

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

French 3

Grade Level: 10-12

Date of Board Approval: _____ 2019 _____

Planned Instruction

Title of Planned Instruction: French 3

Subject Area: World Language

Grade(s): 10-12

Course Description: This course is designed as a logical progression from French 2. 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 the school environment and be able to compare their knowledge of the American education system with that of France. Students will also investigate summer vacations and festivals in France. An introduction to the parts of the French economy, the French work year/day, unions/strikes in France and finding a job in France will be explored.
- **Goals:**

Understanding of:
- **Chapter 1, Lesson 1 & 2**
 - Culture
 - Exploration of France's educational system, le Baccalaureat, summer vacations and festivals of France.
 - Vocabulary
 - Back-to-school and after-school activities
 - What you did last summer: activities, things, places
 - Expression of likes & dislikes
 - Grammar
 - Regular verbs in the present tense
 - Irregular verbs in the present tense
 - Verbs followed by the infinitive
 - The Passé Composé
 - The Passé Composé and the Imparfait
 - Passé Composé of Reflexive verbs
 - Communication: Interpretational, Interpersonal & Presentational
 - Express likes, dislikes and preferences
 - Ask about plans
 - Tell when and how often you did something
 - Describe a place in the past
- **Chapter 2, Lesson 1 & 2**
 - Culture
 - Exploration of France's economy and work day/year, finding a job in France and discussions about unions & strikes in France.
 - Vocabulary
 - Professions and Services
 - Telephone and Formal letter vocabulary

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- Grammar
 - The FUTUR SIMPLE
 - Feminine forms of nouns
 - The verb CONDUIRE
 - The FUTURE PERFECT
 - The Present Participle
 - CONDITIONNEL DE POLITESSE
- Communication: Interpretational, Interpersonal & Presentational
 - Ask about future plans
 - Make polite requests
 - Make a phone call
 - Write a formal letter

2. Marking Period Two:

- **Overview based on 45 days:**

The students will examine the role of oral traditions as they apply to Francophone Africa and learn the role that French colonists played in Algeria. They will also compare and contrast traditions of hospitality, weddings and family politics from the perspective of French speakers in Africa.
- **Goals:**

Understanding of:
- **Chapter 3, Lesson 1 & 2**
 - Culture
 - Exploration of oral traditions on the African continent, learn about the Maghreb region and its importance in France's colonial history.
 - Vocabulary
 - Legends
 - Fairy Tales & fables
 - Historical accounts from Africa
 - Relating sequence of events and setting the scene of a story
 - Grammar
 - Review of the Imparfait et Passé Composé
 - The PASSÉ SIMPLE
 - Review of pronouns QUI, QUE, and DONT
 - Reflexive verbs in the passé composé
 - Relative pronouns with CE
 - Adjective placement and meaning
 - The PAST PERFECT
 - Sequence of tenses in indirect discourse
 - The PAST INFINITIVE
 - Communication: Interpretational, Interpersonal & Presentational
 - Set the scene for a story

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- Continue and end a story
- Relate a sequence of events
- Tell what happened to someone else
- **Chapter 4, Lesson 1 & 2**
 - Culture
 - Discussion and investigation of traditions as they relate to hospitality, weddings and family politics.
 - Vocabulary
 - Reciprocal actions & emotions
 - Life events & emotions
 - Grammar
 - Reciprocal verbs
 - Review of the CONDITIONNEL
 - The PAST CONDITIONAL
 - The verbs MANQUER and PLAIRE
 - The SUBJUNCTIVE
 - The subjunctive with necessity, desire and emotions
 - DISJUNCTIVE (STRESS) PRONOUNS
 - Communication: Interpretational, Interpersonal & Presentational
 - Say what happened
 - Ask for and give advice
 - Share good/bad news
 - Renew old acquaintances

3. Marking Period Three:

- **Overview based on 45 days:**

Students will study the role of French-speaking North America by exploring parks in Louisiana and the French and Cajun influence that still exists. They will also explore Canadian sports, the Francophone press in the U.S. and discover how to become a journalist in Quebec.
- **Goals:**

Understanding of:
- **Chapter 5, Lesson 1 & 2**
 - Culture
 - Parks in Louisiana, French and Cajun influence and Canadian sports
 - Vocabulary
 - Nature & Animals
 - Exploration (Hiking, rafting, extreme outdoor sports)
 - Grammar
 - The Subjunctive with expressions of fear
 - The imperative
 - The verbs VOIR and REGARDER

