

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

French 2

Grade Level: 9-12

Date of Board Approval: _____ 2019 _____

Planned Instruction

Title of Planned Instruction: French 2

Subject Area: World Language

Grade(s): 9-12

Course Description: This course is designed as a logical progression from French 1. Students will continue their development of listening, speaking, reading and writing, while developing a deeper appreciation of the French culture. Students will be introduced to new thematic vocabulary and grammatical concepts while building upon previous vocabulary and grammar to facilitate communication and understanding in authentic language situations. Students will exercise with rigor the four language skills regularly to develop proficiency in the second language. This course is conducted for the most part in French and technology is integrated whenever appropriate to support and enhance learning in the second language.

Time/Credit for the Course: 1 year/1 credit

Curriculum Writing Committee: Shannon Maino

Curriculum Map

1. Marking Period One:

- **Overview based on 45 days:**
Students will explore and compare the city of Paris to American cities, the various sites to visit and how the French culture has influenced various facets of world cultures while also discussing celebrations of France.
- **Goals:**
Understanding of:
- **Chapter 1, Lesson 1 & 2**
 - Culture
 - Sundays, family nicknames, after-school activities, cafés
 - Vocabulary
 - Descriptions of people
 - Asking about others
 - Activities
 - Emotions
 - Grammar
 - The verbs AVOIR & ÊTRE
 - Use of formal vs informal language
 - Adjective agreement
 - Special adjectives: beau, nouveau and vieux
 - Present tense regular verbs
 - Days & months
 - Verbs like DORMIR
 - Communication: Interpretational, Interpersonal & Presentational
 - Describe yourself & others
 - Asking about others
 - Talk about likes & dislikes
 - Inquire about others & their after-school activities
 - Tell when you do something
- **Chapter 2, Lesson 1 & 2**
 - Culture
 - French holidays and specialty foods eaten on those holidays
 - Vocabulary
 - Celebrations
 - Party preparations
 - Asking for help & responding
 - Asking for & giving advice
 - Grammar
 - Direct & Indirect object pronouns
 - The verb OFFRIR

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- Passé Composé with AVOIR
- Passé Composé with ETRE
- Negative Expressions
- Communication: Interpretational, Interpersonal & Presentational
 - Wishing someone a good time
 - Ask for & give advice
 - Ask for help
 - Check if things have been done

2. Marking Period Two:

- **Overview based on 45 days:**
Students will talk about shopping & schooling in Quebec City, computer technologies, and how to use public transportation in France. Students will also talk about their daily routines. Students will also study shopping in Québec, another French-speaking community, and compare and contrast that to shopping in the United States.
- **Goals:**
Understanding of:
- **Chapter 3, Lesson 1 & 2**
 - Culture
 - The metric system and typical foods of Quebec
 - Shopping in Quebec
 - Vocabulary
 - Fruits & Vegetables
 - Cooking terms
 - Food shopping
 - Grammar
 - The Partitive article
 - Indefinite articles UN, UNE, DES
 - Pronoun Y
 - Question formation
 - Prepositions
 - Review of object pronouns
 - The pronoun EN
 - Placement of object pronouns
 - Contractions with À and DE
 - Communication: Interpretational, Interpersonal & Presentational
 - Asking about food preparation
 - Make requests
 - Shop for groceries
 - Ask where things are in a store
- **Chapter 4, Lesson 1 & 2**
 - Culture

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- Diplôme d'études collégiales, school books, computer keyboards, web sites
- Vocabulary
 - School places & events
 - Computer terms
 - Wondering what happened
 - Asking for information & expression of frustration
- Grammar
 - Review of Direct & Indirect object pronouns
 - Usage of object pronouns with the passé composé
 - The verb RECEVOIR
 - Quelqu'un, quelque chose, ne...personne, ne...rien, ne...que
 - The verb SUIVRE
 - Depuis, il y a, ça fait....
 - The verb OUVRIR
- Communication: Interpretational, Interpersonal & Presentational
 - Ask how something turned out
 - Wonder what happened
 - Ask for information
 - Express frustration

3. Marking Period Three:

- **Overview based on 45 days:**

Students will investigate what snack time means to a child in France. They will also explore different children's games, songs and comic books from the French perspective and compare it to their own. Students will also explore the differences between living in the country versus the city. Students will examine summer camps, camping around the French-speaking world and the impact that French has on the world of tourism.
- **Goals:**

Understanding of:
- **Chapter 5, Lesson 1 & 2**
 - Culture
 - Typical French teen's day, the metro system in Rennes
 - Snack time and shopping
 - Vocabulary
 - Morning Routine
 - Expressing impatience
 - Daily Routine
 - How to make a recommendation?
 - Grammar
 - Reflexive verbs

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- Tout, tous, toute, toutes
- The verbs S'APPELER & SE LEVER
- Verbs like BALAYER & ESSAYER
- Reflexive verbs in the passé composé
- Tu, Nous and Vous commands
- The imperative with reflexive verbs
- Reflexive verbs with infinitives
- Communication: Interpretational, Interpersonal & Presentational
 - Talk about your routine
 - Express impatience
 - Say when you do things
 - Make recommendations

- **Chapter 6, Lesson 1 & 2**
 - Culture
 - Children's games & songs, comic books, living in the country versus the city and summer camps
 - Vocabulary
 - Childhood activities
 - Country life
 - Grammar
 - The IMPARFAIT
 - The passé composé & the imparfait
 - Adverbs & adverb placement
 - The comparative with adjectives & nouns
 - The superlative with adjectives
 - Irregular comparatives & superlatives
 - Contractions with DE
 - Communication: Interpretational, Interpersonal & Presentational
 - Talk about when you were a child
 - Tell about an event from the past
 - Compare life in the country & in the city
 - Describe life in the country

4. Marking Period Four:

- **Overview based on 45 days:**

Students will examine summer camps, camping around the French-speaking world and the impact that French has on the world of tourism. Students will explore the world of healthcare, gyms and Senegalese foods and games.
- **Goals:**

Understanding of:
- **Chapter 7, Lesson 1 & 2**

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- Culture
 - Camping & Nautical sports in Senegal, Exploring French through tourism
 - Fishing, the pirogue
- Vocabulary
 - Camping
 - Saying what happened
 - Describing circumstances
 - Nature
 - Animals
 - Activities
- Grammar
 - The passé composé & the imparfait
 - Être en train de
 - Verbs with être in the passé composé
 - The FUTUR SIMPLE
 - The FUTUR SIMPLE of regular verbs
 - The verb COURIR
- Communication: Interpretational, Interpersonal & Presentational
 - Say what happened
 - Describe circumstances
 - Tell what you will do
 - Wonder what will happen
- **Chapter 8, Lessons 1 & 2**
 - Culture
 - Healthcare in Senegal, Gyms, Senegalese Foods, French in the medical world
 - Vocabulary
 - Parts of the body
 - Injuries & illnesses
 - Improving one's health
 - Grammar
 - Future stems of irregular verbs
 - The SUBJUNCTIVE of regular verbs
 - The SUBJUNCTIVE of irregular verbs
 - More expressions with the SUBJUNCTIVE
 - The CONDITIONAL
 - SI clauses
 - The CONDITIONAL to make polite requests
 - Communication: Interpretational, Interpersonal & Presentational
 - Ask & tell how you feel
 - Describe symptoms & give advice
 - Complain about health & give advice
 - Sympathize with someone

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○ Chapters: 1-8

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?

