

COURSE NAME: French II

Unit: 1 Ma famille et mes copains
Essential Questions: How would you describe yourself and your family and friends? How do people spend their leisure time?

Massachusetts Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
Interpersonal Communication				
1.2 Introduce and respond to introductions 1.3 Ask and answer questions 1.4 Make and respond to requests 1.5 Exchange information and knowledge 1.6 Express likes and dislikes 1.7 Express needs and emotions	<ul style="list-style-type: none"> • Describe friends and family • Describe yourself and ask about others • Talk about your likes and dislikes • Talk about after-school activities • Inquire • Tell when you do something • Do a class survey to get to know your classmates better. Create questions then ask each classmate. After put the information together to report the survey results • Write a description of a classmate, circulate around room reading the description to other students who must guess the person being described 	<ul style="list-style-type: none"> • Bien dit! 2 textbook, Chapitre 1 • Bien dit! 2 ancillary materials, Chapitre 1 • DVD tutor • http://my.hrw.com – Ch. 1 	<ul style="list-style-type: none"> • Peer partner learning • Interviewing • Discussion • Internet activities • Think, Pair, Share • Student reflections • Role-playing • Songs and other music-related activities • Learning centers • Internet-based activities • TPRS • Story-based instruction • Cooperative learning • Writing-to-learn 	<ul style="list-style-type: none"> • Bien dit! 2 Chapitre 1 quizzes and comprehensive test • Listening activities/assessments • Communicative activities • Writing activities/assessments • Oral assessments

	<ul style="list-style-type: none"> • Prepare a list of 10 questions to ask a classmate about his/her family's activities. Then ask these questions of the classmate & how often. Exchange roles. 		<ul style="list-style-type: none"> • Nonlinguistic representations • Kinesthetic activities • Project-based activities • Art-based activities <p>Video strategy: Looking for clues</p> <p>Reading Strategy: Genre of a text</p> <p>Writing Strategy: Writing plan</p>	
Interpretive Communication				
<p>2.2 Understand some ideas and familiar details</p> <p>2.3 Obtain information and knowledge</p> <p>2.4 Read or listen to and interpret signs, simple stories, poems and information texts</p>	<ul style="list-style-type: none"> • Read and understand texts that: <ol style="list-style-type: none"> 1. describe people's physical characteristics and personality traits 2. talk about likes and dislikes 3. talk about after-school activities 4. talk about when people do things 5. inquire about other people • Listen to and understand recordings that: <ol style="list-style-type: none"> 1. Describe peoples' physical characteristics and personality traits 2. talk about likes and dislikes, 3. talk about after-school activities 			

	<p>4. talk about when people do things 5. inquire about other people</p> <ul style="list-style-type: none"> • Read and understand two poems by Maurice Carême, <i>Le vieux piano</i> and <i>L'enfant à l'harmonica</i>. • Watch and understand - Télé-roman: <i>Le Secret de la statuette</i> – Episode 1 			
Presentational Communication				
<p>3.1 Express opinions and ideas</p> <p>3.2 Express needs and emotions</p> <p>3.3 Express agreement and disagreement</p> <p>3.4 Describe people, places, and things</p> <p>3.5 Write lists and short notes</p> <p>3.6 Present information in a brief report</p>	<ul style="list-style-type: none"> • Write paragraphs and dialogues, make oral presentations and do small group role-plays in which students ✓ Talk about your likes and dislikes ✓ Talk about after-school activities ✓ Describe friends and family ✓ Describe yourself and ask about others ✓ Inquire • Write a letter to a friend describing a vacation that you are on • Write a note to the French club bulletin board that introduces & describes yourself to the other members • Write an email to a French pen pal describing what you and your 			

	<p>family are like and what you do during the week and on the weekends.</p> <ul style="list-style-type: none"> Act out a conversation between you and a friend at a café in which you discuss what you like & don't like to eat, what you do and don't do after school, then agree to do something together. 			
Cultures				
<p>4.1 Use appropriate words, phrases, expressions, and gestures in interactions such as greetings, farewells, school routines, and other daily activities.</p> <p>4.2 Interact appropriately in group cultural activities such as games, storytelling, celebrations, and dramatizations.</p> <p>4.3 Identify distinctive cultural aspects of the target culture presented in stories, dramas, films, and photographs</p> <p>4.4 Identify distinctive cultural products from the target culture such as toys, clothes, foods, currencies, games,</p>	<ul style="list-style-type: none"> Discover Paris: geography, sports, sciences gastronomy, fashion Discuss cultural topics: Sundays in France, family nicknames, cursive, Moroccan families, French education, after-school activities, cafés and Fine Art: Renoir – <i>Yvonne et Christine Lerolle au piano</i> Watch and discuss cultural differences in the Télé-roman: Le Secret de la statuette (Dakar) – Episode 1 			

