La Cigale et la Fourmi [Jean de La Fontaine]
3. Discussion of personal and public identities and how they shape us throughout our lifetimes via language, culture, and in a variety of contexts. (APprenons, p. 2-13)
4. Use context clues to comprehend and respond to various listening activities from authentic sources. (https://savoirs.rfi.fr/en) (http://www.tv5monde.com)
5. Connect background knowledge of gender of adjectives and negative phrases in simple and compound verb structures and placement by using teacher notes and teacher-made and student practice activities. (Trésors du Temps, p. 237-251, Une Fois Pour Toutes, p. 163-170, p. 153-156)
6. Usage of adjectives and their formation to create sentences using adverbs. (Une Fois Pour Toutes, p. 171-176)
    a. https://www.bbc.co.uk/bitesize/guides/zrpbjhv/test
7. Reflection and review of cardinal and ordinal number usage. (APprenons, p. 11)
    a. https://francais.lingolia.com/en/vocabulary/numbers-dates-time/cardinal-numbers/cardinal-numbers-exercises
8. Formulate answers to the essential questions asked in regard to the role of education, how education has evolved since the last century, and the greatest challenges in education today. (APprenons, p. 44-89) Un témoignage-Education Française et US - STUDENT
9. Compare and contrast the student schedules and grading scales in France and in our country, and how they are reflective of culture. (APprenons, p.47, 51, 56)
10. Thematic vocabulary and complete the activities that follow (corresponding textbook activities, and teacher-made student practice activities) (APprenons, p. 42-43, 90-91)

Assessments:

- **Diagnostic:**
  - Oral questions and observations, guiding questions, graphic organizers
- **Formative:**
  - Short readings, think/pair/share and group activities, guiding questions, vocabulary and grammar quizzes, Chez Nous article discussions
  - Informal writing assignments (emails, textbook writing prompts)
- **Summative:**
  - Chapitre 0 - Knowledge-based vocabulary assessments
  - Chapitre 1 - Knowledge-based vocabulary assessments
  - Teacher-created grammar assessments - Adjectives
  - Teacher-created grammar assessments - Adverbs
  - Graded listening and reading comprehension assessments on topics of personal/public identity and education

- **Correctives:**
  - More extensive direct instruction, practice, and modeling of listening, speaking, reading, and writing strategies.
  - Use of technological resources available online through teacher-chosen websites, vocabulary games, and non-print resources

- **Extensions:**
  - Supplemental vocabulary, grammar, listening, reading & writing activities from Trésors du Temps, Writing Activities Workbook, Une Fois Pour Toutes:Une révision des structures essentielles de la langue française, En d'Autres Termes, Les Grands Hommes de la France, Profiles in History for Intermediate students, or APprenons.
  - Cultural discussions, activities, and/or projects.

Unit 5: (25 days of MP 3)

- **Standards:** PA Common Core Standards, ACTFL Standards

Standards Addressed:
PACCS: CC.1.2A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4. V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K
https://static.pdesas.org/content/documents/PA%20Core%20Standards%20ELA%206-12%20March%202014.pdf

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2
https://www.actfl.org/uploads/files/general/World-ReadinessStandardsforLearningLanguages.pdf

Overview: Students will continue with the grammatical use of adjectives by extending their knowledge to comparisons and superlative structures. Students will also review and reinforce the most common prepositions and their use with geographical terms. The AP theme of Contemporary Life as it applies to travel will be included in this unit. Students will also review the subjunctive mood and its many structures in advanced language use. Students will be using certain vocabulary expressions, along with the present tense, to indicate the duration of an event. As time allows, students will continue to explore 18th-century France, Louis XV, and Madame de Pompadour as important figures in French history. Students will also review the use of pronominal verb structures. Students will also continue to explore the different AP themes and tasks through reading, listening, speaking, and writing activities, and expand their vocabulary knowledge by using authentic resources. Cultural differences and similarities will be explored and addressed via the chapter topic and its relationship to student interest.