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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 (ex. 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.

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Curriculum Plan

Unit: Chapter 1, Lessons 1 & 2

Marking Period: 1 -20 days

Standard(s): PA Core Standards, ACTFL Standards

Standards Addressed: PACS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.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;

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: My family, my friends and I and our activities

Goals: Students will be able to identify and describe family, friends, themselves as well as talk about after-school activities. Students will be able to inquire about others' activities and tell when they do something.

Objectives:

1. Review vocabulary in context: tu versus vous, days of the week, months of the year, how to identify people, describe people, activities, feelings and making inquiries. (DOK Level 1, 2, 3, 4)
2. Practice the verbs avoir & être in the present. (DOK Level 1,2)
3. Practice adjective agreement & the irregular adjectives beau, nouveau and vieux. (DOK Level 1,2)
4. Use the present tense of regular –er, -ir, –re verbs and stem-changing verbs to describe what people are doing. (DOK Level 1,2,3)
5. To use grammar and vocabulary concepts presented in Chapter 1 to demonstrate proficiency of the language through listening, speaking, reading & writing. (DOK Level 1,2,3,4)
6. Recognize the similarities and differences between the city of Paris and to similarly sized cities in the United States. (DOK Level 1,2,3,4)
7. Make comparisons between what activities they normally do on Sundays after school and how nicknames for family members are also used in the French-speaking culture. (DOK Level 1,2,3,4)

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Core Activities and Corresponding Instructional Methods:

- Vocabulaire:
 - Livre p. 37 Résumé Vocabulaire 1 & 2
- Grammaire:
 - Livre p10-11 Verbs avoir & être
 - Livre p12-13 Adjective agreement
 - Livre p14 Irregular adjectives beau, nouveau, vieux
 - Livre p22-23 Regular –er verbs and stem-changing verbs
 - Livre p24-25 Regular –ir and –re verbs
 - Livre p26 Verbs like dormir

Suggested activities that incorporate vocabulaire et grammaire:

- Écouter:
 - Livre p8 Écoutons
 - Livre p10 Écoutons
 - Livre p11 Écoutons
 - Livre p20 Écoutons
 - Livre p24 Écoutons
 - Livre p26 Écoutons
- Lire:
 - Livre p8-9 Act. 1 & 4
 - Livre p10 Act. 6
 - Livre p12 Act. 12
 - Livre p15 Act. 19a
 - Livre p20 Act. 22
 - Livre p25 Act. 33
- Parler:
 - Livre p8-9 Act. 3 & 5
 - Livre p11 Act. 9 & 10
 - Livre p13 Act. 14 & 15
 - Livre p15 Act. 20 & 21
 - Livre p21 Act. 26
 - Livre p23 Act. 28 & 30
 - Livre p25 Act. 33, 34 & 35
 - Livre p27 Act. 39 & 41
- Écrire
 - Livre p8-9 Act. 3 & 4
 - Livre p11 Act. 8 & 9

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- Livre p13 Act. 13
- Livre p14-15 Act. 16, 17, 18, & 19b
- Livre p20-21 Act. 24 & 25
- Livre p24-25 Act. 32 & 34

Assessments:

- **Diagnostic:**
 - Class discussions & oral questions
 - Graphic Organizers
 - Think/Pair/Share
- **Formative:**
 - VOCABULAIRE:
 - Assessment Program
 - Vocabulaire 1, p3-4
 - Vocabulaire 2, p9-10
 - Examen, Chapitre 1, p19-20
 - GRAMMAIRE:
 - Assessment Program
 - Grammaire 1, p5-6
 - Grammaire 2, p11-12
 - Application 1, p7-8
 - Application 2, p13-14
 - Examen Chapitre 1, p21
 - ÉCOUTER:
 - Assessment Program
 - Examen Chapitre 1, p17
 - LIRE:
 - Assessment Program
 - Examen Chapitre 1, p18
 - Lecture, p15
 - PARLER
 - Assessment Program
 - Examen Oral, p317
 - ÉCRIRE
 - Assessment Program
 - Examen, Chapitre 1 p22
 - Écriture, p16

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- **Summative:**
 - Assessment Program Portfolio Suggestions or Performance Assessments in both oral/written forms
 - Chapitre 1, Projects, TE p3C-D

Extensions:

- Supplemental vocabulary, grammar, listening, reading & writing activities from Cahier de vocabulaire et grammaire, Grammar Tutor for Students of French, Cahier d'activités, and Media Guide, Independent Study Guide, Reading Strategies and Skills Handbook, Intermediate Reader.
- Cultural discussions, activities and/or projects.

Correctives:

- More extensive direct instruction, practice and modeling of listening, speaking, reading and writing strategies.
- More supplemental activities to apply concepts correctly using Game Bank, Digital Performance Space, @Home Tutor, DVD Tutor, Differentiated Practice and Assessment book.
- Use of technological resources available at my.hrw.com

Materials and Resources:

PRINT RESOURCES:

- Bien Dit! Level 2 textbook
- Cahier de Vocabulaire et Grammaire, SE, Level 2

NON-PRINT RESOURCES:

- Online student edition with resources
- @ Home Tutor
- Conjuguemos.com
- Integrated Performance Assessments
- HMHfyi Francais links to authentic articles and videos
- Cahier de Vocabulaire et Grammaire
- Cahier d'activités
- French InterActive Reader
- Downloadable audio & video

OTHER RESOURCES: Teacher may incorporate additional websites for grammar practice, vocabulary games, and listening activities as well as incorporate current events, teacher-developed rubrics and scoring guides, and teacher developed Smartboard Notebook files and activities.

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Unit: Chapter 2, Lessons 1 & 2

Marking Period: 1 -25 days

Standard(s): PA Core Standards, ACTFL Standards

Standards Addressed: PACS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.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;

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: Let's Celebrate!

Goals: Students will be able to wish someone a good time and ask for as well as give advice. Students will also be able to ask for help with tasks and check with someone to see if things have already been done.

Objectives:

1. Review vocabulary in context: discussion of a variety of celebrations and associated words, tasks to accomplish in preparation for a party, asking if things have been done and for advice as well as answering questions. (DOK Level 1, 2, 3, 4)
2. Practice direct object pronouns and their use. (DOK Level 1,2)
3. Practice indirect object pronouns and distinguish between them and direct object pronouns. (DOK Level 1,2)
4. Use the present tense "offrir". (DOK Level 1,2)
5. Construct past tense sentences using the passé composé with avoir and être. (DOK Level 1,2,3)
6. Show use of negative expressions in the past tense accurately. (DOK Level 1,2)
7. To use grammar and vocabulary concepts presented in Chapter 2 to demonstrate proficiency of the language through listening, speaking, reading & writing. (DOK Level 1,2,3,4)
8. Recognize the similarities and differences between holiday celebrations in France and compare that to those in the United States. (DOK Level 1,2,3,4)
9. Make comparisons between what holidays are celebrated and the foods eaten in the French-speaking communities to those in our own community. (DOK Level 1,2,3,4)

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Core Activities and Corresponding Instructional Methods:

- Vocabulaire:
 - Livre p. 73 Résumé Vocabulaire 1 & 2
- Grammaire:
 - Livre p46-47 Direct Object Pronouns
 - Livre p48-49 Indirect Object Pronouns
 - Livre p50 Verb offrir and like verbs
 - Livre p58-59 Passé Composé with avoir
 - Livre p60-61 Passé Composé with être
 - Livre p62-63 Negative Phrases