<p>traditional crafts, and musical instruments</p> <p>4.5 Identify distinctive contributions made by people in the target culture*</p> <p>4.6 Demonstrate knowledge of artistic expression in the target culture by identifying, learning, and performing songs, dances, or memorizing poems; by identifying and making examples of crafts or visual arts using traditional techniques such as brush painting, paper folding, or mosaics</p> <p>4.7 Demonstrate knowledge of the target culture's geography by naming features such as rivers, mountains, cities, and climate on maps</p>				
Linguistic Comparisons				

<p>5.1 Ask and answer questions regarding similar/different phonetic/writing systems used in the target language</p> <p>5.2 Give examples of ways in which the target language differs from/is similar to English</p> <p>5.3 Give examples of borrowed or loan words</p> <p>5.4 Identify linguistic characteristics of the target language and compare and contrast them with English linguistic characteristics</p>	<ul style="list-style-type: none"> • Inquire using –ER, -IR, -RE verbs and verbs like dormir • Understand different registers used in French to address someone • Use articles in French where they are not used in English • Use regular –er, -ir, and –re verbs in the present tense • Use verbs like dormir • Make adjective agreements with regular and irregular adjectives • Place adjectives in a sentence • Use the irregular verbs être, avoir, faire, aller and prendre • Identify and use cognates 			
Cultural Comparisons				
<p>6.1 Ask and answer questions regarding different forms of communication in the target culture and their own such as signs, symbols, displays and inscriptions</p> <p>6.2 Describe patterns of behavior of the target culture, such as celebrations, and</p>	<ul style="list-style-type: none"> • Discuss cultural topics: Sundays in France, family nicknames, cursive, Moroccan families, French education, after-school activities, cafés and Fine Art: Renoir – Yvonne et Christine Lerolle au piano • Discover Paris: geography, sports, sciences gastronomy, fashion 			

<p>compare/contrast them with those of their own culture</p> <p>6.3 Describe some cultural beliefs and perspectives relating to family, school, and play in both target culture and their own</p> <p>6.4 Identify and discuss cultural characteristics of the target culture and compare and contrast them to cultural characteristics of their own culture</p>				
Connections				
<p>7.1 Obtain information and knowledge related to other disciplines from sources in the target language</p>	<ul style="list-style-type: none"> • History Link: Learn about Charlemagne's reforms to cursive writing in France. To appreciate this reform, write a short note to a classmate in French in all lowercase and with no spaces • Art Link: Research the life and works of Pierre Auguste Renoir. Analyze and discuss his painting, <i>Yvonne et Christine Lerolle au piano</i> 			

Unit: 2 On fait la fête
Essential Questions: How do you celebrate?

Massachusetts Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
Interpersonal Communication				
1.3 Ask and answer questions 1.4 Make and respond to requests 1.5 Exchange information and knowledge 1.6 Express likes and dislikes 1.7 Express needs and emotions	<ul style="list-style-type: none"> Talk about celebrations Wish someone a good time Ask for and give advice Discuss party preparations Ask for help Check to see if things have been done In a small group, act out a conversation for the class for the class in which you ask friends to help you plan a birthday party. Discuss when and where to have the party, whom to invite, what chores each of you will do, what to serve and what activities you will do. With a partner, discuss what to buy friend and family for the 	<ul style="list-style-type: none"> <u>Bien dit! 2</u> textbook, Chapitre 2 <u>Bien dit! 2</u> ancillary materials, Chapitre 2 DVD tutor http://my.hrw.com – Ch. 2 	<ul style="list-style-type: none"> Peer partner learning Interviewing Discussion Internet activities Think, Pair, Share Student reflections Role-playing Songs and other music-related activities Learning centers Internet-based activities TPRS Story-based instruction Cooperative learning Writing-to-learn 	<ul style="list-style-type: none"> <u>Bien dit! 2</u> Chapitre 2 quizzes and comprehensive test Listening activities/assessments Communicative activities Writing activities/assessments Oral assessments

	<p>holidays. Ask for advice and make suggestions.</p>		<ul style="list-style-type: none"> • Nonlinguistic representations • Kinesthetic activities • Project-based activities • Art-based activities <p>Video strategy: Gathering information</p> <p>Reading Strategy: Using cognates</p> <p>Writing Strategy: Good use of dialogue</p>	
Interpretive Communication				
<p>2.2 Understand some ideas and familiar details</p> <p>2.3 Obtain information and knowledge</p> <p>2.4 Read or listen to and interpret signs, simple stories, poems and information texts</p>	<ul style="list-style-type: none"> • Read and understand texts that: <ol style="list-style-type: none"> 1. Talk about celebrations 2. Ask for and give advice 3. Ask for help 4. Check that chores have been done • Listen to and understand recordings that: <ol style="list-style-type: none"> 1. Talk about celebrations 2. Ask for and give advice 3. Ask for help 4. Check that chores have been done • Read and understand the French school newspaper article <i>Le</i> 			