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- APPORTER, AMENER, EMPORTER, and EMMENER
- Verbs followed by à/de and the infinitive
- Verbs with idioms
- Communication: Interpretational, Interpersonal & Presentational
 - Express astonishment and fear
 - Forbid and give warning
 - Give general directions
 - Complain and offer encouragement
- **Chapter 6, Lesson 1 & 2**
 - Culture
 - Francophone press in the U.S., becoming a journalist in Quebec, Blogs
 - Vocabulary
 - Francophone newspapers & magazines
 - The news
 - Grammar
 - Subjunctive forms, regular and irregular
 - The subjunctive with doubt & uncertainty
 - The verbs CROIRE and PARAÎTRE
 - Quelque part, quelqu'un, quelque chose, quelquefois,
 - Direct object agreement of past participles
 - Object pronouns
 - Sequence of tenses
 - Negative expressions
 - Qui est-ce qui, Qui est-ce que, Qu'est-ce qui and Qu'est-ce que
 - Communication: Interpretational, Interpersonal & Presentational
 - Express certainty and possibility
 - Express doubt and disbelief
 - Break news
 - Ask about information

4. Marking Period Four:

- **Overview based on 45 days:**

Students will investigate our climate, the KYOTO treaty for Environmental protection and electric cars and how they can reduce their carbon footprint. Students will also study Belgium's three distinct cultures, how to travel in the EU and learn about the Swiss government and how it functions.
- **Goals:**

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

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- The climate, electric cars and the Kyoto treaty for Environmental protection
- Vocabulary
 - Natural phenomena
 - Environmental issues and solutions
- Grammar
 - The comparative and superlative
 - Irregular comparative and superlative of BON and BIEN
 - The futur simple and future perfect
 - The passive voice
 - Prepositions
 - QUAND, LORSQUE and DÈS QUE
 - Subjunctive after a conjunction
 - The verb ÉTEINDRE
- Communication: Interpretational, Interpersonal & Presentational
 - Caution
 - Tell why something happened
 - Make predictions and express assumptions
 - Express and support an opinion
- **Chapter 8, Lesson 1 & 2**
 - Culture
 - Traveling in the EU, Belgium's three cultures, Swiss government
 - Vocabulary
 - Political campaign
 - Government
 - Government services (police, firefighter, administration)
 - Grammar
 - Contractions with LEQUEL (AUQUEL and DUQUEL)
 - The past subjunctive
 - Adverbs
 - Review of the imparfait
 - The conditional
 - The verb VAINCRE
 - CHACUN/CHACUNE
 - Communication: Interpretational, Interpersonal & Presentational
 - Express a point of view
 - Speculate about what happened
 - Ask for assistance
 - Get information and explain

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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?

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.

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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 we make 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.

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: Let's talk about our back-to-school and after school activities and what we did last summer.

Goals: Students will be able to express their likes, dislikes and preferences and ask others about their plans. They will also be able to indicate when and how often something is done and describe places in the past.

Objectives:

1. Students will be able to describe their likes, dislikes and preferences of back-to-school and after-school activities as well as what they did during their summer vacations both in the present and past tenses using regular and irregular verbs. (DOK Level 1,2,3,4)
2. Students will be able to talk about summer activities using the present & imperfect tenses. (DOK Level 4)
3. Students will be able to list a variety of after-school activities by discussing and comparing their favorites with that of their classmates. (DOK Level 1,2,3)
4. Students will be able to identify and describe their preferences for a future event. (DOK Level 1, 2,3)
5. Students will be able to give descriptions about the past using the imperfect tense to describe actions that were ongoing or recurring. (DOK Level 1,2)
6. Students will be able to describe their experiences during their recent summer vacations with family and friends by practicing the passé composé and imperfect tenses in context. (DOK Level 3,4)
7. 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)
8. Make comparisons between what leisure sports are common 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. 37 Résumé Vocabulaire 1 & 2
- Grammaire:
 - Livre p10-11 Regular –er, -ir, and –re verbs in the present tense
 - Livre p12-13 Irregular verbs in the present tense
 - Livre p14 Verbs followed by an infinitive verb
 - Livre p22-23 The passé composé
 - Livre p24-25 The passé composé and the imparfait
 - Livre p26 Reflexive verbs in the passé composé

Suggested activities that incorporate vocabulaire et grammaire:

- Écouter:
 - Livre p8 Écoutons
 - Livre p10 Écoutons
 - Livre p14 Écoutons
 - Livre p20 Écoutons
 - Livre p22 Écoutons
 - Livre p26 Écoutons
- Lire:
 - Livre p8-9 Act. 1,3 & 5
 - Livre p10 Act. 8
 - Livre p12 Act. 13
 - Livre p15 Act. 20
 - Livre p20 Act. 25
 - Livre p23 Act. 30
 - Livre p24 Act. 34
 - Livre p27 Act. 41
- Parler:
 - Livre p8-9 Act. 4 & 7
 - Livre p11 Act. 12
 - Livre p13 Act. 15 & 16
 - Livre p15 Act. 20,22 & 23
 - Livre p20-21 Act. 25,27 & 28
 - Livre p23 Act. 31 & 33
 - Livre p25 Act. 36 & 37
 - Livre p27 Act. 43
- Écrire