Suggested activities that incorporate vocabulaire et grammaire:

- Écouter:
 - Livre p44 Écoutons
 - Livre p49 Écoutons
 - Livre p51 Écoutons
 - Livre p56 Écoutons
 - Livre p58 Écoutons
 - Livre p63 Écoutons
- Lire:
 - Livre p46 Act.6
 - Livre p51 Act.19
 - Livre p60 Act. 32
 - Livre p63 Act.39
- Parler:
 - Livre p44-45 Act.3,4 & 5
 - Livre p46 Act. 7,8,9
 - Livre p49 Act. 13 & 14
 - Livre p50-51 Act. 15 & 20
 - Livre p56-57 Act. 23,24,25 & 26
 - Livre p59 Act. 29 & 31
 - Livre p61 Act. 33 & 35
 - Livre p63 Act. 41
- Écrire
 - Livre p44 Act. 2 & 3
 - Livre p47 Act. 7 & 8
 - Livre p48-49 Act. 10, 12 & 13
 - Livre p50-51 Act. 15, 16, 17 & 19

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- Livre p56-57 Act. 22, 23, & 24
- Livre p58-59 Act. 28, 29 & 30
- Livre p61 Act. 33 & 34
- Livre p62-63 Act. 37, 39, & 40

Assessments:

- **Diagnostic:**
 - Class discussions & oral questions
 - Graphic Organizers
 - Think/Pair/Share
- **Formative:**
 - VOCABULAIRE:
 - Assessment Program
 - Vocabulaire 1, p31-32
 - Vocabulaire 2, p37-38
 - Examen, Chapitre 2, p47-48
 - GRAMMAIRE:
 - Assessment Program
 - Grammaire 1, p33-34
 - Grammaire 2, p39-40
 - Application 1, p35-36
 - Application 2, p41-42
 - Examen Chapitre 2, p49
 - ÉCOUTER:
 - Assessment Program
 - Examen Chapitre 2, p45
 - LIRE:
 - Assessment Program
 - Examen Chapitre 2, p46
 - Lecture, p43
 - PARLER
 - Assessment Program
 - Examen Oral, p318
 - ÉCRIRE
 - Assessment Program
 - Examen, Chapitre 2 p50
 - Écriture, p44

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- **Summative:**
 - Assessment Program Portfolio Suggestions or Performance Assessments in both oral/written forms
 - Chapitre 2, Projects, TE p39C-D

Extensions:

- Supplemental vocabulary, grammar, listening, reading & writing activities from Cahier de vocabulaire et grammaire, Grammar Tutor for Students of French, Cahier d'activités, and Media Guide, Independent Study Guide, Reading Strategies and Skills Handbook, Intermediate Reader.
- Cultural discussions, activities and/or projects.

Correctives:

- More extensive direct instruction, practice and modeling of listening, speaking, reading and writing strategies.
- More supplemental activities to apply concepts correctly using Game Bank, Digital Performance Space, @Home Tutor, DVD Tutor, Differentiated Practice and Assessment book.
- Use of technological resources available at my.hrw.com

Materials and Resources:

PRINT RESOURCES:

- [Bien Dit!](#) Level 2 textbook
- Cahier de Vocabulaire et Grammaire, SE, Level 2

NON-PRINT RESOURCES:

- Online student edition with resources
- @ Home Tutor
- Conjuguemos.com
- Integrated Performance Assessments
- HMFyi Francais links to authentic articles and videos
- Cahier de Vocabulaire et Grammaire
- Cahier d'activités
- French InterActive Reader
- Downloadable audio & video

OTHER RESOURCES: Teacher may incorporate additional websites for grammar practice, vocabulary games, and listening activities as well as incorporate current events, teacher-developed rubrics and scoring guides, and teacher developed Smartboard Notebook files and activities.

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Unit: Chapter 3, Lessons 1 & 2

Marking Period: 2 -22 days

Standard(s): PA Core Standards, ACTFL Standards

Standards Addressed: PACS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.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;

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: Let's go grocery shopping!

Goals: Students will be able to identify a variety of fruits and vegetables and describe as well as ask about the preparation of these items. Students will also be able to make polite requests. Students will also explore and identify specialty stores and the items in them and be able to indicate the specific quantity of items they're looking for.

Objectives:

1. Review vocabulary in context: Vegetables, fruits and food preparation. (DOK Level 1, 2)
2. Review partitive articles and their use with foods. (DOK Level 1,2)
3. Introduction to the pronoun "y" and formulate sentences based on sentence structure. (DOK Level 1,2,3)
4. Relate previously learned prepositions to use with object pronouns. (DOK Level 1,2,3)
5. Review and formulate questions based on previously learned material. (DOK Level 1,2,3)
6. Relate previously learned prepositions to use with all object pronouns including "en" and indicate its placement within sentences. (DOK Level 1,2,3)
7. Review formation of contractions with à and de. (DOK Level 1,2)
8. To use grammar and vocabulary concepts presented in Chapter 3 to demonstrate proficiency of the language through listening, speaking, reading & writing. (DOK Level 1,2,3,4)
9. Describe and illustrate the use of maple syrup, couscous and French in the food industry and compare this to the importance of other food products in the United States. (DOK, Level 1,2,3,4)

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Core Activities and Corresponding Instructional Methods:

- Vocabulaire:
 - Livre p. 113 Résumé Vocabulaire 1 & 2
- Grammaire:
 - Livre p86-87 Partitive Articles
 - Livre p88-89 Pronoun “y”
 - Livre p90-91 Question formation
 - Livre p98-99 Pronoun “en”
 - Livre p100-101 Object Pronoun placement

Suggested activities that incorporate vocabulaire et grammaire:

- Écouter:
 - Livre p85 Écoutons
 - Livre p86 Écoutons
 - Livre p90 Écoutons
 - Livre p96 Écoutons
 - Livre p98 Écoutons
 - Livre p102 Écoutons
- Lire:
 - Livre p84 Act. 1 & 2
 - Livre p86 Act. 7
 - Livre p97 Act. 26
 - Livre p103 Act. 41
- Parler:
 - Livre p85 Act. 6
 - Livre p87 Act. 11 & 12
 - Livre p88-89 Act. 14, 16 & 17
 - Livre p90-91 Act. 18 & 22
 - Livre p97 Act. 27
 - Livre p99 Act. 31 & 33
 - Livre p101 Act. 37
 - Livre p103 Act. 43
- Écrire
 - Livre p84-85 Act. 2, 3, & 5
 - Livre p87 Act. 9 & 10
 - Livre p88-89 Act. 13, 14 & 15
 - Livre p90-91 Act. 18, 20 & 21
 - Livre p96 Act. 24 & 25

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- Livre p97 Act. 26
- Livre p98-99 Act. 29, Act. 30, 31 & 32
- Livre p100-101 Act. 34, 35 & 36
- Livre p102-103 Act. 38, 40, 41 & 42

Assessments:

- **Diagnostic:**
 - Class discussions & oral questions
 - Graphic Organizers
 - Think/Pair/Share
- **Formative:**
 - VOCABULAIRE:
 - Assessment Program
 - Vocabulaire 1, p61-62
 - Vocabulaire 2, p67-68
 - Examen, Chapitre 3, p77-78
 - GRAMMAIRE:
 - Assessment Program
 - Grammaire 1, p63-64
 - Grammaire 2, p69-70
 - Application 1, p65-66
 - Application 2, p71-72
 - Examen Chapitre 3, p78-79
 - ÉCOUTER:
 - Assessment Program
 - Examen Chapitre 3, p75
 - LIRE:
 - Assessment Program
 - Examen Chapitre 3, p76
 - Lecture Chapitre 3, p73
 - PARLER
 - Assessment Program
 - Examen Oral, p319
 - ÉCRIRE
 - Assessment Program
 - Examen, Chapitre 3 p80
 - Écriture, p74

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- **Summative:**
 - Assessment Program Portfolio Suggestions or Performance Assessments in both oral/written forms
 - Chapitre 3, Projects, TE p79C-D

Extensions:

- Supplemental vocabulary, grammar, listening, reading & writing activities from Cahier de vocabulaire et grammaire, Grammar Tutor for Students of French, Cahier d'activités, and Media Guide, Independent Study Guide, Reading Strategies and Skills Handbook, Intermediate Reader.
- Cultural discussions, activities and/or projects.

Correctives:

- More extensive direct instruction, practice and modeling of listening, speaking, reading and writing strategies.
- More supplemental activities to apply concepts correctly using Game Bank, Digital Performance Space, @Home Tutor, DVD Tutor, Differentiated Practice and Assessment book.
- Use of technological resources available at my.hrw.com

Materials and Resources:

PRINT RESOURCES:

- [Bien Dit!](#) Level 2 textbook
- Cahier de Vocabulaire et Grammaire, SE, Level 2

NON-PRINT RESOURCES:

- Online student edition with resources
- @ Home Tutor
- Conjuguemos.com
- Integrated Performance Assessments
- HMFyi Francais links to authentic articles and videos
- Cahier de Vocabulaire et Grammaire
- Cahier d'activités
- French InterActive Reader
- Downloadable audio & video

OTHER RESOURCES: Teacher may incorporate additional websites for grammar practice, vocabulary games, and listening activities as well as incorporate current events, teacher-developed rubrics and scoring guides, and teacher developed Smartboard Notebook files and activities.

DELAWARE VALLEY SCHOOL DISTRICT

Unit: Chapter 4, Lessons 1 & 2

Marking Period: 2 -23 days

Standard(s): PA Core Standards, ACTFL Standards

Standards Addressed: PACS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.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;

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: School places, events and computer technology terms

Goals: Students will be able to use a variety of questioning techniques to ask how something turned out and to use school vocabulary to wonder about what happened in certain circumstances. Students will also use computer technology to ask for information and express frustrations.

Objectives:

1. Use vocabulary in context: school classes, places, activities, computer technology, asking what happened and expressing frustration. (DOK Level 1, 2)
2. Review object pronouns. (DOK Level 1,2)
3. Use object pronouns to indicate what happened. (DOK Level 1,2,3)
4. Use previously learned negative expressions and their opposites. (DOK Level 1,2,3)
5. Construct sentences using the verbs suivre, ouvrir, recevoir and like verbs. (DOK Level 1,2,)
6. Apply knowledge of the present and past tenses with terms such as depuis, il y a, ça fait to describe when events took place. (DOK Level 1,2,3)
7. To use grammar and vocabulary concepts presented in Chapter 4 to demonstrate proficiency of the language through listening, speaking, reading & writing. (DOK Level 1,2,3,4)
8. Describe a typical Québécois sport, school day and discover how to become a French teacher and compare it to similar ideas in the United States. (DOK, Level 1,2,3,4)

Core Activities and Corresponding Instructional Methods:

- Vocabulaire:
 - Livre p. 149 Résumé Vocabulaire 1 & 2
- Grammaire:
 - Livre p122-123 Object Pronouns with the passé composé
 - Livre p124-125 Quelqu'un, quelque chose, ne...personne, ne...rien, ne...que
 - Livre p126-127 The verb "recevoir"

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- Livre p134-135 The verb “suivre”
- Livre p136-137 Using “depuis, il y a, ça fait”
- Livre p138-139 The verb “ouvrir”

Suggested activities that incorporate vocabulaire et grammaire:

- **Écouter:**
 - Livre p120 Écoutons
 - Livre p124 Écoutons
 - Livre p126 Écoutons
 - Livre p133 Écoutons
 - Livre p134 Écoutons
 - Livre p136 Écoutons
 - Livre p139 Écoutons
- **Lire:**
 - Livre p125 Act. 13
 - Livre p134 Act. 28
 - Livre p136 Act. 33
- **Parler:**
 - Livre p120-121 Act. 3, 5 & 6
 - Livre p123 Act. 10
 - Livre p125 Act. 15
 - Livre p127 Act. 19 & 20
 - Livre p133 Act. 25 & 26
 - Livre p135 Act. 30 & 31
 - Livre p137 Act. 36
 - Livre p139 Act. 40 & 41
- **Écrire**
 - Livre p120-121 Act. 1, 3, 4 & 5
 - Livre p122-123 Act. 7, 8 & 9
 - Livre p124-125 Act. 12 & 14
 - Livre p126-127 Act. 17 & 18
 - Livre p128 Act. 21, 22, & 23
 - Livre p134-135 Act. 28, 29 & 30
 - Livre p136-137 Act. 33, 34 & 35
 - Livre p138 Act. 37 & 38

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Assessments:

- **Diagnostic:**
 - Class discussions & oral questions
 - Graphic Organizers
 - Think/Pair/Share
- **Formative:**
 - VOCABULAIRE:
 - Assessment Program
 - Vocabulaire 1, p89-90
 - Vocabulaire 2, p95-96
 - Examen, Chapitre 4, p105-106
 - GRAMMAIRE:
 - Assessment Program
 - Grammaire 1, p91-92
 - Grammaire 2, p97-98
 - Application 1, p93-94
 - Application 2, p99-100
 - Examen Chapitre 4, p107-108
 - ÉCOUTER:
 - Assessment Program
 - Examen Chapitre 4, p103
 - LIRE:
 - Assessment Program
 - Examen Chapitre 4, p104
 - Lecture Chapitre 4, p101
 - PARLER
 - Assessment Program
 - Examen Oral, p320
 - ÉCRIRE
 - Assessment Program
 - Examen, Chapitre 4 p108
 - Écriture, p102
- **Summative:**
 - Assessment Program Portfolio Suggestions or Performance Assessments in both oral/written forms
 - Chapitre 4, Projects, TE p115C-D

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Extensions:

- Supplemental vocabulary, grammar, listening, reading & writing activities from Cahier de vocabulaire et grammaire, Grammar Tutor for Students of French, Cahier d'activités, and Media Guide, Independent Study Guide, Reading Strategies and Skills Handbook, Intermediate Reader.
- Cultural discussions, activities and/or projects.