	<p><i>réveillon en fête.</i></p> <ul style="list-style-type: none"> • Watch and understand - Télé-roman: Le Secret de la statuette – Episode 2 			
Presentational Communication				
<p>3.1 Express opinions and ideas</p> <p>3.2 Express needs and emotions</p> <p>3.3 Express agreement and disagreement</p> <p>3.4 Describe people, places, and things</p> <p>3.5 Write lists and short notes</p> <p>3.6 Present information in a brief report</p>	<ul style="list-style-type: none"> • Write paragraphs and dialogues, make oral presentations and do small group role-plays in which students ✓ Talk about celebrations ✓ Ask for and give advice ✓ Ask for help ✓ Check to see if things have been done • In a small group, imagine you went to a party where things went badly. Describe to the class all the things that didn't get done. • Write a check list of things that need to get done in order to prepare for a winter holiday celebration • Write an email to a friend who couldn't come to your birthday party. Thank them for the gift they sent and describe your party in detail. • Act out a scene with a partner in which you've both been invited to a birthday party. Ask your partner 			

	what they are giving for a gift and ask for advice on what you should give.			
Cultures				
<p>4.1 Use appropriate words, phrases, expressions, and gestures in interactions such as greetings, farewells, school routines, and other daily activities.</p> <p>4.2 Interact appropriately in group cultural activities such as games, storytelling, celebrations, and dramatizations.</p> <p>4.3 Identify distinctive cultural aspects of the target culture presented in stories, dramas, films, and photographs</p> <p>4.4 Identify distinctive cultural products from the target culture such as toys, clothes, foods, currencies, games, traditional crafts, and musical instruments</p> <p>4.5 Identify distinctive contributions made by people in the target culture*</p>	<ul style="list-style-type: none"> • Discuss cultural topics: Epiphany, le jour des rois, le 14 juillet, le carnaval, inviting someone to dinner et traditional foods for celebrations • Watch and discuss cultural differences in the Télé-roman: Le Secret de la statuette (Dakar) – Episode 2 • Make a traditional Mardi Gras mask 			

<p>4.6 Demonstrate knowledge of artistic expression in the target culture by identifying, learning, and performing songs, dances, or memorizing poems; by identifying and making examples of crafts or visual arts using traditional techniques such as brush painting, paper folding, or mosaics</p>				
Linguistic Comparisons				
<p>5.1 Ask and answer questions regarding similar/different phonetic/writing systems used in the target language</p> <p>5.2 Give examples of ways in which the target language differs from/is similar to English</p> <p>5.4 Identify linguistic characteristics of the target language and compare and contrast them with English linguistic characteristics</p>	<ul style="list-style-type: none"> • Recognize cognates and false cognates • Identify and use direct and indirect objects • Conjugate the verb <i>offrir</i> in the present and passé compose • Make sentences negative • Speak and write in the past tense using the passé compose with <i>avoir</i> and <i>être</i> 			
Cultural Comparisons				

<p>6.2 Describe patterns of behavior of the target culture, such as celebrations, and compare/contrast them with those of their own culture</p> <p>6.3 Describe some cultural beliefs and perspectives relating to family, school, and play in both target culture and their own</p>	<ul style="list-style-type: none"> Discuss cultural topics: Epiphany, le jour des rois, le 14 juillet, le carnaval, inviting someone to dinner et traditional foods for celebrations 			
Connections				
<p>7.1 Obtain information and knowledge related to other disciplines from sources in the target language</p>	<ul style="list-style-type: none"> Language Arts Link: Match French verbs that words that share a common Latin origin (i.e. descendant, entrance, mortician, depart...) Art Link: Research the life and works of Claude Monet. Analyze and discuss his painting, <i>La Rue Montorgueil</i>. 			

Unit: 3 Faisons les courses!
Essential Questions: What do you eat? Where do you buy your food?

Massachusetts Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
Interpersonal Communication				
1.3 Ask and answer questions 1.4 Make and respond to requests 1.5 Exchange information and knowledge 1.6 Express likes and dislikes 1.7 Express needs and emotions	<ul style="list-style-type: none"> • Shop for groceries • Identify fruits, vegetables and cooking tool & activities • Identify different sections of a grocery store • Ask where things are in a store • Ask about food preparation • Make requests for grocery store items • Ask partner about pizza toppings they like, list them on the board, the role-play ordering a pizza. • Interview partner about their favorite place in town using y in the answers. • Ask members of one's group about their family's grocery shopping and purchases using a variety of question words (où, combien, que, quand, etc.) • Think of a dish then take turns naming the dish's ingredients until your partner guesses the dish. 	<ul style="list-style-type: none"> • <u>Bien dit! 2</u> textbook, Chapitre 3 • <u>Bien dit! 2</u> ancillary materials, Chapitre 3 • DVD tutor • http://my.hrw.com – Ch. 3 	<ul style="list-style-type: none"> • Peer partner learning • Interviewing • Discussion • Internet activities • Think, Pair, Share • Student reflections • Role-playing • Songs and other music-related activities • Learning centers • Internet-based activities • TPRS • Story-based instruction • Cooperative learning • Writing-to-learn • Nonlinguistic 	<ul style="list-style-type: none"> • Bien dit! 2 Chapitre 3 quizzes and comprehensive test • Listening activities/assessments • Communicative activities • Writing activities/assessments • Oral assessments