Objectives:
1. Students will be able to use grammar and vocabulary concepts presented to demonstrate proficiency of the language through listening, speaking, reading, and writing. (DOK **Level** 1,2,3,4)
2. Students will be able to construct sentences using the prepositions of place and differentiate between the various prepositions used when indicating location with cities and countries. (DOK Level 2,3)
3. Students will be able to show previous knowledge of adjectives and formation to formulate sentences and apply grammatical structures so they can create phrases that show off the comparative and superlative structures. (DOK Level 2,3,4)
4. Students will explore the AP theme of Contemporary Life and travel, and relate it to their own experiences as they investigate how contact with other cultures can enrich their lives. (DOK Level 1,2,3,4)
5. Students will be able to classify events, their duration, and develop sentences that

show chronological order. (DOK Level 1,2)

6. Students will apply previous knowledge of the subjunctive mood and how it is used in French to address necessity. (DOK Level 1,2,3)
7. Students will organize and construct hypotheses around the events of 18th-century France and the famous individuals of the time period to explain how their actions will eventually influence the French Revolution. (DOK Level 2,3,4)
8. Students will be able to more accurately use pronominal verbs and differentiate their use in a variety of contexts and verb tenses. (DOK Level 1,2,3)
9. Exploration of some of the most famous Frenchmen of the time period through reading, discussion, and comprehension activities. (Les Grands Hommes de la France, Profiles in History for Intermediate students, R. de Roussy de Sales, National Textbook Company, 1993.)

Core Activities and Corresponding Instructional Methods:

1. Integrate academic content, teacher-created, and student-driven grammar and vocabulary activities.
2. Reinforce the use of prepositions such as "à" and "en" (Une Fois Pour Toutes, p. 183-197)
3. Use previously learned knowledge of adjectives and apply it to making sentences that compare, and how to use superlative adjectives. (Une Fois Pour Toutes, p. 176-180)
4. Discuss the essential vocabulary and questions about other cultures and how they enrich our lives, comparing vacations, following timetables when traveling, and getting ready for a trip. (APprenons, p. 92-105) https://www.statista.com/chart/35400/quest-ce-qui-empeche-les-europeens-de-voyager/
5. Indication of the duration of an event in relation to schedules and using the official time. (APprenons, p. 96)
6. Review the formation of the subjunctive mood and expand on its use in French. (Une Fois Pour Toutes, p. 73-85)
    a. https://conjuguemos.com/verb/17
    b. https://www.laits.utexas.edu/tex/gr/tas2.html
7. Review of pronominal verbs and their use in both reflexive and reciprocal manners. (Trésors du Temps, p. 201-209)
    a. https://www.lawlessfrench.com/grammar/pronominal-verbs/
    b. https://www.laits.utexas.edu/tex/gr/vpr1.html
8. Use context clues to comprehend and respond to various listening activities from authentic sources. (https://savoirs.rfi.fr/en) (http://www.tv5monde.com)

9. Recognize how the long reign of Louis XIV brought about an inability of his

great-grandson, Louis XV, to lead the country appropriately after his death, the role that Madame de Pompadour would play, as well as the Enlightenment period and philosophers, in the eventual crumbling of the monarchy. (Trésors du Temps, p. 185-189)

Assessments:

- **Diagnostic:**
  - Oral questions and observations, guiding questions, graphic organizers
- **Formative:**
  - Short readings, think/pair/share and group activities, guiding questions, vocabulary and grammar quizzes, Chez Nous article discussions
  - Informal writing assignments (emails, textbook writing prompts)
- **Summative:**
  - Chapitre 2 - Knowledge-based vocabulary assessments
  - Étape 7 - Vocabulary Quiz
  - Étape 7 - Knowledge-based Assessment
  - Reading Comprehension Activities based upon the Famous Frenchmen
  - Teacher-created grammar assessments - Comparisons & Superlatives
  - Teacher-created grammar assessments - Prepositions
  - Teacher-created grammar assessments - Subjunctive mood
  - Graded listening and reading comprehension assessments on the topic of travel

- **Correctives:**
  - More extensive direct instruction, practice, and modeling of listening, speaking, reading, and writing strategies.
  - Use of technological resources available online through teacher-chosen websites, vocabulary games, and non-print resources
- **Extensions:**
  - Supplemental vocabulary, grammar, listening, reading & writing activities from Trésors du Temps, Writing Activities Workbook, Une Fois Pour Toutes:Une révision des structures essentielles de la langue française, En d'Autres Termes, Les Grands Hommes de la France, Profiles in History for Intermediate students, or APprenons.
  - Cultural discussions, activities, and/or projects.