Correctives:

- More extensive direct instruction, practice and modeling of listening, speaking, reading and writing strategies.
- More supplemental activities to apply concepts correctly using Game Bank, Digital Performance Space, @Home Tutor, DVD Tutor, Differentiated Practice and Assessment book.
- Use of technological resources available at my.hrw.com

Materials and Resources:

PRINT RESOURCES:

- Bien Dit! Level 2 textbook
- Cahier de Vocabulaire et Grammaire, SE, Level 2

NON-PRINT RESOURCES:

- Online student edition with resources
- @ Home Tutor
- Conjuguemos.com
- Integrated Performance Assessments
- HMHfyi Francais links to authentic articles and videos
- Cahier de Vocabulaire et Grammaire
- Cahier d'activités
- French InterActive Reader
- Downloadable audio & video

OTHER RESOURCES: Teacher may incorporate additional websites for grammar practice, vocabulary games, and listening activities as well as incorporate current events, teacher-developed rubrics and scoring guides, and teacher developed Smartboard Notebook files and activities.

DELAWARE VALLEY SCHOOL DISTRICT

Unit: Chapter 5, Lessons 1 & 2

Marking Period: 3 -22 days

Standard(s): PA Core Standards, ACTFL Standards

Standards Addressed: PACS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.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;

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: Discussing daily routines in the present and past

Goals: Students will be able to talk about their daily routines both in the present and past. They will also indicate when things are done, make recommendations to others and express impatience.

Objectives:

1. Use vocabulary in context: discussing daily routine, indicate when events happened, make recommendations and expressing impatience. (DOK Level 1, 2)
2. Review usage of commands and –yer verbs. (DOK Level 1,2)
3. Use reflexive verbs to indicate what they do daily in addition to what happened and when events happened. (DOK Level 1,2,3)
4. Use the adjective “tout” and its forms to indicate entire or whole groups. (DOK Level 1,2)
5. Apply knowledge of the present and past tenses with reflexive verbs to describe when events took place. (DOK Level 1,2,3)
6. To use grammar and vocabulary concepts presented in Chapter 5 to demonstrate proficiency of the language through listening, speaking, reading & writing. (DOK Level 1,2,3,4)
7. Discover the art of “faience” in the city of Quimper, make a comparison about how you/French students get to school, and discover the role many French products play in the beauty industry. (DOK, Level 1,2,3,4)

Core Activities and Corresponding Instructional Methods:

- **Vocabulaire:**
 - Livre p. 189 Résumé Vocabulaire 1 & 2
- **Grammaire:**
 - Livre p162-163 Reflexive verbs
 - Livre p164-165 Adjective “tout”
 - Livre p166-167 The reflexive verbs “s’appeler” and “se lever”

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- Livre p174-175 Reflexive verbs in the passé composé
- Livre p176-177 The imperative forms of reflexive verbs
- Livre p178-179 Reflexive verbs followed by an infinitive

Suggested activities that incorporate vocabulaire et grammaire:

- **Écouter:**
 - Livre p160 Écoutons
 - Livre p163 Écoutons
 - Livre p167 Écoutons
 - Livre p172 Écoutons
 - Livre p176 Écoutons
 - Livre p178 Écoutons
 - Livre p187 Écoutons
- **Lire:**
 - Livre p161 Act. 4
 - Livre p172 Act. 21
- **Parler:**
 - Livre p161 Act. 4
 - Livre p163 Act. 9 & 10
 - Livre p165 Act. 13 & 15
 - Livre p167 Act. 19 & 20
 - Livre p172-173 Act. 23, 24 & 26
 - Livre p175 Act. 28, 29 & 31
 - Livre p177 Act. 34 & 36
 - Livre p179 Act. 42
- **Écrire**
 - Livre p160 Act. 1 & 3
 - Livre p162-163 Act. 6, 8 & 9
 - Livre p164-165 Act. 11, 12, 13 & 14
 - Livre p166-167 Act. 17 & 19
 - Livre p172-173 Act. 23, 24 & 25
 - Livre p174-175 Act. 27, 28, 29 & 30
 - Livre p175 Act. 28, 29 & 30
 - Livre p176-177 Act. 33, 34 & 35
 - Livre p178-179 Act. 38, 39, 40 & 41

Assessments:

- **Diagnostic:**
 - Class discussions & oral questions

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- Graphic Organizers
- Think/Pair/Share
- **Formative:**
 - VOCABULAIRE:
 - Assessment Program
 - Vocabulaire 1, p119-120
 - Vocabulaire 2, p125-126
 - Examen, Chapitre 5, p135-136
 - GRAMMAIRE:
 - Assessment Program
 - Grammaire 1, p121-122
 - Grammaire 2, p127-128
 - Application 1, p123-124
 - Application 2, p129-130
 - Examen Chapitre 5, p137
 - ÉCOUTER:
 - Assessment Program
 - Examen Chapitre 5, p133
 - LIRE:
 - Assessment Program
 - Examen Chapitre 5, p134
 - Lecture Chapitre 5, p131
 - PARLER
 - Assessment Program
 - Examen Oral, p321
 - ÉCRIRE
 - Assessment Program
 - Examen, Chapitre 5 p138
 - Écriture, p132
- **Summative:**
 - Assessment Program Portfolio Suggestions or Performance Assessments in both oral/written forms
 - Chapitre 5, Projects, TE p155C-D

Extensions:

- Supplemental vocabulary, grammar, listening, reading & writing activities from Cahier de vocabulaire et grammaire, Grammar Tutor for Students of French, Cahier d'activités,

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and Media Guide, Independent Study Guide, Reading Strategies and Skills Handbook, Intermediate Reader.

- Cultural discussions, activities and/or projects.

Correctives:

- More extensive direct instruction, practice and modeling of listening, speaking, reading and writing strategies.
- More supplemental activities to apply concepts correctly using Game Bank, Digital Performance Space, @Home Tutor, DVD Tutor, Differentiated Practice and Assessment book.
- Use of technological resources available at my.hrw.com

Materials and Resources:

PRINT RESOURCES:

- Bien Dit! Level 2 textbook
- Cahier de Vocabulaire et Grammaire, SE, Level 2

NON-PRINT RESOURCES:

- Online student edition with resources
- @ Home Tutor
- Conjuguemos.com
- Integrated Performance Assessments
- HMFyi Francais links to authentic articles and videos
- Cahier de Vocabulaire et Grammaire
- Cahier d'activités
- French InterActive Reader
- Downloadable audio & video

OTHER RESOURCES: Teacher may incorporate additional websites for grammar practice, vocabulary games, and listening activities as well as incorporate current events, teacher-developed rubrics and scoring guides, and teacher developed Smartboard Notebook files and activities.

DELAWARE VALLEY SCHOOL DISTRICT

Unit: Chapter 6, Lessons 1 & 2

Marking Period: 3 -23 days

Standard(s): PA Core Standards, ACTFL Standards

Standards Addressed: PACS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.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;

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: Talking about past events and comparing life in the country vs the city

Goals: Students will be able to discuss their childhood and past events by using the two common past tenses (the passé composé and the imparfait) to distinguish when events took place. Students will also use the context of city life and country life to make comparisons and superlatives about their lives.