	<ul style="list-style-type: none"> Imagine having 200 euros to buy gifts. Talk to partner about what they are going to buy, for how much and for whom using the verb <i>acheter</i>. 		representations <ul style="list-style-type: none"> Kinesthetic activities Project-based activities Art-based activities Video strategy: Comparing attitudes Reading Strategy: Making inferences Writing Strategy: Arranging ideas chronologically	
Interpretive Communication				
2.1 Follow directions 2.2 Understand some ideas and familiar details 2.3 Obtain information and knowledge 2.4 Read or listen to and interpret signs, simple stories, poems and information texts	<ul style="list-style-type: none"> Read and understand texts that: <ol style="list-style-type: none"> require following a recipe Identify fruits, vegetables and cooking tool & activities Identify different sections of a grocery store Ask where things are in a store Ask about food preparation Make requests for grocery store items Listen to and understand recordings that: <ol style="list-style-type: none"> require following a recipe Identify fruits, vegetables and cooking tool & activities Identify different sections of a grocery store 			

	<ol style="list-style-type: none"> 4. Ask where things are in a store 5. Ask about food preparation 6. Make requests for grocery store items <ul style="list-style-type: none"> • Read and understand a text about how and what Moroccans eat. • Read and understand excerpt from the novel <i>Le Petit Nicholas</i> by Jean-Jacques Sempé • Watch and understand - Télé-roman: <i>Le Secret de la statuette</i> – Episode 3 			
Presentational Communication				
<p>3.1 Express opinions and ideas</p> <p>3.2 Express needs and emotions</p> <p>3.3 Express agreement and disagreement</p> <p>3.4 Describe people, places, and things</p> <p>3.5 Write lists and short notes</p>	<ul style="list-style-type: none"> • Write paragraphs and dialogues, make oral presentations and do small group role-plays in which students <ol style="list-style-type: none"> 1. Write a recipe 2. Identify fruits, vegetables and cooking tool & activities 3. Identify different sections of a grocery store 4. Ask where things are in a store 5. Ask about food preparation 6. Make requests for grocery store items 			

<p>3.6 Present information in a brief report</p>	<ul style="list-style-type: none"> • Create a cooking TV show video with a small group. • Write a paragraph describing American preferences when they do their shopping. Compare these preferences to those of French people. • Write an email to a new friend who's invited you to dinner. Talk about what you like and don't like to eat and ask them questions about the dinner invitation. • Role-play a situation in which you help your mom go food shopping at the supermarket. 			
<p>Cultures</p>				
<p>4.1 Use appropriate words, phrases, expressions, and gestures in interactions such as greetings, farewells, school routines, and other daily activities.</p> <p>4.2 Interact appropriately in group cultural activities such as games, storytelling, celebrations, and dramatizations.</p>	<ul style="list-style-type: none"> • Discover Québec: Geography, architecture, celebrations & festivals, gastronomy, arts • Discuss cultural topics: the metric system, typical foods of Québec, making maple syrup, lunch in a Moroccan home • Compare American food shopping preferences to those of French people. 			

<p>4.3 Identify distinctive cultural aspects of the target culture presented in stories, dramas, films, and photographs</p> <p>4.4 Identify distinctive cultural products from the target culture such as toys, clothes, foods, currencies, games, traditional crafts, and musical instruments</p> <p>4.5 Identify distinctive contributions made by people in the target culture*</p> <p>4.6 Demonstrate knowledge of artistic expression in the target culture by identifying, learning, and performing songs, dances, or memorizing poems; by identifying and making examples of crafts or visual arts using traditional techniques such as brush painting, paper folding, or mosaics</p>	<ul style="list-style-type: none"> • Watch and discuss cultural differences in the Télé-roman: Le Secret de la statuette (Dakar) – Episode 3 • Examine Fine Art: Maximilien Luce – <i>La rue des abbesses</i> 			
Linguistic Comparisons				

<p>5.1 Ask and answer questions regarding similar/different phonetic/writing systems used in the target language</p> <p>5.2 Give examples of ways in which the target language differs from/is similar to English</p> <p>5.4 Identify linguistic characteristics of the target language and compare and contrast them with English linguistic characteristics</p>	<ul style="list-style-type: none"> • Use the partitive article to talk about foods • Use the pronouns <i>y</i> and <i>en</i> to talk about foods and where you purchase them • Make requests using different question formations • Place more the one pronoun in a sentence • Make contractions with <i>à</i> and <i>de</i> • Recognize cognates and false cognates 			
Cultural Comparisons				
<p>6.2 Describe patterns of behavior of the target culture, such as celebrations, and compare/contrast them with those of their own culture</p> <p>6.3 Describe some cultural beliefs and perspectives relating to family, school, and play in both target culture and their own</p> <p>6.4 Identify and discuss cultural characteristics of the target culture and compare and contrast them to cultural characteristics of their own culture</p>	<ul style="list-style-type: none"> • Discover Québec: Geography, architecture, celebrations & festivals, gastronomy, arts • Discuss cultural topics: the metric system, typical foods of Québec, making maple syrup, lunch in a Moroccan home 			

Connections				
7.1 Obtain information and knowledge related to other disciplines from sources in the target language	<ul style="list-style-type: none"> Art Link: Research the life and works of Maximilien Luce. Analyze and discuss his painting, <i>La rue des abesses</i>. 			

