

COURSE NAME: French III

**Unit 1: Retour de vacances**  
**Essential Questions: How does travel enrich our lives?**

Massachusetts Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
Interpersonal Communication				
1.8 Performs Stage 1 Learning Standards  1.9 Ask and respond to questions to clarify information  1.10 Exchange opinions about people, activities. Or events  1.11 Discuss class reading	<ul style="list-style-type: none"> <li>• Express likes, dislikes, and preferences</li> <li>• Ask about plans</li> <li>• Tell when and how often you did something</li> <li>• Describe a place in the past</li> <li>• You have to give a school tour to a new student. With a partner, show them what is taught in the different classrooms and ask what he/she thinks of each course.</li> <li>• With a partner, interview one another about your childhood friends and activities. Recount what you used to do during summer vacation, after school, on the weekend and during winter break. Write down the information you receive.</li> <li>• Interview three students about their preferences regarding school subjects, films, stores and cereals using <i>quel</i> and <i>c'est/ce sont</i>. Listen and write responses.</li> <li>• With a partner, create a conversation between Feli &amp; Mo</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Bien dit! 3</u> textbook, Chapitre 1</li> <li>• <u>Bien dit! 3</u> ancillary materials, Chapitre 1</li> <li>• DVD tutor</li> <li>• <a href="http://my.hrw.com">http://my.hrw.com</a> – Ch. 1</li> </ul>	<ul style="list-style-type: none"> <li>• Peer partner learning</li> <li>• Interviewing</li> <li>• Discussion</li> <li>• Internet activities</li> <li>• Think, Pair, Share</li> <li>• Student reflections</li> <li>• Role-playing</li> <li>• Songs and other music-related activities</li> <li>• Learning centers</li> <li>• Internet-based activities</li> <li>• TPRS</li> <li>• Story-based instruction</li> <li>• Cooperative learning</li> <li>• Writing-to-learn</li> <li>• Nonlinguistic representations</li> <li>• Kinesthetic activities</li> <li>• Project-based</li> </ul>	<ul style="list-style-type: none"> <li>• Bien dit! 3 Chapitre 1 quizzes and comprehensive test</li> <li>• Listening activities/assessments</li> <li>• Communicative activities</li> <li>• Writing activities/assessments</li> <li>• Oral assessments</li> </ul>

	that is based on the information provided in the story <i>Un papillon dans la cite.</i>		<ul style="list-style-type: none"> <li>activities</li> <li>• Art-based activities</li> </ul>	
Interpretive Communication				
<p>2.5 Perform Stage 1 Learning Standards</p> <p>2.7 Read authentic and adapted materials, such as short stories, narrative, advertisements, and brochures</p> <p>2.8 Understand important ideas and details in highly contextualized authentic and adapted texts</p> <p>2.9 Understand learned expressions, sentences, questions, and polite commands in messages</p> <p>2.10 Identify themes in fictional and nonfictional works and relate them to personal experiences</p>	<ul style="list-style-type: none"> <li>• <b>Read and understand texts that:</b> <ol style="list-style-type: none"> <li>1. Express likes, dislikes, and preferences</li> <li>2. Ask about plans</li> <li>3. Tell when and how often you did something</li> <li>4. Describe a place in the past</li> </ol> </li> <li>• <b>Listen to and understand recordings that:</b> <ol style="list-style-type: none"> <li>1. Express likes, dislikes, and preferences</li> <li>2. Ask about plans</li> <li>3. Tell when and how often you did something</li> <li>4. Describe a place in the past</li> </ol> </li> <li>• Read and understand an excerpt from <i>Un Papillon dans la cite.</i></li> <li>• Understand the opposing themes of freedom and captivity in <i>Un Papillon dans la cite.</i></li> <li>• Reflect on whether your childhood experiences were as nice as you now remember them to have been.</li> </ul>			
Presentational Communication				
3.7 Perform Stage 1 Learning Standards	<ul style="list-style-type: none"> <li>• <b>Write paragraphs and dialogues, make oral presentations and do small</b></li> </ul>			

<p>3.8 Write simple paragraphs</p> <p>3.9 Write greeting cards, notes, letters, and emails</p> <p>3.10 Describe elements of stories such as characters, events and settings</p> <p>3.11 Give presentations on planned activities or on cultural topics</p>	<p><b>group role-plays in which students</b></p> <ol style="list-style-type: none"><li>1. Express likes, dislikes, and preferences</li><li>2. Ask about plans</li><li>3. Tell when and how often you did something</li><li>4. Describe a place in the past</li></ol> <ul style="list-style-type: none"><li>• Write a paragraph to explain what there is in you school, the class that you have, the ones you like and the ones you don't.</li><li>• Write a letter to you grandmother to find out what your father or mother was like at your age, and what he/she used to do.</li><li>• Compare and contrast Felis' life in Guadeloupe with her life in Paris. Use examples from the story to show how her life is different now that she lives in Paris and how it has remained the same.</li><li>• Role-play for the class a scene between a 'student' and an 'English teacher'. The teacher is asking about the student's trip to America last summer. The student should tell the teacher all about his/her trip to America including speaking English every day, and going to different places. The teacher should also ask the student what his/her plans are for next summer.</li></ul>			
--	---	--	--	--