Objectives:

1. Use vocabulary in context: talking about when they were a child, tell about past events, compare life in the country and the city. (DOK Level 1, 2)
2. Review usage of adverbs and adverb placement. (DOK Level 1,2)
3. Review the passé composé to indicate what happened and when events happened. (DOK Level 1,2,3)
4. Use the imperfect (imparfait) verb tense to discuss their childhood and then compare it to events which took place in a limited time period (the passé composé) and synthesize the concept of the past together. (DOK Level 1,2,3)
5. Apply knowledge of living in the country compared to the city. (DOK Level 1,2,3)
6. Utilize previously learned knowledge about adjectives and adverbs to create comparisons and superlatives to rank things/people. (DOK Level 1,2,3)
7. To use grammar and vocabulary concepts presented in Chapter 6 to demonstrate proficiency of the language through listening, speaking, reading & writing. (DOK Level 1,2,3,4)
8. Connect the idea of children's nursery rhymes and compare an American rhyme to one in French, buying products in French markets and from farmers, discuss what an au pair is and does and if there are such services in our local area. (DOK, Level 1,2,3,4)

Core Activities and Corresponding Instructional Methods:

- Vocabulaire:
 - Livre p. 225 Résumé Vocabulaire 1 & 2

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- Grammaire:
 - Livre p198-199 The imparfait verb tense
 - Livre p200-201 The imparfait verb tense and the passé composé
 - Livre p202 Adverb placement
 - Livre p210-211 The comparative with adjectives and nouns
 - Livre p212-213 Superlatives with adjectives
 - Livre p214-215 Irregular comparatives and superlatives

Suggested activities that incorporate vocabulaire et grammaire:

- Écouter:
 - Livre p196 Écoutons
 - Livre p200 Écoutons
 - Livre p202 Écoutons
 - Livre p208 Écoutons
 - Livre p210 Écoutons
 - Livre p214 Écoutons
 - Livre p223 Écoutons
- Lire:
 - Livre p197 Act. 4
 - Livre p212 Act. 32
- Parler:
 - Livre p196-197 Act. 3 & 5
 - Livre p199 Act. 8 & 10
 - Livre p201 Act. 13 & 15
 - Livre p202-203 Act. 18, 20 & 21
 - Livre p209 Act. 25 & 26
 - Livre p211 Act. 29 & 31
 - Livre p212-213 Act. 33, 34 & 36
 - Livre p214-215 Act. 40 & 42
- Écrire
 - Livre p196 Act. 1 & 3
 - Livre p197-198 Act. 6, 7, 8 & 9
 - Livre p200-201 Act. 12, 13 & 14
 - Livre p202-203 Act. 16, 19 & 20
 - Livre p208-209 Act. 23, 24 & 25
 - Livre p210-211 Act. 28, 29 & 30
 - Livre p212-213 Act. 33, 34 & 35

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- Livre p214-215 Act. 39, 40 & 41

Assessments:

- **Diagnostic:**
 - Class discussions & oral questions
 - Graphic Organizers
 - Think/Pair/Share
- **Formative:**
 - VOCABULAIRE:
 - Assessment Program
 - Vocabulaire 1, p159-160
 - Vocabulaire 2, p165-166
 - Examen, Chapitre 6, p175-176
 - GRAMMAIRE:
 - Assessment Program
 - Grammaire 1, p161-162
 - Grammaire 2, p167-168
 - Application 1, p163-164
 - Application 2, p169-170
 - Examen Chapitre 6, p177
 - ÉCOUTER:
 - Assessment Program
 - Examen Chapitre 6, p173
 - LIRE:
 - Assessment Program
 - Examen Chapitre 6, p174
 - Lecture Chapitre 6, p171
 - PARLER
 - Assessment Program
 - Examen Oral, p322
 - ÉCRIRE
 - Assessment Program
 - Examen, Chapitre 6 p178
 - Écriture, p172
- **Summative:**
 - Assessment Program Portfolio Suggestions or Performance Assessments in both oral/written forms
 - Chapitre 6, Projects, TE p191C-D

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Extensions:

- Supplemental vocabulary, grammar, listening, reading & writing activities from Cahier de vocabulaire et grammaire, Grammar Tutor for Students of French, Cahier d'activités, and Media Guide, Independent Study Guide, Reading Strategies and Skills Handbook, Intermediate Reader.
- Cultural discussions, activities and/or projects.

Correctives:

- More extensive direct instruction, practice and modeling of listening, speaking, reading and writing strategies.
- More supplemental activities to apply concepts correctly using Game Bank, Digital Performance Space, @Home Tutor, DVD Tutor, Differentiated Practice and Assessment book.
- Use of technological resources available at my.hrw.com

Materials and Resources:

PRINT RESOURCES:

- Bien Dit! Level 2 textbook
- Cahier de Vocabulaire et Grammaire, SE, Level 2

NON-PRINT RESOURCES:

- Online student edition with resources
- @ Home Tutor
- Conjuguemos.com
- Integrated Performance Assessments
- HMFyi Francais links to authentic articles and videos
- Cahier de Vocabulaire et Grammaire
- Cahier d'activités
- French InterActive Reader
- Downloadable audio & video

OTHER RESOURCES: Teacher may incorporate additional websites for grammar practice, vocabulary games, and listening activities as well as incorporate current events, teacher-developed rubrics and scoring guides, and teacher developed Smartboard Notebook files and activities.

DELAWARE VALLEY SCHOOL DISTRICT

Unit: Chapter 7, Lessons 1 & 2

Marking Period: 4 -22 days

Standard(s): PA Core Standards, ACTFL Standards

Standards Addressed: PACS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.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;

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: Talking about past events and what will happen in the future. Discussion of circumstances surrounding actions and wondering what will happen.

Goals: Students will be able to discuss what happened on a camping trip in the past and use the two common past tenses (the passé composé and the imparfait) to distinguish when events took place. Students will also discuss nature, other outdoor activities and animals and discuss what will happen.

Objectives:

1. Use vocabulary in context: discuss what happened during a camping trip including the circumstances surrounding events, tell what they will do and wonder what will happen next. (DOK Level 1, 2)
2. Review usage of childhood activities. (DOK Level 1,2)
3. Review the passé composé (with both “avoir” and “etre”) and the imparfait to indicate what happened and when events happened. (DOK Level 1,2,3)
4. Learn how to conjugate and use verbs like “courir” appropriately. (DOK Level 1,2)
5. Use the expression “Etre en train de” to indicate what was going on at the time that another event was also happening. (DOK Level 1,2)
6. To use grammar and vocabulary concepts presented in Chapter 7 to demonstrate proficiency of the language through listening, speaking, reading & writing. (DOK Level 1,2,3,4)
7. Construct a topographical map of a national park in the United States and discuss a national park in Senegal and compare them, assess different ways to camp in France and what role France plays in the tourism industry. (DOK, Level 1,2,3,4)

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Core Activities and Corresponding Instructional Methods:

- Vocabulaire:
 - Livre p. 265 Résumé Vocabulaire 1 & 2
- Grammaire:
 - Livre p238-239 The imparfait and passé composé
 - Livre p240-241 “Etre en train de”
 - Livre p242 Using verbs with “avoir” or “etre” in the passé composé
 - Livre p250-251 The future
 - Livre p252-253 The future of irregular verbs
 - Livre p254-255 “Courrir”

Suggested activities that incorporate vocabulaire et grammaire:

- Écouter:
 - Livre p236 Écoutons
 - Livre p240 Écoutons
 - Livre p243 Écoutons
 - Livre p248 Écoutons
 - Livre p250 Écoutons
 - Livre p254 Écoutons
 - Livre p263 Écoutons
- Lire:
 - Livre p236 Act. 2
 - Livre p252 Act. 30
- Parler:
 - Livre p237 Act.4 & 5
 - Livre p239 Act. 7 & 9
 - Livre p241 Act. 12 & 14
 - Livre p243 Act. 19
 - Livre p249 Act. 24
 - Livre p251 Act. 27 & 29
 - Livre p253 Act. 32 & 34
 - Livre p255 Act. 40
- Écrire
 - Livre p236-237 Act. 3 & 4
 - Livre p238-239 Act. 6, 7 & 8
 - Livre p240-241 Act. 11, 12 & 13
 - Livre p242-243 Act. 15, 16 & 18
 - Livre p248-249 Act. 21, 22 & 23