Unit 6: (45 days of MP 4)

- **Standards:** PA Common Core Standards, ACTFL Standards

Standards Addressed:
PACCS: CC.1.2A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4. V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K
https://static.pdesas.org/content/documents/PA%20Core%20Standards%20ELA%206-12%20March%202014.pdf

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2
https://www.actfl.org/uploads/files/general/World-ReadinessStandardsforLearningLanguages.pdf

Overview: Students will also study the pre-Revolutionary period of France and understand the loss of power via the downfall of Louis XVI and Marie Antoinette, the rise of the Estates General, and the storming of the Bastille prison. This will lead to the study of the French Revolution and the change from monarchical rule to becoming a republic. Students will also review descriptive adjectives and negative phrases and their placement in a variety of verb tenses. Students will also be introduced to possessive pronouns and relative pronouns in addition to "celui/ça and cela" and integrate them into their writing and speaking tasks. After completing the unit, students will have a greater understanding of the reign of Napoleon Bonaparte and his contributions to France. Students will explore the power Napoleon had over the French people and learn about Napoleon's reign, an interim monarchy, and finally the death of Napoleon. Students will be able to discuss the succession of governments after Napoleon's death and the politics of Napoleon III, both within France and with other countries. As time allows, students will also be able to compare and contrast the positive and negative effects of colonization. and of the Industrial Revolution in France. The role of scientific advancements of Louis Pasteur and Pierre and Marie Curie will also be critiqued. Students will construct an idea of the impact of the Impressionist movement and be able to discuss the post-revolutionary writings of Victor Hugo. Students will be able to discuss the causes and effects of World War I and World War II, as well as the decolonization of Africa and the resulting literature. Students will also discuss the rise to power of Charles de Gaulle and the Socialist movement in France. Students will also explore the advent of the European Union as well as the student uprising in the middle of the 20th century. Students will also explore the roles of love, friendship, and family in contemporary society and how those have evolved and are influenced by culture. Students will also have a review of a variety of grammatical concepts from throughout the school year and be able to use that knowledge in forming questions, as well as giving advice and expressing opinions. Students will be able to assess technology and how it changes our way of life, and how innovations have advanced throughout the years, and describe how ethics plays a role in technological innovations. Students will start to study the novel *Le Petit Prince,* by Antoine de Saint Exupéry,

to tie in the themes of love and friendship as it relates to the AP theme of Families and Communities, which is the first unit of AP French.

Objectives:

1. Students will be able to use grammar and vocabulary concepts presented to demonstrate proficiency of the language through listening, speaking, reading, and writing. (DOK Level 1,2,3,4)
2. Students will be able to make observations about pre-Revolutionary France and the causes and effects of the reign of Louis XVI, the importance of Marie Antoinette, and develop a logical argument of the reasons behind the storming of the Bastille. (DOK Level 2,3)
3. Students will be able to use negative phrases correctly in both simple and compound verb structures. (DOK Level 1,2,3,4)
4. Students will also review pronoun usage, including a study of possessive pronouns and relative pronouns. (DOK Level 1,2,3)
5. Students will link previous knowledge of the reigns of Louis XIV-XVI and develop a logical argument about the causes and effects of the French Revolution and its historical impact on the country. (DOK Level 2,3,4)
6. Students will learn and use thematic vocabulary throughout the chapters, investigate the format of the AP French Language and Culture Exam, and use the format to increase reading, writing, speaking, and listening skills. (DOK Level 1,2,3,4)
7. Students will memorize and recite the poem "Le Pont Mirabeau" by Guillaume Appolinaire as an early influence on the surrealist writing movement in the 20th century. (DOK Level 1, 2)
8. Students will show their understanding of post-Revolutionary France, Napoleon's rise to power, and how various leadership changes led to the colonization of Africa. (DOK Level 1,2,3)
9. Students will discuss and compare the ideas of family and its application to the 21st century and the roles that family and friends play in their lives. (DOK Level 1,2,3)
10. Students will explore the life of Antoine de Saint Exupéry and the themes of love and friendship in his novel, *Le Petit Prince.* (DOK Level 1,2)
11. Exploration of some of the most famous Frenchmen of the time period through reading, discussion, and comprehension activities. (Les Grands Hommes de la France, Profiles in History for Intermediate students, R. de Roussy de Sales, National Textbook Company, 1993.)