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- Livre p8-9 Act. 4, 5 & 6
- Livre p11 Act. 10 & 11
- Livre p13 Act. 14 & 15
- Livre p14-15 Act. 19 & 21
- Livre p20-21 Act. 26 & 27
- Livre p23 Act. 30 & 32
- Livre p25 Act. 35
- Livre p25-26 Act. 40, 41 & 42

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

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- Examen, Chapitre 1 p22
- Ecriture p16
- **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 3 textbook
- Cahier de Vocabulaire et Grammaire, SE, Level 3

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: Talking about the work world

Goals: Students will be able to express future plans in regards to a variety of professions, make polite requests, write a formal letter and make a phone call regarding work.

Objectives:

1. Students will be able to describe professions, how to have and respond to a phone conversation, to write a formal letter and to ask about future plans and respond to questions about their plans. (DOK Level 1,2,3,4)
2. Students will be able to use the future tense to create conversations about their plans and respond to questions. (DOK Level 4)
3. Students will be able to list a variety of professions and investigate how to go to a job interview. (DOK Level 1,2,3)
4. Students will be able write a formal letter for a job. (DOK Level 1, 2,3)
5. Students will be able to use the future perfect and present participles to express what they will do. (DOK Level 1,2)
6. Students will be able to use both the future tenses and the polite forms of the conditional tense in context. (DOK Level 2,3,4)
7. 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)
8. Students will analyze and create a basic working knowledge of some specialty jobs and what role marketing plays in the French-speaking communities and compare them to those in our own community. Students will also learn about the job search process and what a CV is and how it compares to a résumé. (DOK Level 1,2,3,4)

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Core Activities and Corresponding Instructional Methods:

- Vocabulaire:
 - Livre p75 - Résumé Vocabulaire 1 & 2
- Grammaire:
 - Livre p48-49 The future tense
 - Livre p50-51 Feminine forms of nouns
 - Livre p52-53 The verb “conduire”
 - Livre p60-61 The future perfect tense
 - Livre p62-63 The present participle
 - Livre p64-65 The Conditionnel de politesse

Suggested activities that incorporate vocabulaire et grammaire:

- Écouter:
 - Livre p46 Écoutons
 - Livre p48 Écoutons
 - Livre p52 Écoutons
 - Livre p58 Écoutons
 - Livre p60 Écoutons
 - Livre p64 Écoutons
 - Livre p73 Écoutons
- Lire:
 - Livre p46 Act. 1
 - Livre p51 Act. 12
 - Livre p53 Act. 18
 - Livre p58 Act. 22
 - Livre p61 Act. 28
 - Livre p65 Act. 39
- Parler:
 - Livre p46-47 Act. 3,4, & 6
 - Livre p49 Act. 8,9 & 10
 - Livre p50-51 Act. 11, 13, & 14
 - Livre p52-53 Act. 16, 18, 19 & 20
 - Livre p59 Act. 25
 - Livre p61 Act. 28, 29 & 30
 - Livre p62-63 Act. 31, 32, 34, & 35
 - Livre p64-65 Act. 36, 38, & 41
- Écrire
 - Livre p46-47 Act. 3, 4 & 5

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- Livre p49 Act. 8 & 9
- Livre p50-51 Act. 11, 12, & 13
- Livre p52-53 Act. 16, 17 & 19
- Livre p58-59 Act. 23 & 24
- Livre p60-61 Act. 27 & 29
- Livre p63 Act. 32, 33, & 34
- Livre p64-65 Act. 36, 38, 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, p48
 - 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

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- Ecriture, p44
- **Summative:**
 - Assessment Program Portfolio Suggestions or Performance Assessments in both oral/written forms
 - Chapitre 2, Projects, TE p41C-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 3 textbook
- Cahier de Vocabulaire et Grammaire, SE, Level 3

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: Once Upon a Time – storytelling in the past

Goals: Students will be able to recount a tale by setting the scene, discussing beginnings and endings to a story and relating sequences of events in the context of a fairy tale or fable. Students will also be able to indicate what happened to others.