Unit: 4 Au lycée
Essential Questions: How do you learn? How does technology impact you?

Massachusetts Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
Interpersonal Communication				
1.3 Ask and answer questions 1.4 Make and respond to requests 1.5 Exchange information and knowledge 1.6 Express likes and dislikes 1.7 Express needs and emotions	<ul style="list-style-type: none"> Identify and talk about school places and events Ask how something turned out Wonder what happened Identify and talk about computers components and technology Ask for information Express frustration Design the ideal high school. Decide what classes and facilities you would have and label the 	<ul style="list-style-type: none"> <u>Bien dit! 2</u> textbook, Chapitre 4 <u>Bien dit! 2</u> ancillary materials, Chapitre 4 DVD tutor <u>http://my.hrw.com</u> – Ch. 4 	<ul style="list-style-type: none"> Peer partner learning Interviewing Discussion Internet activities Think, Pair, Share Student reflections Role-playing Songs and other music-related activities Learning centers Internet- 	<ul style="list-style-type: none"> Bien dit! 2 Chapitre 4 quizzes and comprehensive test Listening activities/assessments Communicative activities Writing activities/assessments Oral assessments

	<p>areas of your school. Show your drawings to the class and talk about your school.</p> <ul style="list-style-type: none"> • Have partners create a conversation. One student has purchased a computer, but has never used one before. The partner gives instructions to type and print a paper for a class and to download an MP3 file and burn it to a CD. Ask volunteers to present their conversation. 		<p>based activities</p> <ul style="list-style-type: none"> • TPRS • Story-based instruction • Cooperative learning • Writing-to-learn • Nonlinguistic representations • Kinesthetic activities • Project-based activities • Art-based activities <p>Video strategy: Understanding subtext</p> <p>Reading Strategy: The genre of a text</p> <p>Writing Strategy: Answering the 5 "W" questions</p>	
Interpretive Communication				
<p>2.1 Follow directions</p> <p>2.2 Understand some ideas and familiar details</p> <p>2.3 Obtain information and knowledge</p> <p>2.4 Read or listen to and interpret signs, simple stories,</p>	<ul style="list-style-type: none"> • Read and understand texts that: <ol style="list-style-type: none"> 1. Identify and talk about school places and events 2. Ask how something turned out 3. Wonder what happened 4. Identify and talk about computers components and technology 5. Ask for information 6. Express frustration 			

poems and information texts	<ul style="list-style-type: none"> • Listen to and understand recordings that: <ol style="list-style-type: none"> 1. Identify and talk about school places and events 2. Ask how something turned out 3. Wonder what happened 4. Identify and talk about computers components and technology 5. Ask for information 6. Express frustration • Read and understand the comedy <i>Intermezzo</i> by Jean Giraudoux • Watch and understand - Télé-roman: Le Secret de la statuette – Episode 4 • Read & understand text comparing lunch at French schools & lunch at American schools. 			
Presentational Communication				
<p>3.1 Express opinions and ideas</p> <p>3.2 Express needs and emotions</p> <p>3.3 Express agreement and disagreement</p> <p>3.4 Describe people, places, and things</p>	<ul style="list-style-type: none"> • Write paragraphs and dialogues, make oral presentations and do small group role-plays in which students <ol style="list-style-type: none"> 1. Identify and talk about school places and events 2. Ask how something turned out 3. Wonder what happened 4. Identify and talk about computers components and technology 			

<p>3.5 Write lists and short notes</p> <p>3.6 Present information in a brief report</p>	<p>5. Ask for information</p> <p>6. Express frustration</p> <ul style="list-style-type: none"> • Prepare a presentation in which one student mimes a school related activity while two other students discuss this person, wondering where he or she went and imagining what he or she did there. • Create a collage of pictures that reflect a student's activities & interests. Then, in small groups, present the collage describing what they do. Classmates will ask questions regarding the collage. • Choose an advertisement for a computer package from a newspaper or magazine. Then, present this computer, its features, what software, hardware, and accessories are included, the price, and why he or she recommends this particular computer. 			
Cultures				
<p>4.3 Identify distinctive cultural aspects of the target culture presented in stories, dramas, films, and photographs</p> <p>4.4 Identify distinctive cultural products from the target</p>	<ul style="list-style-type: none"> • Discuss cultural topics: La ringuette, lunch at French school, becoming a foreign language teacher in Canada. • Watch and discuss cultural differences in the Télé-roman: Le Secret de la statuette (Dakar) – 			