Cultures				
<ul style="list-style-type: none"> <li>• Identify patterns of social behavior that are typical of the target culture</li> <li>• identify distinctive aspects of the target culture presented in print literature, visual arts, films, and videos, and relate these to the cultural perspectives of the target culture</li> <li>• Identify historical and or cultural figures from the target cultures and describe their contributions</li> <li>• Identify, place in chronological order, and describe the significance of important historical events in the target culture</li> <li>• 4.13 Identify, on maps and globes, the location and major geographic features of countries where the</li> </ul>	<ul style="list-style-type: none"> <li>• Become familiar with some geographic locations, history and cultural practices of France. Discuss and discover the differences and similarities of your world and that of France.</li> <li>• Identify places presented in the Géoculture video: France</li> <li>• Discuss cultural topics: different high school options for students and diploma tracks they can follow, importance of tourism to the French, frequency of travel the French</li> </ul>			

target language is or was used				
Linguistic Comparisons				
<p>5.5 Compare, contrast and exchange views on an aspect of the target language</p> <p>5.6 Identify words in the target language that are used frequently in English</p> <p>5.7 Analyze how idiomatic expressions work in both languages</p> <p>5.9 Recognize grammatical categories such as tense, gender, and agreement in the target language and English</p> <p>5.10 Give examples of words or word parts from the target language that have been adopted into the English language</p> <p>5.11 Analyze differences and similarities between the writing systems of both languages</p>	<p>Review:</p> <ul style="list-style-type: none"> <li>• The present tense</li> <li>• Verbs followed by the infinitive</li> <li>• The passé composé</li> <li>• The passé compose and the imparfait</li> <li>• Reflexive verbs in the passé compose</li> </ul> <p>• Discuss and use the idiomatic expressions:  <i>Parler français comme une vache espagnole</i>  <i>Monter sur ses grands chevaux</i></p> <ul style="list-style-type: none"> <li>• Recognize that in English, to say that you used to do something repeatedly, you use a variety of expressions in the past tense. In French, the imparfait includes all these expressions.</li> <li>• Compare the use of the verb <i>foirer</i> in Quebec (to party) and in other francophone countries (to mess up).</li> </ul>			
Cultural Comparisons				

<p>6.5 Compare, contrast, and exchange views on an aspect of the target culture</p> <p>6.7 Compare and contrast examples of music, visual arts, dance, and theatre from the target culture with examples from their own culture</p> <p>6.8 Compare, contrast and report on cultural traditions and celebrations</p> <p>6.9 Compare folktales from the target culture and the students' own culture</p>	<ul style="list-style-type: none"> <li>Discuss cultural topics: different high school options for students and diploma tracks they can follow, importance of tourism to the French, frequency of travel the French and compare them to the U.S.</li> </ul>			
Connections				
<p>7.2 Obtain information and knowledge related to other disciplines from sources in the target language</p>	<ul style="list-style-type: none"> <li>Art Link: Research the life and works of Georges-Pierre Seurat. Analyze and discuss his painting, <i>Un dimanche après-midi a l'île de la Grande Jatte</i></li> <li>Literature Link: Research authors like Gisele Pineau who belongs to the Creolite movement. Report on major themes in the works of these authors as well.</li> <li>Health Link: An outbreak of West Nile viral disease hit the south of France between 1996-2000. Research the disease and the directives for disease prevention given by the U.S. centers for Disease Control</li> </ul>			

**Unit: 2 Le monde du travail**  
**Essential Questions How do we define ourselves by our professions? What personality traits characterize someone who works?**