Objectives:

1. Students will be able to set the scene and relate of sequence of events in a story, continue and end stories and tell what happened to another individual. (DOK Level 1,2,3,4)
2. Students will be able to use the imperfect and passé composé verb tenses to correctly create a story from beginning to end. (DOK Level 2,3,4)
3. Students will be able construct and cite usage of the passé simple verb tense to relate an event in the past. (DOK Level 2,3)
4. Students will be able to organize a group of relative pronouns and compare them to how they are used in English. (DOK Level 2,3)
5. Students will review and identify patterns of adjective placement and usage. (DOK Level 2, 3)
6. Students will be able to use the past perfect tense and past infinitives in context. (DOK Level 2,3,4)
7. 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)
8. Students will investigate the literature from the Maghreb region in Africa and how that compares to Western literature. Students will also observe how “dubbing” works in foreign language films and how to become someone who does this for a living. (DOK Level 1,2,3,4)

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Core Activities and Corresponding Instructional Methods:

- Vocabulaire:
 - Livre p127 - Résumé Vocabulaire 1 & 2
- Grammaire:
 - Livre p100-101 The passé simple
 - Livre p102-103 Relative pronouns with “ce”
 - Livre p104-105 Adjective placement and meaning
 - Livre p112-113 The past perfect tense
 - Livre p114-115 The sequences of tenses in indirect discourse
 - Livre p116-117 The past infinitive

Suggested activities that incorporate vocabulaire et grammaire:

- Écouter:
 - Livre p98 Écoutons
 - Livre p103 Écoutons
 - Livre p104 Écoutons
 - Livre p111 Écoutons
 - Livre p114 Écoutons
 - Livre p116 Écoutons
- Lire:
 - Livre p98 Act. 1
 - Livre p100 Act. 7
 - Livre p102 Act. 10 & 11
 - Livre p105 Act. 19
 - Livre p110 Act. 21 & 22
 - Livre p112 Act. 27
 - Livre p114 Act. 31
- Parler:
 - Livre p98-99 Act. 3 & 6
 - Livre p101 Act. 9
 - Livre p103 Act. 14 & 15
 - Livre p104-105 Act. 16 & 20
 - Livre p110-111 Act. 22 & 26
 - Livre p113 Act. 29 & 30
 - Livre p115 Act. 34 & 35
 - Livre p116-117 Act. 36, 39, & 40
- Écrire
 - Livre p98-99 Act. 3, 4, 5, & 6

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- Livre p101 Act. 8
- Livre p102-103 Act. 11, 13, & 14
- Livre p104-105 Act. 16, 18 & 19
- Livre p110-111 Act. 23 & 25
- Livre p112-113 Act. 27 & 28
- Livre p115 Act. 33 & 34
- Livre p117 Act. 38

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, p78
 - GRAMMAIRE:
 - Assessment Program
 - Grammaire 1, p63-64
 - Grammaire 2, p69-70
 - Application 1, p65-66
 - Application 2, p71-72
 - Examen Chapitre 3, p79
 - ÉCOUTER:
 - Assessment Program
 - Examen Chapitre 3, p75
 - LIRE:
 - Assessment Program
 - Examen Chapitre 3, p76
 - Lecture, p73
 - PARLER
 - Assessment Program
 - Examen Oral, p319
 - ÉCRIRE
 - Assessment Program

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- Examen, Chapitre 3, p80
- Ecriture, p74
- **Summative:**
 - Assessment Program Portfolio Suggestions or Performance Assessments in both oral/written forms
 - Chapitre 3, Projects, TE p93C-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 3 textbook
- Cahier de Vocabulaire et Grammaire, SE, Level 3

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 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: Love and Friendship

Goals: Students will be able to discuss their relationships and friendships with others as well as compare their family history and life events with that of others.

Objectives:

1. Students will be able to say what happened to them, to ask for and to give advice to others, share and respond to good/bad news and to assess ways to renew old acquaintances. (DOK Level 1,2,3,4)
2. Students will be able to use previously learned knowledge about reciprocal verbs and add new knowledge to the previously learned material. (DOK Level 2,3,4)
3. Students will be able construct sentences with the past conditional verb tense to discuss conditional activities. (DOK Level 2,3, 4)
4. Students will be able to distinguish between regular verbs and using the verbs “manquer” and “plaître” in context. (DOK Level 2,3)
5. Students will be introduced to the subjunctive verb tense and how it’s used with expressions of necessity, desire and emotions. (DOK Level 2, 3)
6. Students will be able to construct sentences using disjunctive pronouns. (DOK Level 2,3)
7. 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)
8. Students will investigate equality between the sexes in French-speaking Africa. Students will also be learning about the cultural concept of “dating” in France and make observations about the role of multicultural tutors as an aid to help those who are immigrating to a new country. (DOK Level 1,2,3,4)

Core Activities and Corresponding Instructional Methods:

- **Vocabulaire:**
 - Livre p165 - Résumé Vocabulaire 1 & 2
- **Grammaire:**
 - Livre p138-139 Reciprocal Verbs
 - Livre p140-141 The Past Conditional