<p>culture such as toys, clothes, foods, currencies, games, traditional crafts, and musical instruments</p> <p>4.5 Identify distinctive contributions made by people in the target culture*</p>	<p>Episode 4</p> <ul style="list-style-type: none"> Examine Fine Art: Henri Masson – <i>Le Hockey</i> 			
Linguistic Comparisons				
<p>5.1 Ask and answer questions regarding similar/different phonetic/writing systems used in the target language</p> <p>5.2 Give examples of ways in which the target language differs from/is similar to English</p> <p>5.4 Identify linguistic characteristics of the target language and compare and contrast them with English linguistic characteristics</p>	<ul style="list-style-type: none"> Use object pronouns with the passé compose Construct negative sentences using: ne...personne, ne...rien & ne...que Conjugate the irregular verb recevoir Conjugate the irregular verb suivre Employ the present perfect progressive Conjugate the irregular verb ouvrir 			
Cultural Comparisons				
<p>6.1 Ask and answer questions regarding different forms of communication in the target culture and their own such as signs, symbols, displays, and inscriptions</p> <p>6.2 Describe patterns of behavior of the target culture, such as celebrations, and</p>	<ul style="list-style-type: none"> Discuss cultural topics: receiving a diploma in Quebec, acquiring school supplies in France and Quebec, comparing computer keyboards in France & the US, ways to say email in France and Quebec 			

<p>compare/contrast them with those of their own culture</p> <p>6.3 Describe some cultural beliefs and perspectives relating to family, school, and play in both target culture and their own</p> <p>6.4 Identify and discuss cultural characteristics of the target culture and compare and contrast them to cultural characteristics of their own culture</p>				
Connections				
<p>7.1 Obtain information and knowledge related to other disciplines from sources in the target language</p>	<p>Art Link: Research the life and works of Henri Masson. Analyze and discuss his painting, <i>Le Hockey</i>.</p> <p>Physical Education Link: Choose a winter sport that's interesting and research how its practiced in Canada.</p>			

Unit: 5 Une journée typique
Essential Questions: What is your daily routine & how does it impact the routine of your family?

Massachusetts Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
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Interpersonal Communication				
1.3 Ask and answer questions 1.4 Make and respond to requests 1.5 Exchange information and knowledge 1.7 Express needs and emotions	<ul style="list-style-type: none"> • Talk about your daily routine • Identify toiletry items • Express impatience • Say when you do things • Make recommendations • Act out a conversation in which you give advice to several friend who have problems within their daily routine • Create a conversation involving a parent, an obedient child and a rebellious child. Give commands to children who respond affirmatively and negatively • Talk with a partner about one's morning routine, & the morning routine of the rest of one's family members. Include things that are not done as well. 	<ul style="list-style-type: none"> • Bien dit! 2 textbook, Chapitre 5 • Bien dit! 2 ancillary materials, Chapitre 5 • DVD tutor • http://my.hrw.com – Ch. 5 	<ul style="list-style-type: none"> • Peer partner learning • Interviewing • Discussion • Internet activities • Think, Pair, Share • Student reflections • Role-playing • Songs and other music-related activities • Learning centers • Internet-based activities • TPRS • Story-based instruction • Cooperative learning • Writing-to-learn • Nonlinguistic representations • Kinesthetic activities • Project-based activities • Art-based activities <p>Video strategy:</p>	<ul style="list-style-type: none"> • Bien dit! 2 Chapitre 5 quizzes and comprehensive test • Listening activities/assessments • Communicative activities • Writing activities/assessments • Oral assessments

			Evaluating choices Reading Strategy: Using the context Writing Strategy: Identifying your audience	
Interpretive Communication				
2.1 Follow directions 2.2 Understand some ideas and familiar details 2.3 Obtain information and knowledge 2.4 Read or listen to and interpret signs, simple stories, poems and information texts	<ul style="list-style-type: none"> • Read and understand texts that: <ol style="list-style-type: none"> 1. Talk about daily routines 2. Identify toiletry items 3. Express impatience 4. Say when things are done 5. Make recommendations • Listen to and understand recordings that: <ol style="list-style-type: none"> 1. Talk about daily routines 2. Identify toiletry items 3. Express impatience 4. Say when things are done 5. Make recommendations • Read and understand the selection <i>Comme un roman</i> by Daniel Pennac • Watch and understand - Télé-roman: <i>Le Secret de la statuette</i> – Episode 5 			
Presentational Communication				

<p>3.1 Express opinions and ideas</p> <p>3.2 Express needs and emotions</p> <p>3.3 Express agreement and disagreement</p> <p>3.4 Describe people, places, and things</p> <p>3.5 Write lists and short notes</p>	<ul style="list-style-type: none"> • Write paragraphs and dialogues, make oral presentations and do small group role-plays in which students <ol style="list-style-type: none"> 1. Talk about daily routines 2. Identify toiletry items 3. Express impatience 4. Say when things are done 5. Make recommendations • Imagine you write an advice column for the school newspaper. Respond to a letter from a student whose routine is so boring that it is affecting the student's school work and mood. • Role-play for the class a celebrity and a reporter whose interviewing the celebrity about his/her daily routine. • Write a journal entry describing 5 things that you and your family did last night from the time you got home from work or school until going to bed 			
Cultures				
<p>4.1 Use appropriate words, phrases, expressions, and gestures in interactions such as greetings, farewells, school routines, and other daily activities.</p> <p>4.2 Interact appropriately in</p>	<ul style="list-style-type: none"> • Use daily routine vocabulary • Discover Rennes: Geography, architecture, celebrations & festivals, gastronomy, arts • Discuss cultural topics: la faience de Quimper, school 			