Massachusetts Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
Interpersonal Communication				
1.8 Performs Stage 1 Learning Standards  1.9 Ask and respond to questions to clarify information  1.10 Exchange opinions about people, activities. Or events  1.11 Discuss class reading	<ul style="list-style-type: none"> <li>• Identify a variety of professions</li> <li>• Talk about work-related topics</li> <li>• Ask about future plans</li> <li>• Make polite requests</li> <li>• Make a phone call</li> <li>• Write a formal letter</li>   <li>• Pretend to call your partner to ask for favors regarding needing a ride to school, help with homework, help with party preparations &amp; create 2 more.</li> <li>• In small groups, interview one another and ask about each other's interests, what they do well, and which classes they like. Suggest a career based on that information.</li> <li>• Practice the conditionnel de politesse with a class chain (one student makes a statement, request, or command. The next student restates the original sentence then makes a new statement to continue the chain.)</li> <li>• Organize a job fair. One group of students play the role of work professionals and the other asks them</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Bien dit! 3</u> textbook, Chapitre 2</li> <li>• <u>Bien dit! 3</u> ancillary materials, Chapitre 2</li> <li>• DVD tutor</li> <li>• <a href="http://my.hrw.com">http://my.hrw.com</a> – Ch. 2</li> </ul>	<ul style="list-style-type: none"> <li>• Peer partner learning</li> <li>• Interviewing</li> <li>• Discussion</li> <li>• Internet activities</li> <li>• Think, Pair, Share</li> <li>• Student reflections</li> <li>• Role-playing</li> <li>• Songs and other music-related activities</li> <li>• Learning centers</li> <li>• Internet-based activities</li> <li>• TPRS</li> <li>• Story-based instruction</li> <li>• Cooperative learning</li> <li>• Writing-to-learn</li> <li>• Nonlinguistic representations</li> <li>• Kinesthetic activities</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Bien dit! 3</u> Chapitre 2 quizzes and comprehensive test</li> <li>• Listening activities/assessments</li> <li>• Communicative activities</li> <li>• Writing activities/assessments</li> <li>• Oral assessments</li> </ul>

	<ul style="list-style-type: none"> <li>questions about their jobs.</li> <li>Discuss in groups the articles presented in "Chroniques".</li> </ul>		<ul style="list-style-type: none"> <li>Project-based activities</li> <li>Art-based activities</li> </ul>	
Interpretive Communication				
<p>2.5 Perform Stage 1 Learning Standards</p> <p>2.7 Read authentic and adapted materials, such as short stories, narrative, advertisements, and brochures</p> <p>2.8 Understand important ideas and details in highly contextualized authentic and adapted texts</p> <p>2.9 Understand learned expressions, sentences, questions, and polite commands in messages</p> <p>2.10 Identify themes in fictional and nonfictional works and relate them to personal experiences</p>	<ul style="list-style-type: none"> <li><b>Read and understand texts that:</b> <ol style="list-style-type: none"> <li>Identify a variety of professions</li> <li>Talk about work-related topics</li> <li>Ask about future plans</li> <li>Make polite requests</li> <li>are formal letters</li> </ol> </li> <li><b>Listen to and understand recordings that:</b> <ul style="list-style-type: none"> <li>Identify a variety of professions</li> <li>Talk about work-related topics</li> <li>Ask about future plans</li> <li>Make polite requests</li> <li>are phone calls</li> </ul> </li> <li>Read several job offers and answer questions regarding them.</li> <li>Read and understand the important ideas presented in the <i>lecture culturelle</i> regarding professions.</li> <li>Read and analyze and excerpt from <i>Le petit prince</i> by comparing it to other stories they know.</li> <li>Understand important details presented in the articles of "Chroniques".</li> </ul>			
Presentational Communication				

<p>3.7 Perform Stage 1 Learning Standards</p> <p>3.8 Write simple paragraphs</p> <p>3.9 Write greeting cards, notes, letters, and emails</p> <p>3.10 Describe elements of stories such as characters, events and settings</p> <p>3.11 Give presentations on planned activities or on cultural topics</p>	<ul style="list-style-type: none"> <li>• <b>Write paragraphs and dialogues, make oral presentations and do small group role-plays in which students</b> <ol style="list-style-type: none"> <li>1. Identify a variety of professions</li> <li>2. Talk about work-related topics</li> <li>3. Ask about future plans</li> <li>4. Make polite requests</li> <li>5. Make a phone call</li> <li>6. Write a formal letter</li> </ol> </li> <li>• Go on a photo safari to take pictures of people at work. Write captions for each photo including the name of the profession and a brief description of it. Then present their photo safari to the class who will choose the most unique profession.</li> <li>• Create a journal entry describing your future plans. Include where you will live and work, what trips you will take and what hobbies or sports you will pursue.</li> <li>• Act out a phone conversation that is comical and full of misunderstanding about an unemployed person who calls a company to set up an interview but encounters a very unhelpful secretary.</li> <li>• Write cover letter to accompany your resume. Convince the employer that you are the best candidate for the position you saw in a job advertisement.</li> </ul>			
--	--	--	--	--