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- Livre p142-143 Verbs “manquer” and “plaire”
- Livre p150-151 The Subjunctive
- Livre p152-153 Subjunctive with necessity, desire and emotions
- Livre p154-155 Disjunctive (stress) pronouns

Suggested activities that incorporate vocabulaire et grammaire:

- Écouter:
 - Livre p136 Écoutons
 - Livre p138 Écoutons
 - Livre p142 Écoutons
 - Livre p148 Écoutons
 - Livre p152 Écoutons
 - Livre p155 Écoutons
- Lire:
 - Livre p136 Act. 1 & 3
 - Livre p138 Act. 6
 - Livre p140-141 Act. 11,12, & 13
 - Livre p143 Act. 20
 - Livre p148 Act. 23
- Parler:
 - Livre p137 Act. 5
 - Livre p139 Act. 9 & 10
 - Livre p141 Act. 14 & 15
 - Livre p142-143 Act. 16 & 21
 - Livre p148-149 Act. 24 & 26
 - Livre p151 Act. 27, 28 & 29
 - Livre p152-153 Act. 31, 32, 33, & 34
 - Livre p154-155 Act. 36, 38, 39, & 40
- Écrire
 - Livre p139 Act. 8 & 9
 - Livre p141 Act. 13 & 14
 - Livre p142-143 Act. 16, 18, 19 & 20
 - Livre p149 Act. 25 & 26
 - Livre p151 Act. 27
 - Livre p152-153 Act. 31 & 32
 - Livre p154 Act. 35

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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
 - ÉCOUTER:
 - Assessment Program
 - Examen Chapitre 4, p103
 - LIRE:
 - Assessment Program
 - Examen Chapitre 4, p104
 - Lecture, p101
 - PARLER
 - Assessment Program
 - Examen Oral, p320
 - ÉCRIRE
 - Assessment Program
 - Examen, Chapitre 4, p108
 - Ecriture, p102
- **Summative:**
 - Assessment Program Portfolio Suggestions or Performance Assessments in both oral/written forms
 - Chapitre 4, Projects, TE p131C-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 3 textbook
- Cahier de Vocabulaire et Grammaire, SE, Level 3

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 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: Let's get out and explore nature!

Goals: Students will be able to discuss both astonishment and fear. They will also be expected to be able to give general directions, warn others of danger, complain and offer encouragement.

Objectives:

1. Students will be able express astonishment and fear, warn others and forbid them to do things. Students will also be able to give general directions and to complain as well as offer encouragement to others. (DOK Level 1,2,3,4)
2. Students will be able to use previously learned knowledge about the subjunctive verb tense to express their astonishment and fears. (DOK Level 2,3,4)
3. Students will be able to review previously learned ways to form the imperative and to construct sentences to forbid and give warnings to others. (DOK Level 2,3, 4)
4. Students will be able to distinguish between the verbs "voir" and "regarder". (DOK Level 2,3)
5. Students will be introduced to the verbs "apporter", "emporter", "amener" and "emmener" and the differences in meaning between those verbs. (DOK Level 2, 3)
6. Students will be able to use previously learned material to distinguish between groups of verbs that use "de" and "à" followed by infinitive verbs. (DOK Level 2,3)
7. 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)
8. Students will discover and discuss French-speaking America and the parks that are found there and compare that to public parks in France. Students will also differentiate between extreme sports/guides in francophone areas in comparison to the United States. (DOK Level 1,2,3,4)

Core Activities and Corresponding Instructional Methods:

- Vocabulaire:
 - Livre p217 - Résumé Vocabulaire 1 & 2
- Grammaire:
 - Livre p190-191 The Subjunctive with expressions of fear
 - Livre p192-193 The Imperative

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- Livre p194-195 Verbs “voir” and “regarder”
- Livre p202-203 Verbs “apporter”, “amener”, “emporter” and “emmener”
- Livre p204-205 Verbs followed by “à/de” and the infinitive
- Livre p206-207 Idiomatic Expressions

Suggested activities that incorporate vocabulaire et grammaire:

- Écouter:
 - Livre p188 Écoutons
 - Livre p190 Écoutons
 - Livre p194 Écoutons
 - Livre p200 Écoutons
 - Livre p202 Écoutons
 - Livre p206 Écoutons
- Lire:
 - Livre p188 Act. 2
 - Livre p194-195 Act. 21 & 22
 - Livre p200 Act. 26 & 27
 - Livre p202 Act. 30
 - Livre p204 Act. 35
- Parler:
 - Livre p188-189 Act. 3, 5 & 6
 - Livre p191 Act. 9, 10, 11 & 12
 - Livre p193 Act. 14, 15, 16, & 17
 - Livre p194-195 Act. 19 & 24
 - Livre p201 Act. 28 & 29
 - Livre p203 Act. 32, 33 & 34
 - Livre p205 Act. 37 & 38
 - Livre p206-207 Act. 40 & 43
- Écrire
 - Livre p188-189 Act. 2, 3, & 4
 - Livre p190-191 Act. 8, 9 & 10
 - Livre p192-193 Act. 13, 14 & 16
 - Livre p194-195 Act. 19, 20, 21, 22 & 23
 - Livre p200-201 Act. 27 & 28
 - Livre p203 Act. 32
 - Livre p204-205 Act. 35, 36 & 37
 - Livre p206-207 Act. 39 & 42

Assessments:

DELAWARE VALLEY SCHOOL DISTRICT

- **Diagnostic:**
 - Class discussions & oral questions
 - Graphic Organizers
 - Think/Pair/Share
- **Formative:**
 - VOCABULAIRE:
 - Assessment Program
 - Vocabulaire 1, p119-120
 - Vocabulaire 2, p125-126
 - Examen, Chapitre 5, p136
 - 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, p134-135
 - Lecture, p131
 - PARLER
 - Assessment Program
 - Examen Oral, p321
 - ÉCRIRE
 - Assessment Program
 - Examen, Chapitre 5, p138
 - Ecriture, p132
- **Summative:**
 - Assessment Program Portfolio Suggestions or Performance Assessments in both oral/written forms
 - Chapitre 5, Projects, TE p183C-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 3 textbook
- Cahier de Vocabulaire et Grammaire, SE, Level 3

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 6, Lessons 1 & 2

Marking Period: 3 – 23 days

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

Standards Addressed: PACCS: 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: Breaking News!

Goals: Students will be able to express certainty, possibility and doubt about current events and will be able to use journalistic vocabulary to discuss breaking news and ask about information.

Objectives:

1. Students will be able to express certainty, possibility and doubt. Students will also talk about breaking news and ask about information using vocabulary related to journalism. (DOK Level 1,2,3,4)
2. Students will be able to use previously learned knowledge about the subjunctive verb tense to express certainty, possibility and doubt. (DOK Level 2,3,4)
3. Students will be able to review previously learned ways to form negative sentences and expand upon their use. (DOK Level 2,3)
4. Students will be able to distinguish between the verbs “croire” and “paraître”. (DOK Level 2,3)
5. Students will review the use of object pronouns. (DOK Level 2, 3)
6. Students will be able to use the expressions “quelque part”, “quelqu’un”, “quelque chose” and “quelquefois” to indicate more generally what happened. (DOK Level 2,3,4)
7. 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)
8. Students will discover and discuss a variety of news sources ranging from newspapers to radio to television and the Internet and how to become a journalist. Students will also learn about the differences between French and Creole in Haiti. (DOK Level 1,2,3,4)

Core Activities and Corresponding Instructional Methods:

- Vocabulaire:
 - Livre p255 - Résumé Vocabulaire 1 & 2
- Grammaire:
 - Livre p228-229 The Subjunctive with doubt, disbelief and uncertainty
 - Livre p230-231 Verbs “croire” and “paraître”
 - Livre p232-233 “Quelque part”, “Quelqu’un”, “Quelque chose” and “quelquefois”

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- Livre p240-241 Object Pronouns
- Livre p242-243 “Qui est-ce qui”, “Qui est-ce que”, “Qu’est-ce qui” and “Qu’est-ce que”
- Livre p244-245 More Negative Expressions

Suggested activities that incorporate vocabulaire et grammaire:

- Écouter:
 - Livre p226 Écoutons
 - Livre p229 Écoutons
 - Livre p233 Écoutons
 - Livre p238 Écoutons
 - Livre p243 Écoutons
 - Livre p244 Écoutons
- Lire:
 - Livre p226-227 Act. 1, 3 & 4
 - Livre p228-229 Act. 6 & 7
 - Livre p238-239 Act. 22, 24 & 25
 - Livre p243 Act. 33
- Parler:
 - Livre p227 Act. 5
 - Livre p229 Act. 10
 - Livre p231 Act. 14 & 15
 - Livre p233 Act. 19, 20 & 21
 - Livre p239 Act. 26
 - Livre p240-241 Act. 27, 28, 29 & 30
 - Livre p243 Act. 34 & 35
 - Livre p244-245 Act. 37, 38, 39 & 41
- Écrire
 - Livre p226-227 Act. 3, 4 & 5
 - Livre p229 Act. 9 & 10
 - Livre p230-231 Act. 11, 12, 13 & 14
 - Livre p232-233 Act. 16, 17 & 20
 - Livre p238-239 Act. 24 & 25
 - Livre p241 Act. 28
 - Livre p242-243 Act. 31 & 33
 - Livre p244-245 Act. 37, 38, 39 & 40