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- Livre p250-251 Act. 26, 27 & 28
- Livre p252-253 Act. 31, 32 & 33
- Livre p254-255 Act. 35,36,38 & 39

Assessments:

- **Diagnostic:**
 - Class discussions & oral questions
 - Graphic Organizers
 - Think/Pair/Share
- **Formative:**
 - VOCABULAIRE:
 - Assessment Program
 - Vocabulaire 1, p189-190
 - Vocabulaire 2, p195-196
 - Examen, Chapitre 7, p205-206
 - GRAMMAIRE:
 - Assessment Program
 - Grammaire 1, p191-192
 - Grammaire 2, p197-198
 - Application 1, p193-194
 - Application 2, p199-200
 - Examen Chapitre 7, p207
 - ÉCOUTER:
 - Assessment Program
 - Examen Chapitre 7, p203
 - LIRE:
 - Assessment Program
 - Examen Chapitre 7, p204
 - Lecture Chapitre 7, p201
 - PARLER
 - Assessment Program
 - Examen Oral, p323
 - ÉCRIRE
 - Assessment Program
 - Examen, Chapitre 7 p208
 - Écriture, p202
- **Summative:**
 - Assessment Program Portfolio Suggestions or Performance Assessments in both oral/written forms

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- Chapitre 7, Projects, TE p231C-D

Extensions:

- Supplemental vocabulary, grammar, listening, reading & writing activities from Cahier de vocabulaire et grammaire, Grammar Tutor for Students of French, Cahier d'activités, and Media Guide, Independent Study Guide, Reading Strategies and Skills Handbook, Intermediate Reader.
- Cultural discussions, activities and/or projects.

Correctives:

- More extensive direct instruction, practice and modeling of listening, speaking, reading and writing strategies.
- More supplemental activities to apply concepts correctly using Game Bank, Digital Performance Space, @Home Tutor, DVD Tutor, Differentiated Practice and Assessment book.
- Use of technological resources available at my.hrw.com

Materials and Resources:

PRINT RESOURCES:

- Bien Dit! Level 2 textbook
- Cahier de Vocabulaire et Grammaire, SE, Level 2

NON-PRINT RESOURCES:

- Online student edition with resources
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- Conjuguemos.com
- Integrated Performance Assessments
- HMHfyi Francais links to authentic articles and videos
- Cahier de Vocabulaire et Grammaire
- Cahier d'activités
- French InterActive Reader
- Downloadable audio & video

OTHER RESOURCES: Teacher may incorporate additional websites for grammar practice, vocabulary games, and listening activities as well as incorporate current events, teacher-developed rubrics and scoring guides, and teacher developed Smartboard Notebook files and activities.

DELAWARE VALLEY SCHOOL DISTRICT

Unit: Chapter 8, Lessons 1 & 2

Marking Period: 4 -23 days

Standard(s): PA Core Standards, ACTFL Standards

Standards Addressed: PACS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.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;

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: Asking and telling how you are feeling, listing the symptoms of illnesses, complaining and giving advice as well as sympathizing with someone who is ill.

Goals: Students will be able to talk about some basic body parts and describe some common illnesses and injuries. They will also be summarizing how to have a healthy lifestyle, complain and sympathize with someone about an illness or injury.

Objectives:

1. Use vocabulary in context: asking and telling how you feel, describing symptoms and giving advice to someone who is sick, complaining about health and sympathizing with someone who is sick. (DOK Level 1, 2)
2. Review basic body part vocabulary, family vocabulary and future stems of irregular verbs. (DOK Level 1,2)
3. Illustrate knowledge of the imparfait verb tense and fruit and vegetable vocabulary. (DOK Level 1,2)
4. Learn how to conjugate and use the subjunctive verb tense with both regular and irregular verbs in context. (DOK Level 1,2,3)
5. Formation and use of the conditional verb tense to make polite requests. (DOK Level 1,2)
6. Use the present, imparfait, future and conditional verb tenses to construct “si” clauses to hypothesize about events. (DOK Level 1,2,3,4)
7. To use grammar and vocabulary concepts presented in Chapter 8 to demonstrate proficiency of the language through listening, speaking, reading & writing. (DOK Level 1,2,3,4)
8. Learn about a typical game played in Africa called “awalé”, make a comparison about French and American pharmacies and what role France plays in world medicine. (DOK, Level 1,2,3,4)

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Core Activities and Corresponding Instructional Methods:

- Vocabulaire:
 - Livre p. 301 Résumé Vocabulaire 1 & 2
- Grammaire:
 - Livre p274-275 Subjunctive of regular verbs
 - Livre p276-277 Subjunctive of irregular verbs
 - Livre p278 Expressions with the subjunctive
 - Livre p286-287 The conditional
 - Livre p288-289 "Si" clauses
 - Livre p290-291 Using the conditional to make polite requests

Suggested activities that incorporate vocabulaire et grammaire:

- Écouter:
 - Livre p272 Écoutons
 - Livre p274 Écoutons
 - Livre p278 Écoutons
 - Livre p284 Écoutons
 - Livre p288 Écoutons
 - Livre p290 Écoutons
 - Livre p299 Écoutons
- Lire:
 - Livre p279 Act. 22
 - Livre p288 Act. 33 & 35
- Parler:
 - Livre p272-273 Act. 4 & 7
 - Livre p275 Act. 10 & 12
 - Livre p277 Act. 15 & 17
 - Livre p278-279 Act. 21 & 23
 - Livre p284-285 Act. 26, 27 & 28
 - Livre p287 Act. 30 & 32
 - Livre p289 Act. 38
 - Livre p291 Act. 44
- Écrire
 - Livre p272-273 Act. 1,3,4,5, & 6
 - Livre p275 Act. 9, 10 & 11
 - Livre p276-277 Act. 13, 14, 15 & 16
 - Livre p278-279 Act. 18, 21 & 22
 - Livre p284-285 Act. 25, 26 & 27

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- Livre p286-287 Act. 29, 30 & 31
- Livre p289 Act. 36 & 37
- Livre p290-291 Act. 40, 41, 42 & 43

Assessments:

- **Diagnostic:**
 - Class discussions & oral questions
 - Graphic Organizers
 - Think/Pair/Share
- **Formative:**
 - VOCABULAIRE:
 - Assessment Program
 - Vocabulaire 1, p217-218
 - Vocabulaire 2, p223-224
 - Examen, Chapitre 8, p233-234
 - GRAMMAIRE:
 - Assessment Program
 - Grammaire 1, p219-220
 - Grammaire 2, p225-226
 - Application 1, p221-222
 - Application 2, p227-228
 - Examen Chapitre 8, p235
 - ÉCOUTER:
 - Assessment Program
 - Examen Chapitre 8, p231
 - LIRE:
 - Assessment Program
 - Examen Chapitre 8, p232
 - Lecture Chapitre 8, p229
 - PARLER
 - Assessment Program
 - Examen Oral, p324
 - ÉCRIRE
 - Assessment Program
 - Examen, Chapitre 8 p236
 - Écriture, p230

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- **Summative:**
 - Assessment Program Portfolio Suggestions or Performance Assessments in both oral/written forms
 - Chapitre 8, Projects, TE p267C-D

Extensions:

- Supplemental vocabulary, grammar, listening, reading & writing activities from Cahier de vocabulaire et grammaire, Grammar Tutor for Students of French, Cahier d'activités, and Media Guide, Independent Study Guide, Reading Strategies and Skills Handbook, Intermediate Reader.
- Cultural discussions, activities and/or projects.