Cultures				
<p>4.8 Identify patterns of social behavior that are typical of the target culture</p> <p>4.9 Interact appropriately in social and cultural activities, such as exchanges in a restaurant, at a bus stop, in a store, or in a classroom</p> <p>4.10 identify distinctive aspects of the target culture presented in print literature, visual arts, films, and videos, and relate these to the cultural perspectives of the target culture</p> <p>4.11 Identify historical and or cultural figures from the target cultures and describe their contributions</p> <p>4.12 Identify, place in chronological order, and describe the significance of important historical events in the target culture</p> <p>4.13 Identify, on maps and globes, the location and major geographic features of countries where the target language is or was used</p>	<ul style="list-style-type: none"> <li>• Make a phone call using the appropriate register for the situation.</li> <li>• Read about the role of Unions in France.</li> <li>• Identify contributions made to literature by the French author Antoine de Saint-Exupery. Then read and understand an excerpt from his famous novella <i>Le petit Prince</i>.</li> <li>• Write the appropriate greetings and closings for a formal application letter.</li> <li>• Identify contributions made by Charles Frederick Worth on the French fashion industry.</li> <li>• Identify French women who have made important contributions to the working world (<i>Sylvie Guilem, Coco Chanel, Gisele Halimi, Julie Payette, Euzhan Palcy, &amp; Assia Djebar</i>)</li> </ul>			

Linguistic Comparisons				
<p>5.5 Compare, contrast and exchange views on an aspect of the target language</p> <p>5.6 Identify words in the target language that are used frequently in English</p> <p>5.7 Analyze how idiomatic expressions work in both languages</p> <p>5.8 Compare and contrast similarities/differences of sounds in rhythm and rhyme in poetry</p> <p>5.9 Recognize grammatical categories such as tense, gender, and agreement in the target language and English</p> <p>5.10 Give examples of words or word parts from the target language that have been adopted into the English language</p> <p>5.11 Analyze differences and similarities between the writing systems of both languages</p>	<ul style="list-style-type: none"> <li>• Use the future tense</li> <li>• Use the feminine form of nouns</li> <li>• Use the verb <i>conduire</i></li> <li>• Use the future perfect</li> <li>• Use the present participle</li> <li>• Use the <i>conditionnel de politesse</i></li> <li>• Identify some Arabic words that have become a part of everyday French and why</li> <li>• Talk about how people in Quebec use the feminine form of some words listed as traditionally only having a masculine form.</li> <li>• Compare the construction of the future perfect tense in English and French and show how we've shortened in English.</li> <li>• Discuss and use the idiomatic expressions:  <i>À chacun son métier</i>  <i>Il n'y a pas de sot métier</i></li> </ul>			

Cultural Comparisons				
<p>6.5 Compare, contrast, and exchange views on an aspect of the target culture</p> <p>6.6 Discuss basic needs of people for food, clothing, and shelter and compare how they have been met in various cultures</p> <p>6.7 Compare and contrast examples of music, visual arts, dance, and theatre from the target culture with examples from their own culture</p> <p>6.8 Compare, contrast and report on cultural traditions and celebrations</p> <p>6.9 Compare folktales from the target culture and the students' own culture</p>	<ul style="list-style-type: none"> <li>• Compare the French population distribution in the agriculture, industry, and service sectors with that of the U.S.</li> <li>• Compare vacation time between French and American workers</li> <li>• Compare the role and the strength of unions in France to those in the U.S.</li> <li>• Discuss the question "travailler pour vivre ou vivre pour travailler?". Compare French and American viewpoints.</li> <li>• Understand how the French education system works &amp; identify similarities and differences to ours.</li> </ul>			
Connections				
<p>7.2 Obtain information and knowledge related to other disciplines from sources in the target language</p>	<ul style="list-style-type: none"> <li>• Social Studies Link: Ask students if they agree or disagree with a quote by the famous French feminist author, Simone de Beauvoir &amp; discuss it.</li> <li>• Art Link: Research the life and works of Fernand Leger. Analyze and discuss his painting, <i>Les constructeurs</i>.</li> </ul>			