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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, p176-177
 - ÉCOUTER:
 - Assessment Program
 - Examen Chapitre 6, p173
 - LIRE:
 - Assessment Program
 - Examen Chapitre 6, p174
 - Lecture, p171
 - PARLER
 - Assessment Program
 - Examen Oral, p322
 - ÉCRIRE
 - Assessment Program
 - Examen, Chapitre 6, p177-178
 - Ecriture, p172
- **Summative:**
 - Assessment Program Portfolio Suggestions or Performance Assessments in both oral/written forms
 - Chapitre 6, Projects, TE p221C-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 3 textbook
- Cahier de Vocabulaire et Grammaire, SE, Level 3

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 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: Our planet and our environment

Goals: Students will be able to discuss natural phenomena and how our natural resources are in danger. Students will also learn to express caution, make predictions and express assumptions about events. They will also be able to express and support an opinion.

Objectives:

1. Students will be able to discuss natural phenomena and natural resources. (DOK Level 1,2,3,4)
2. Students will also be able to express caution, tell why something happened, make predictions about future events and to express and support an opinion. (DOK Level 1,2,3,4)
3. Students will be able to use previously learned knowledge about adjectives to make comparative and superlative sentences. (DOK Level 2,3)
4. Students will be able to use the passive voice to describe events. (DOK Level 2,3)
5. Students will review previously learned information and incorporate new prepositions into their vocabulary. (DOK Level 2,3)
6. Students will be able to use “quand”, “lorsque” and “dès que” to express when events take place. (DOK Level 2, 3)
7. Students will be able to correctly use the verb “éteindre”. (DOK 1,2,3)
8. Students will be able to use previously learned information about the subjunctive verb tense and incorporate the use of conjunctions with it. (DOK Level 2,3,4)
9. 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)
10. Students will learn about water usage and recycling/purification of water. Students will also learn about conservation of electricity and what role France plays in the world of research. (DOK Level 1,2,3,4)

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Core Activities and Corresponding Instructional Methods:

- Vocabulaire:
 - Livre p255 - Résumé Vocabulaire 1 & 2
- Grammaire:
 - Livre p228-229 The Subjunctive with doubt, disbelief and uncertainty
 - Livre p230-231 Verbs “croire” and “paraître”
 - Livre p232-233 “Quelque part”, “Quelqu’un”, “Quelque chose” and “quelquefois”
 - Livre p240-241 Object Pronouns
 - Livre p242-243 “Qui est-ce qui”, “Qui est-ce que”, “Qu’est-ce qui” and “Qu’est-ce que”
 - Livre p244-245 More Negative Expressions

Suggested activities that incorporate vocabulaire et grammaire:

- Écouter:
 - Livre p278 Écoutons
 - Livre p282 Écoutons
 - Livre p284 Écoutons
 - Livre p290 Écoutons
 - Livre p292 Écoutons
 - Livre p297 Écoutons
- Lire:
 - Livre p278 Act. 1 & 3
 - Livre p281 Act. 8
 - Livre p282 Act. 14
 - Livre p285 Act. 20
 - Livre p290-291 Act. 23 & 26
 - Livre p292 Act. 30
 - Livre p294-295 Act. 34 & 35
 - Livre p296-297 Act. 38, 39 & 42
- Parler:
 - Livre p278-279 Act. 1 & 6
 - Livre p281 Act. 8, 9 & 11
 - Livre p282-283 Act. 13, 16 & 17
 - Livre p285 Act 21 & 22
 - Livre p290-291 Act. 25 & 28
 - Livre p292-293 Act. 30, 32 & 33
 - Livre p294-295 Act. 34, 36 & 37
 - Livre p297 Act. 42 & 43

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- Écrire
 - Livre p278-279 Act. 3, 4 & 5
 - Livre p280-281 Act. 7, 9 & 10
 - Livre p282-283 Act. 13, 14, 15 & 16
 - Livre p284-285 Act. 18, 20 & 21
 - Livre p290-291 Act. 25, 26, 27 & 28
 - Livre p293 Act. 31 & 32
 - Livre p295 Act. 35 & 36
 - Livre p296-297 Act. 38, 39 & 41

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
 - GRAMMAIRE:
 - Assessment Program
 - Grammaire 1, p191-192
 - Grammaire 2, p197-198
 - Application 1, p193-194
 - Application 2, p199-200
 - Examen Chapitre 7, p206-207
 - ÉCOUTER:
 - Assessment Program
 - Examen Chapitre 7, p203
 - LIRE:
 - Assessment Program
 - Examen Chapitre 7, p204
 - Lecture, p201
 - PARLER
 - Assessment Program
 - Examen Oral, p323

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- ÉCRIRE
 - Assessment Program
 - Examen, Chapitre 7, p207-208
 - Ecriture, p202
- **Summative:**
 - Assessment Program Portfolio Suggestions or Performance Assessments in both oral/written forms
 - Chapitre 7, Projects, TE p273C-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 3 textbook
- Cahier de Vocabulaire et Grammaire, SE, Level 3

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

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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 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: Political campaigns, Government and Government Services

Goals: Students will be able to express a point of view and ask for assistance. Students will also be able to speculate about and relate information as it pertains to politics and governmental services.