<p>group cultural activities such as games, storytelling, celebrations, and dramatizations.</p> <p>4.3 Identify distinctive cultural aspects of the target culture presented in stories, dramas, films, and photographs</p> <p>4.4 Identify distinctive cultural products from the target culture such as toys, clothes, foods, currencies, games, traditional crafts, and musical instruments</p> <p>4.5 Identify distinctive contributions made by people in the target culture*</p> <p>4.6 Demonstrate knowledge of artistic expression in the target culture by identifying, learning, and performing songs, dances, or memorizing poems; by identifying and making examples of crafts or visual arts using traditional techniques such as brush painting, paper folding, or mosaics</p>	<p>transportation, French beauty products</p> <ul style="list-style-type: none"> • Create Breton art using a paper plate – La faïence de Quimper • Watch and discuss cultural differences in the Télé-roman: Le Secret de la statuette (Dakar) – Episode 5 • Examine Fine Art: Eduoard Manet – <i>Nana</i> 			
Linguistic Comparisons				

<p>5.1 Ask and answer questions regarding similar/different phonetic/writing systems used in the target language</p> <p>5.2 Give examples of ways in which the target language differs from/is similar to English</p> <p>5.4 Identify linguistic characteristics of the target language and compare and contrast them with English linguistic characteristics</p>	<ul style="list-style-type: none"> • Use reflexive verbs in the present, passé compose, commands & with infinitives • Employ all forms of the irregular adjective <i>tout</i> • Conjugate the stem changing verbs <i>s'appeler</i> and <i>se lever</i> 			
Cultural Comparisons				
<p>6.1 Ask and answer questions regarding different forms of communication in the target culture and their own such as signs, symbols, displays, and inscriptions</p> <p>6.2 Describe patterns of behavior of the target culture, such as celebrations, and compare/contrast them with those of their own culture</p> <p>6.3 Describe some cultural beliefs and perspectives relating to family, school, and play in both target culture and their own</p>	<ul style="list-style-type: none"> • Discover Rennes: Geography, architecture, celebrations & festivals, gastronomy, arts • Discuss cultural topics: la faïence de Quimper, school transportation, French beauty products 			

6.4 Identify and discuss cultural characteristics of the target culture and compare and contrast them to cultural characteristics of their own culture				
Connections				
7.1 Obtain information and knowledge related to other disciplines from sources in the target language	<ul style="list-style-type: none"> Art Link: Research the life and works of Eduoard Manet. Analyze and discuss his painting, <i>Nana</i>. 			

Unit: 6 Le bon vieux temps

Essential Questions: How can you learn from your past? How does your past affect your future?

Massachusetts Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
Interpersonal Communication				
1.3 Ask and answer questions 1.4 Make and respond to requests 1.5 Exchange information and knowledge	<ul style="list-style-type: none"> Talk about when you were a child Tell about an event in the past Compare life in the country and in the city Describe life in the country Describe a farm Identify animals on a farm Interview a classmate about what 	<ul style="list-style-type: none"> <u>Bien dit! 2</u> textbook, Chapitre 6 <u>Bien dit! 2</u> ancillary materials, Chapitre 6 DVD tutor 	<ul style="list-style-type: none"> Peer partner learning Interviewing Discussion Internet activities Think, Pair, Share 	<ul style="list-style-type: none"> Bien dit! 2 Chapitre 6 quizzes and comprehensive test Listening activities/assessments

<p>1.6 Express likes and dislikes</p> <p>1.7 Express needs and emotions</p>	<p>they used to do and what their life was like when they were in elementary school.</p> <ul style="list-style-type: none"> • Compare this school with another school and this city with another city in groups of 3. Student A will state what he/she likes and doesn't like. Student B asks why and Student A give his/her comparisons. Student C agrees or disagrees & gives own opinion. 	<ul style="list-style-type: none"> • http://my.hrw.com – Ch. 6 	<ul style="list-style-type: none"> • Student reflections • Role-playing • Songs and other music-related activities • Learning centers • Internet-based activities • TPRS • Story-based instruction • Cooperative learning • Writing-to-learn • Nonlinguistic representations • Kinesthetic activities • Project-based activities • Art-based activities <p>Video strategy: Making deductions</p> <p>Reading Strategy: Using images and symbols</p> <p>Writing Strategy: Writing poems</p>	<ul style="list-style-type: none"> • Communicative activities • Writing activities/assessments • Oral assessments
<p>Interpretive Communication</p>				