**Unit: 3 Il etait une fois**  
**Essential Questions: What lessons can we learn from literature and from history?**

Massachusetts Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
Interpersonal Communication				
1.8 Performs Stage 1 Learning Standards  1.9 Ask and respond to questions to clarify information  1.10 Exchange opinions about people, activities. Or events  1.11 Discuss class reading	<ul style="list-style-type: none"> <li>Identify different genres of literature</li> <li>Identify common elements and people in a story</li> <li>Set the scene for a story</li> <li>Continue and end a story</li> <li>Identify common vocabulary used to describe historical events</li> <li>Relate a sequence of events</li> <li>Tell what happened to someone else</li> <li>Write down an adjective then take turns with a partner describing an object or a person in history with circumlocution to avoid using the specific adjective.</li> <li>Write down five sentences of something you did in the passé compose. Take turns with a partner speculating on what had preceded the action, using <i>parce que</i> and the <i>plus-que-parfait</i>. Then write down the completed sentence.</li> <li>In a group, read aloud the Moroccan legend <i>Les origins de</i></li> </ul>	<ul style="list-style-type: none"> <li><u>Bien dit! 3</u> textbook, Chapitre 3</li> <li><u>Bien dit! 3</u> ancillary materials, Chapitre 3</li> <li>DVD tutor</li> <li><a href="http://my.hrw.com">http://my.hrw.com</a> – Ch. 3</li> </ul>	<ul style="list-style-type: none"> <li>Peer partner learning</li> <li>Interviewing</li> <li>Discussion</li> <li>Internet activities</li> <li>Think, Pair, Share</li> <li>Student reflections</li> <li>Role-playing</li> <li>Songs and other music-related activities</li> <li>Learning centers</li> <li>Internet-based activities</li> <li>TPRS</li> <li>Story-based instruction</li> <li>Cooperative learning</li> <li>Writing-to-learn</li> <li>Nonlinguistic representations</li> <li>Kinesthetic activities</li> <li>Project-based</li> </ul>	<ul style="list-style-type: none"> <li><u>Bien dit! 3</u> Chapitre 3 quizzes and comprehensive test</li> <li>Listening activities/assessments</li> <li>Communicative activities</li> <li>Writing activities/assessments</li> <li>Oral assessments</li> </ul>

	<p><i>l'inimitie entre l'homme et les animaux.</i> Then discuss what the text is about and speculate what the timeline of the story is.</p>		<ul style="list-style-type: none"> <li>activities</li> <li>Art-based activities</li> </ul>	
Interpretive Communication				
<p>2.5 Perform Stage 1 Learning Standards</p> <p>2.7 Read authentic and adapted materials, such as short stories, narrative, advertisements, and brochures</p> <p>2.8 Understand important ideas and details in highly contextualized authentic and adapted texts</p> <p>2.9 Understand learned expressions, sentences, questions, and polite commands in messages</p> <p>2.10 Identify themes in fictional and nonfictional works and relate them to personal experiences</p>	<ul style="list-style-type: none"> <li><b>Read and understand texts that:</b> <ol style="list-style-type: none"> <li>Identify different genres of literature</li> <li>Identify common elements and people in a story</li> <li>Set the scene for a story</li> <li>Continue and end a story</li> <li>Identify common vocabulary used to describe historical events</li> <li>Relate a sequence of events</li> <li>Tell what happened to someone else</li> </ol> </li> <li><b>Listen to and understand recordings that:</b> <ol style="list-style-type: none"> <li>Identify different genres of literature</li> <li>Identify common elements and people in a story</li> <li>Set the scene for a story</li> <li>Continue and end a story</li> <li>Identify common vocabulary used to describe historical events</li> <li>Relate a sequence of events</li> <li>Tell what happened to someone else</li> </ol> </li> <li>Read and understand important details in the Morrocan legend <i>Les</i></li> </ul>			

	<p><i>origins de l'inimitie entre l'homme et les animaux.</i></p> <ul style="list-style-type: none"> <li>• Think about the different conflicts in the story and describe the conflict that each animal has with man. Discuss what these conflicts imply about the general nature of human beings and animal. State why you agree or disagree.</li> </ul>			
Presentational Communication				
<p>3.7 Perform Stage 1 Learning Standards</p> <p>3.8 Write simple paragraphs</p> <p>3.9 Write greeting cards, notes, letters, and emails</p> <p>3.10 Describe elements of stories such as characters, events and settings</p> <p>3.11 Give presentations on planned activities or on cultural topics</p>	<ul style="list-style-type: none"> <li>• <b>Write paragraphs and dialogues, make oral presentations and do small group role-plays in which students</b> <ol style="list-style-type: none"> <li>1. Identify different genres of literature</li> <li>2. Identify common elements and people in a story</li> <li>3. Set the scene for a story</li> <li>4. Continue and end a story</li> <li>5. Identify common vocabulary used to describe historical events</li> <li>6. Relate a sequence of events</li> <li>7. Tell what happened to someone else</li> </ol> </li> <li>• Write your own fable or fairy tale. Begin and end however you like, but include specific expressions that set the scene and relate a sequence of events.</li> <li>• Read a news item then retell the main events to the class using indirect discourse and correct</li> </ul>			