Objectives:

1. Students will be able to identify and discuss basic political rights and government services. (DOK Level 1,2,3,4)
2. Students will also be able to speculate about information and relate information to others. (DOK Level 1,2,3,4)
3. Students will be able to use previously learned knowledge about the subjunctive verb tense and apply it to formation of the past subjunctive. (DOK Level 2,3,4)
4. Students will be able to correctly integrate their knowledge about contractions to apply it to the relative preposition “lequel”. (DOK 2,3)
5. Students will use previously studied material about adjectives and incorporate that knowledge into the formation and position of adverbs. (DOK Level 2,3)
6. Students will use previously learned information about the conditional verb tense in context. (DOK Level 2,3,4)
7. Students will be able to use the verb “vaincre” in context. (DOK Level 1,2,3)
8. Students will be able to correctly use the adjectives “chacun/chacune”. (DOK 1,2)
9. 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)
10. Students will be able to discuss the many international organizations located in the city of Geneva, Switzerland as well as the role that the French language plays in international organizations. Students will also learn about the role of judges in the French political system. (DOK Level 1,2,3,4)

Core Activities and Corresponding Instructional Methods:

- Vocabulaire:
 - Livre p345 - Résumé Vocabulaire 1 & 2
- Grammaire:

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- Livre p318-319 Contractions with “lequel”
- Livre p320-321 The Past Subjunctive
- Livre p322 Adverbs
- Livre p330-331 The Conditional
- Livre p332-333 The verb “vaincre”
- Livre p334-335 Chacun/Chacune

Suggested activities that incorporate vocabulaire et grammaire:

- Écouter:
 - Livre p316 Écoutons
 - Livre p318 Écoutons
 - Livre p322 Écoutons
 - Livre p328 Écoutons
 - Livre p330 Écoutons
 - Livre p335 Écoutons
- Lire:
 - Livre p316 Act. 2 & 3
 - Livre p318-319 Act. 6, 8 & 9
 - Livre p320 Act. 11 & 12
 - Livre p323 Act. 19
 - Livre p328 Act. 21
 - Livre p333 Act. 34
- Parler:
 - Livre p316-317 Act. 3 & 5
 - Livre p318-319 Act. 6 & 10
 - Livre p321 Act. 14 & 15
 - Livre p323 Act. 20
 - Livre p328-329 Act. 23 & 26
 - Livre p331 Act. 28, 30 & 31
 - Livre p332-333 Act. 32, 35 & 36
 - Livre p335 Act. 40 & 41
- Écrire
 - Livre p316-317 Act. 2 & 4
 - Livre p320-321 Act. 12, 13 & 14
 - Livre p322-323 Act. 17, 18 & 19
 - Livre p328-329 Act. 23, 24, 25 & 26
 - Livre p331 Act. 28 & 29
 - Livre p332-333 Act. 32, 33, 34 & 35

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- Livre p334-335 Act. 37, 38, & 40

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
 - GRAMMAIRE:
 - Assessment Program
 - Grammaire 1, p219-220
 - Grammaire 2, p225-226
 - Application 1, p221-222
 - Application 2, p227-228
 - Examen Chapitre 8, p234-235
 - ÉCOUTER:
 - Assessment Program
 - Examen Chapitre 8, p231
 - LIRE:
 - Assessment Program
 - Examen Chapitre 8, p232
 - Lecture, p229
 - PARLER
 - Assessment Program
 - Examen Oral, p324
 - ÉCRIRE
 - Assessment Program
 - Examen, Chapitre 8, p236
 - Ecriture, p230
- **Summative:**
 - Assessment Program Portfolio Suggestions or Performance Assessments in both oral/written forms
 - Chapitre 8, Projects, TE p311C-D

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Extensions:

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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 3

Textbook ISBN #: 978-0-544-86138-1

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

Curriculum Textbook is utilized in (title of course): French 3

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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.
- Make cross-curricular connections.

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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.
- 1.4 X – Write routinely over extended time frames (time for research, reflection, and

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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.

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.