Correctives:

- More extensive direct instruction, practice and modeling of listening, speaking, reading and writing strategies.
- More supplemental activities to apply concepts correctly using Game Bank, Digital Performance Space, @Home Tutor, DVD Tutor, Differentiated Practice and Assessment book.
- Use of technological resources available at my.hrw.com

Materials and Resources:

PRINT RESOURCES:

- Bien Dit! Level 2 textbook
- Cahier de Vocabulaire et Grammaire, SE, Level 2

NON-PRINT RESOURCES:

- Online student edition with resources
- @ Home Tutor
- Conjuguemos.com
- Integrated Performance Assessments
- HMFyi Francais links to authentic articles and videos
- Cahier de Vocabulaire et Grammaire
- Cahier d'activités
- French InterActive Reader
- Downloadable audio & video

OTHER RESOURCES: Teacher may incorporate additional websites for grammar practice, vocabulary games, and listening activities as well as incorporate current events, teacher-developed rubrics and scoring guides, and teacher developed Smartboard Notebook files and activities.

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: Bien Dit! Level 2

Textbook ISBN #: 978-0-544-861-374

Textbook Publisher & Year of Publication:
Houghton Mifflin Harcourt Publishing Company, 2018

Curriculum Textbook is utilized in (title of course): French 2

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Appendix

Core Standards: Reading

- 1.2 A – Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.
- 1.2 B – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 1.2 C – Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- 1.2 D – Assess how point of view or purpose shapes the content and style of a text.
- 1.2 F – Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone.
- 1.2 G – Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- 1.2 H – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- 1.3 I – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author’s take.
- 1.4 E – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.
- 1.3 K – Read and comprehend complex literary and informational texts independently and proficiently.

ACTFL Standards aligned to Common Core Standards: Reading

Interpretive Communication (Standard 1.2)

- Demonstrate comprehension of content from authentic audio and visual resources.
- Derive meaning from expressions found in culturally authentic texts.
- Understand the purpose of a message and point of view of its author.
- Identify the distinguishing features (e.g. type of resource, intended audience, purpose) of authentic written and aural texts
- Interpret content from authentic multimedia and digital/print resources.
- Monitor comprehension and use other sources to enhance understanding
- Apply critical reading skills to authentic written and aural sources.

Cultures: Practices and Products (Standards 2.1 and 2.2)

- Examine, compare, and reflect on products, practices, and/or perspectives of the target culture(s) and one’s own culture.

Connections: Reinforce Other Disciplines (Standard 3.1)

- Demonstrate knowledge and understanding of content across disciplines.

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- Make cross-curricular connections.

Connections: Acquiring New Information (Standard 3.2)

- Acquire information from other content areas using authentic sources.

Comparisons: Language (Standard 4.1)

- Evaluate similarities and differences in language use and idiomatic expressions between the target language and one's native language.

Comparisons: Culture (Standard 4.2)

- Evaluate similarities and differences in the perspectives of the target culture(s) and one's own culture(s) as found in multimedia and digital/print resources.
- Compare and reflect on products, practices, and/or perspectives of the target culture(s) and one's own culture.

Communities: Beyond the School Setting (Standard 5.1)

- Analyze the features of target culture communities (e.g. geographic, historical, artistic, social and/or political).
- Interpret authentic written and aural texts within the communities of the target language.

Core Standards: Writing

- 1.5 A – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- 1.4 B – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 1.5 I – Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- 1.6 M – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 1.3 S – Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 1.4 T – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or typing a new approach.
- 1.5 U – Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- 1.6 V – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 1.7 W – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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1.4 X – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

ACTFL Standards aligned to Common Core Standards: Writing

Interpretive Communication (Standard 1.2)

- Understand and interpret written and spoken language on a variety of topics.

Presentational Communication (Standard 1.3)

- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
 1. Produce a variety of creative and oral and written presentations (e.g. original story, personal narrative, script).
 2. Retell or summarize information in narrative form, demonstrating a consideration of audience.
 3. Create and give persuasive speeches and write persuasive essays.
 4. Produce expository writing.
 5. Self-edit written work for content, organization, and grammar.
 6. Self-monitor and adjust language production.

Cultures: Practices and Perspectives (Standard 2.1)

- Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

Cultures: Products and Perspectives (Standard 2.2)

- Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

Connections: Reinforce Other Disciplines (Standard 3.1)

- Reinforce and further knowledge of other disciplines through the target language.

Connections: Acquiring New Information (Standard 3.2)

- Acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.

Comparisons: Language (Standard 4.1)

- Demonstrate understanding of the nature of language through comparisons of the language studied and one's own.

Comparisons: Culture (Standard 4.2)

- Demonstrate understanding of the nature of culture through comparisons of the language studied and one's own.

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Communities: Beyond the School Setting (Standard 5.1)

- Use the language both within and beyond the school setting.

Common Core Standards: Speaking and Listening

- 1.5 A – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 1.6 B – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 1.5 C – Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- 1.5 D – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 1.5. E & G – Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- 1.7 F – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

ACTFL Standards aligned to Core Standards: Speaking and Listening

Interpretive Communication (Standard 1.2)

- Engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.
 1. Engage in the oral exchange of ideas in formal and informal situations.
 2. Elicit information and clarify meaning by using a variety of strategies.
 3. State and support opinions in oral interactions.
 4. Self-monitor and adjust language production.
 5. Converse in ways that reflect knowledge of target culture communities (e.g, geographical, historical, artistic, social and/or political).

Presentational Communication (Standard 1.3)

- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
 1. Produce a variety of creative oral presentations (e.g. original story, personal narrative, speech, performance).
 2. Retell or summarize information in narrative form, demonstrating a consideration of audience.
 3. Create and give persuasive speeches.
 4. Expound on familiar topics and those requiring research.
 5. Self-monitor and adjust language production.
 6. Use information about features or target culture communities (e.g. geographic, historical, artistic, social and/or political) in presentations.
 7. Incorporate content across disciplines in presentations.

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Cultures: Practices and Perspectives (Standard 2.1)

- Use appropriate verbal and non-verbal behavior in interpersonal communication.

Cultures: Products and Perspectives (Standard 2.2)

- Compare and contrast artifacts, themes, ideas, and perspectives across cultures.

Connections: Acquiring New Information (Standard 3.2)

- Use age-appropriate authentic sources to prepare for discussions.

Comparisons: Language (Standard 4.1)

- Demonstrate an awareness of formal and informal language expressions in other languages and one's own.

Communities: Lifelong Learning (Standard 5.2)

- Establish and/or maintain interpersonal relations with speakers of the target language.

Core Standards: Business Computer and Information Technology

Computer and Information Technologies

15.4.8.A – Analyze the influence of emerging technologies on daily life.

15.4.8.G – Create an advanced digital project using appropriate software/application for an authentic task.

15.4.8.K – Create a multimedia project using student-created digital media.