	<p>verb tenses.</p> <ul style="list-style-type: none"> <li>• In a small group, tell a story to the class: one student begins it, and each student in turn adds a small section until the story has come to a logical end. It should be a legend with traditional beginning and ending structures, as well as a moral at the end</li> <li>• Choose a French speaking African country and give a brief power point presentation on its geography, history and cultural practices.</li> </ul>			
Cultures				
<p>4.8 Identify patterns of social behavior that are typical of the target culture</p> <p>4.10 Identify distinctive aspects of the target culture presented in print literature, visual arts, films, and videos, and relate these to the cultural perspectives of the target culture</p> <p>4.11 Identify historical and or cultural figures from the target cultures and describe their contributions</p> <p>4.12 Identify, place in chronological order, and</p>	<ul style="list-style-type: none"> <li>• Become familiar with some geographic locations, history and cultural practices of French-speaking Africa. Discuss and discover the differences and similarities of your world and that of French-speaking Africa.</li> <li>• Identify places and distinctive aspects of the culture presented in the Géoculture video: L'Afrique francophone</li> <li>• Discuss cultural topics: the role of "griots" in African culture, what a "medina" is, who are "les pieds noirs", influence of French in Maghreb literature.</li> </ul>			

<p>describe the significance of important historical events in the target culture</p> <p>4.13 Identify, on maps and globes, the location and major geographic features of countries where the target language is or was used</p>				
Linguistic Comparisons				
<p>5.5 Compare, contrast and exchange views on an aspect of the target language</p> <p>5.7 Analyze how idiomatic expressions work in both languages</p> <p>5.9 Recognize grammatical categories such as tense, gender, and agreement in the target language and English</p> <p>5.11 Analyze differences and similarities between the writing systems of both languages</p>	<ul style="list-style-type: none"> <li>• Recognize the passé simple</li> <li>• Use relative pronouns with ce</li> <li>• Review adjective placement and meaning</li> <li>• Use the past perfect</li> <li>• Sequence tenses logically</li> <li>• Use the past infinitive</li> <li>• Discuss and use the idiomatic expressions:  <i>Aller à pas de géant</i>  <i>En raconter de belles</i></li> </ul>			

<p>6.5 Compare, contrast, and exchange views on an aspect of the target culture</p> <p>6.7 Compare and contrast examples of music, visual arts, dance, and theatre from the target culture with examples from their own culture</p> <p>6.8 Compare, contrast and report on cultural traditions and celebrations</p> <p>6.9 Compare folktales from the target culture and the students' own culture</p>	<ul style="list-style-type: none"> <li>• Compare "la medina" with a historic neighborhood in our region.</li> <li>• Talk about any foreign writers, actors, singers that you know who live in the U.S. like Samuel Beckett lived in France though Irish.</li> <li>• Report on any foreigners that come to the U.S. to find work or political asylum from our area, the organizations available to help them and if they staff people who speak French.</li> <li>• Compare the colonization of Algeria with any U.S. group you know that fought for their independence.</li> <li>• Research similar legends from around the world. Talk about what the story <i>Les origines de l'inimitie entre l'homme et les animaux</i> have in common with them. What sets them apart?</li> </ul>			
Connections				
<p>7.2 Obtain information and knowledge related to other disciplines from sources in the target language</p>	<ul style="list-style-type: none"> <li>• Literature Link: Research the first English translation of the collection of Arabic tale "The Thousand and One Nights".</li> <li>• Art Link: Research the life and works of Aounrhet Tassili. Analyze</li> </ul>			

	and discuss his painting, <i>Peinture rupestre</i> .			
--	--	--	--	--

**Unit: 4 Amours et amities**  
**Essential Questions: Why are friendship and love important in society? How does love and friendship contribute to the well-being of a group? In what ways can love and friendship be different in foreign cultures?**

Massachusetts Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
Interpersonal Communication				
1.8 Performs Stage 1 Learning Standards  1.9 Ask and respond to questions to clarify information  1.10 Exchange opinions about people, activities. Or events  1.11 Discuss class reading	<ul style="list-style-type: none"> <li>• Use and understand vocabulary associated with love and friendship</li> <li>• Say what happened</li> <li>• Ask for and give advice</li> <li>• Identify members of the extended family</li> <li>• Talk about major life events</li> <li>• Share good and bad news</li> <li>• Renew old acquaintances</li> <li>• Discuss the relationship of a famous couple, real or fictional, with a partner. Agree and disagree with their perspective.</li> <li>• Write down a real or hypothetical problem for which you seek advice. Circulate the classroom, state the problem, and ask for advice using the new vocabulary. Classmate gives advice and says what they would do in the same</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Bien dit! 3</a> textbook, Chapitre 4</li> <li>• <a href="#">Bien dit! 3</a> ancillary materials, Chapitre 4</li> <li>• DVD tutor</li> <li>• <a href="http://my.hrw.com">http://my.hrw.com</a> – Ch. 4</li> </ul>	<ul style="list-style-type: none"> <li>• Peer partner learning</li> <li>• Interviewing</li> <li>• Discussion</li> <li>• Internet activities</li> <li>• Think, Pair, Share</li> <li>• Student reflections</li> <li>• Role-playing</li> <li>• Songs and other music-related activities</li> <li>• Learning centers</li> <li>• Internet-based activities</li> <li>• TPRS</li> <li>• Story-based instruction</li> <li>• Cooperative learning</li> <li>• Writing-to-learn</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Bien dit! 3</a> Chapitre 4 quizzes and comprehensive test</li> <li>• Listening activities/assessments</li> <li>• Communicative activities</li> <li>• Writing activities/assessments</li> <li>• Oral assessments</li> </ul>