<p>2.1 Follow directions</p> <p>2.2 Understand some ideas and familiar details</p> <p>2.3 Obtain information and knowledge</p> <p>2.4 Read or listen to and interpret signs, simple stories, poems and information texts</p>	<ul style="list-style-type: none"> • Read and understand texts that: <ol style="list-style-type: none"> 1. Talk about when you were a child 2. Tell about an event in the past 3. Compare life in the country and in the city 4. Describe life in the country 5. Describe a farm 6. Identify animals on a farm • Listen to and understand recordings that: <ol style="list-style-type: none"> 1. Talk about when you were a child 2. Tell about an event in the past 3. Compare life in the country and in the city 4. Describe life in the country 5. Describe a farm 6. Identify animals on a farm • Read and understand the poem <i>Le matin du monde</i> by Jules Supervielle • Watch and understand - Télé-roman: <i>Le Secret de la statuette</i> – Episode 6 			
<p>Presentational Communication</p>				

<p>3.1 Express opinions and ideas</p> <p>3.2 Express needs and emotions</p> <p>3.3 Express agreement and disagreement</p> <p>3.4 Describe people, places, and things</p> <p>3.5 Write lists and short notes</p> <p>3.6 Present information in a brief report</p>	<ul style="list-style-type: none"> • Write paragraphs and dialogues, make oral presentations and do small group role-plays in which students <ol style="list-style-type: none"> 1. Talk about when they were children 2. Tell about an event in the past 3. Compare life in the country and in the city 4. Describe life in the country 5. Describe a farm 6. Identify animals on a farm • Plan a weekend camp for young children that your class will host. Decide where it will be and what activities you will offer. Create a schedule of activities from the time the children wake up to bedtime. Then create a brochure advertising your camp. • Imagine that you work for a real estate company trying to get people to move to your area. Write an advertisement describing five things about your city that makes it the best place to live in our region. Use the superlative. • Act out a skit with a partner in which the two of you are spending the weekend on your grandparent's farm. You love being on the farm, but your friend thinks it is boring. Your friend complains and you have to persuade him/her that life is better 			
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	here than in the city.			
Cultures				
<p>4.3 Identify distinctive cultural aspects of the target culture presented in stories, dramas, films, and photographs</p> <p>4.4 Identify distinctive cultural products from the target culture such as toys, clothes, foods, currencies, games, traditional crafts, and musical instruments</p> <p>4.5 Identify distinctive contributions made by people in the target culture*</p> <p>4.6 Demonstrate knowledge of artistic expression in the target culture by identifying, learning, and performing songs, dances, or memorizing poems; by identifying and making examples of crafts or visual arts using traditional techniques such as brush</p>	<ul style="list-style-type: none"> • Discuss cultural topics: board games French enjoy, popularity of French comic books, compare and contrast nursery rhymes in France and the US, why countryside is more & more popular with the French, popularity of Summer resorts. • Sing some French children songs • Watch and discuss cultural differences in the Télé-roman: Le Secret de la statuette (Dakar) – Episode 6 • Examine Fine Art: Paul Gauguin – <i>Paysage de Pont-Aven</i> • Identify the poem <i>Le matin du monde</i> by Jules Supervielle • Music Link: Listen to a recording of a song that was originally a poem. Then have partners work together 			

<p>painting, paper folding, or mosaics</p>	<p>to set each other's poem to music. Invite students who play instruments to bring them in to use.</p>			
<p>Linguistic Comparisons</p>				
<p>5.1 Ask and answer questions regarding similar/different phonetic/writing systems used in the target language</p> <p>5.2 Give examples of ways in which the target language differs from/is similar to English</p> <p>5.4 Identify linguistic characteristics of the target language and compare and contrast them with English linguistic characteristics</p>	<ul style="list-style-type: none"> • Form and employ the imparfait • Differentiate when to use the imparfait and when to use the passé compose • Know where to place adverbs • Make comparisons with adjectives and nouns • Use adjectives in the superlative • Use irregular comparatives and superlatives 			
<p>Cultural Comparisons</p>				
<p>6.1 Ask and answer questions regarding different forms of communication in the target culture and their own such as signs, symbols, displays, and inscriptions</p> <p>6.2 Describe patterns of behavior of the target culture, such as celebrations, and</p>	<ul style="list-style-type: none"> • Discuss cultural topics: board games French enjoy, popularity of French comic books, compare and contrast nursery rhymes in France and the US, why countryside is more & more popular with the French, popularity of Summer resorts. 			

<p>compare/contrast them with those of their own culture</p> <p>6.3 Describe some cultural beliefs and perspectives relating to family, school, and play in both target culture and their own</p> <p>6.4 Identify and discuss cultural characteristics of the target culture and compare and contrast them to cultural characteristics of their own culture</p>				
Connections				
<p>7.1 Obtain information and knowledge related to other disciplines from sources in the target language</p>	<ul style="list-style-type: none"> • Art Link: Research the life and works of Paul Gauguin. Analyze and discuss his painting, <i>Paysage de Pont-Aven</i>. • Music Link: Listen to a recording of a song that was originally a poem. Then have partners work together to set each other's poem to music. Invite students who play instruments to bring them in to use. 			