Core Activities and Corresponding Instructional Methods:

1. Integrate academic content, teacher-created, and student-driven grammar and vocabulary activities.
2. Explore pre-Revolutionary France via the reign of Louis XIV, his marriage to Marie Antoinette, and the downfall of the monarchy. (Trésors du Temps, p. 220-226)
    a. Il était une fois Louis XVI // Once upon a time Louis XVI
    b. 1 jour une question c'est quoi la révolution française
    c. Marie-Antoinette I Quelle Histoire - TV5 Monde
3. Add to previous knowledge of negative expressions and expand upon that knowledge to create more complex sentences in their writing, and be able to recognize a variety of negative expressions. (Une Fois Pour Toutes, p. 149-159, Trésors du Temps, p.242-245)
    a. https://preply.com/en/blog/french-negation-rules-complete-guide/
4. Using prior knowledge, students will develop a logical argument about the causes of the French Revolution and explore it more in depth. (Trésors du Temps, p. 254-261)
5. Learn about post-Revolutionary France, the rise of Napoléon to power, and the multiple changes in government following his death. (Trésors du Temps, p.288-293, 318-324)
    a. History vs. Napoleon Bonaparte - Alex Gendler
6. Investigate the early 20th century through the poem "Le Pont Mirabeau" by Guillaume Apollinaire. Le Pont Mirabeau read by Guillaume Apollinaire and translated by Ron Padgett - Don YortyDon Yorty https://vimeo.com/637240041?fl=pl&fe=sh
7. Review of relative pronouns and an introduction to possessive pronouns. (Trésors du Temps, p. 271-274)
    a. https://laits.utexas.edu/tex/gr/pro12.html
8. Explore the themes of love and family and how it applies to their lives. (APprenons, p188-201)
9. Introduction to writer Antoine de Saint-Exupéry and his novel *Le Petit Prince.* (Extension of other teaching materials)
    a. https://www.antoinedesaintexupery.org/la-biographie/
    b. https://www.1jour1actu.com/culture/petit-prince-film-33459

Assessments:

- **Diagnostic:**

- Oral questions and observations, guiding questions, graphic organizers

- **Formative:**
  - Short readings, think/pair/share and group activities, guiding questions, vocabulary and grammar quizzes, Chez Nous article discussions
  - Informal writing assignments (emails, textbook writing prompts)
- **Summative:**
  - Chapitre 4 - Knowledge-based vocabulary assessments
  - Étape 8 - Knowledge-based Assessment
  - Étape 9 - Knowledge-based Assessment
  - Etape 10 - Knowledge-based Assessment
  - Reading Comprehension Activities based upon the Famous Frenchmen
  - Teacher-created grammar assessments - Negation
  - Teacher-created grammar assessments - Relative pronouns and possessive pronouns
  - Graded listening and reading comprehension assessments on topics of love and friendship

- **Correctives:**
  - More extensive direct instruction, practice, and modeling of listening, speaking, reading, and writing strategies.
  - Use of technological resources available online through teacher-chosen websites, vocabulary games, and non-print resources

- **Extensions:**
  - Supplemental vocabulary, grammar, listening, reading & writing activities from Trésors du Temps, Writing Activities Workbook, Une Fois Pour Toutes:Une révision des structures essentielles de la langue française, En d'Autres Termes, Les Grands Hommes de la France, Profiles in History for Intermediate students, or APprenons.
  - Cultural discussions, activities, and/or projects.