	<p>situation.</p> <ul style="list-style-type: none"> <li>• Discuss an excerpt from the novel <i>Le fils d'Agatha Moudio</i> by Cameroun author Francis Bebey.</li> </ul>		<ul style="list-style-type: none"> <li>• Nonlinguistic representations</li> <li>• Kinesthetic activities</li> <li>• Project-based activities</li> <li>• Art-based activities</li> </ul>	
Interpretive Communication				
<p>2.5 Perform Stage 1 Learning Standards</p> <p>2.7 Read authentic and adapted materials, such as short stories, narrative, advertisements, and brochures</p> <p>2.8 Understand important ideas and details in highly contextualized authentic and adapted texts</p> <p>2.9 Understand learned expressions, sentences, questions, and polite commands in messages</p> <p>2.10 Identify themes in fictional and nonfictional works and relate them to personal experiences</p>	<ul style="list-style-type: none"> <li>• <b>Read and understand texts that:</b> <ol style="list-style-type: none"> <li>1. Use and understand vocabulary associated with love and friendship</li> <li>2. Say what happened</li> <li>3. Ask for and give advice</li> <li>4. Identify members of the extended family</li> <li>5. Talk about major life events</li> <li>6. Share good and bad news</li> <li>7. Renew old acquaintances</li> </ol> </li> <li>• <b>Listen to and understand recordings that:</b> <ol style="list-style-type: none"> <li>1. Use and understand vocabulary associated with love and friendship</li> <li>2. Say what happened</li> <li>3. Ask for and give advice</li> <li>4. Identify members of the extended family</li> <li>5. Talk about major life events</li> <li>6. Share good and bad news</li> <li>7. Renew old acquaintances</li> </ol> </li> <li>• Read and understand important</li> </ul>			

	<p>details from an excerpt of the novel <i>Le fils d'Agatha Moudio</i> by Cameroun author Francis Bebey.</p> <ul style="list-style-type: none"> <li>• Identify the spiritual symbolism in the text from <i>Le fils d'Agatha Moudio</i></li> <li>• Reflect on the meaning of the sentence "...j'etais au Carrefour des temps anciens et modernes" and decide if it is a universal situation that exists in all cultures.</li> </ul>			
Presentational Communication				
<p>3.7 Perform Stage 1 Learning Standards</p> <p>3.8 Write simple paragraphs</p> <p>3.9 Write greeting cards, notes, letters, and emails</p> <p>3.11 Give presentations on planned activities or on cultural topics</p>	<ul style="list-style-type: none"> <li>• <b>Write paragraphs and dialogues, make oral presentations and do small group role-plays in which students:</b> <ol style="list-style-type: none"> <li>1. Use and understand vocabulary associated with love and friendship</li> <li>2. Say what happened</li> <li>3. Ask for and give advice</li> <li>4. Identify members of the extended family</li> <li>5. Talk about major life events</li> <li>6. Share good and bad news</li> <li>7. Renew old acquaintances</li> </ol> </li> <li>• Prepare a conversation in which you discuss and exchange gossip. Use the new vocabulary and expression from this unit. Present it to the class.</li> <li>• Create a TV show dedicated to celebrities in which there is a host who interviews famous people. Question them on favorite activities, loves, work and family. Video show and present it to the class.</li> </ul>			

	<ul style="list-style-type: none"> <li>• Write a journal entry about a family reunion you just attended who was there, and what news they had to share.</li> </ul>			
Cultures				
<p>4.8 Identify patterns of social behavior that are typical of the target culture</p> <p>4.9 Interact appropriately in social and cultural activities, such as exchanges in a restaurant, at a bus stop, in a store, or in a classroom</p> <p>4.10 Identify distinctive aspects of the target culture presented in print literature, visual arts, films, and videos, and relate these to the cultural perspectives of the target culture</p> <p>4.11 Identify historical and or cultural figures from the target cultures and describe their contributions</p>	<ul style="list-style-type: none"> <li>• Discuss cultural topics: the importance of hospitality in Africa and what it entails, what a marriage in North Africa is like, hierarchy of families from Mali</li> <li>• Identify cultural aspects presented in the Cameroun novel <i>Le fils d'Agatha Moudio</i>.</li> <li>• Identify French fairy tales by the author Charles Perrault or other francophone authors and write a summary of them.</li> <li>• Identify 4 great French cinematic love stories.</li> </ul>			
Linguistic Comparisons				

<p>5.5 Compare, contrast and exchange views on an aspect of the target language</p> <p>5.7 Analyze how idiomatic expressions work in both languages</p> <p>5.8 Compare and contrast similarities/differences of sounds in rhythm and thyme in poetry</p> <p>5.9 Recognize grammatical categories such as tense, gender, and agreement in the target language and English</p> <p>5.11 Analyze differences and similarities between the writing systems of both languages</p>	<ul style="list-style-type: none"> <li>• Use reciprocal verbs</li> <li>• Use the past conditional</li> <li>• Use the verbs <i>plaire</i> and <i>manquer</i></li> <li>• Use the subjunctive</li> <li>• Use the subjunctive with necessity, desire, and emotions</li> <li>• Use disjunctive pronouns</li> <li>• Create a cinquain poem using the new vocabulary</li> <li>• Recognize the difference in the French and English construction of "missing someone".</li> <li>• Compare the frequency of the use of the subjunctive in French and English</li> <li>• Discuss and use the idiomatic expressions: <i>L'amour est aveugle</i> <i>Vivre d'amour et d'eau fraîche</i></li> </ul>			
Cultural Comparisons				
<p>6.5 Compare, contrast, and exchange views on an aspect of the target culture</p> <p>6.6 Discuss basic needs of people for food, clothing, and shelter and compare how they have been met in various cultures</p>	<ul style="list-style-type: none"> <li>• Compare African hospitality to what you do in your own home.</li> <li>• Compare the social condition of women in Africa, France and the U.S.</li> <li>• Compare and contrast dating in France and the U.S.</li> <li>• Compare how people greet each other in France and the U.S.</li> <li>• Think of a career in the U.S</li> </ul>			

<p>6.8 Compare, contrast and report on cultural traditions and celebrations</p>	<p>equivalent to a <i>formateur mutliculturel</i>.</p> <ul style="list-style-type: none"> <li>• Compare the traditions in your family when someone gets married to those in North Africa.</li> <li>• Identify similarities in hierarchy between Mali families and U.S. families.</li> </ul>			
<p>Connections</p>				
<p>7.2 Obtain information and knowledge related to other disciplines from sources in the target language</p>	<ul style="list-style-type: none"> <li>• Art Link: Research the life and works of Henri-Julien Felix Rousseau. Analyze and discuss his painting, <i>La Noce</i>.</li> <li>• Social Studies Link: Discuss gender socialization in the U.S. and Mali.</li> <li>• Language Arts Link: Give examples of similes and metaphors in both English and French</li> </ul>			

**Unit: 5 En plein nature**  
**Essential Questions: What are the most talked about environmental questions today? What actions or attitudes are at the origins of these questions?**

Massachusetts Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
Interpersonal Communication				
1.8 Performs Stage 1 Learning Standards  1.9 Ask and respond to questions to clarify information  1.10 Exchange opinions about people, activities. Or events  1.11 Discuss class reading	<ul style="list-style-type: none"> <li>• Identify common wild animals and sea life</li> <li>• Express astonishment and fear</li> <li>• Forbid and give warning</li> <li>• Identify extreme sports</li> <li>• Give general directions</li> <li>• Complain and offer encouragement</li> <li>• In a group, invent a recent trip to Quebec, Haiti or Louisiana. Tell what you saw on the trip and describe an interesting or shocking event that happened during the trip. Group members ask questions and express astonishment.</li> <li>• Share with a partner what you and your family members are particularly afraid of using the subjunctive with expressions of fear. Agree or disagree with your partner.</li> <li>• Act out a conversation between a travel agent and a person who</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Bien dit! 3</a> textbook, Chapitre 5</li> <li>• <a href="#">Bien dit! 3</a> ancillary materials, Chapitre 5</li> <li>• DVD tutor</li> <li>• <a href="http://my.hrw.com">http://my.hrw.com</a> – Ch. 5</li> </ul>	<ul style="list-style-type: none"> <li>• Peer partner learning</li> <li>• Interviewing</li> <li>• Discussion</li> <li>• Internet activities</li> <li>• Think, Pair, Share</li> <li>• Student reflections</li> <li>• Role-playing</li> <li>• Songs and other music-related activities</li> <li>• Learning centers</li> <li>• Internet-based activities</li> <li>• TPRS</li> <li>• Story-based instruction</li> <li>• Cooperative learning</li> <li>• Writing-to-learn</li> <li>• Nonlinguistic representations</li> <li>• Kinesthetic</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Bien dit! 3</a> Chapitre 5 quizzes and comprehensive test</li> <li>• Listening activities/assessments</li> <li>• Communicative activities</li> <li>• Writing activities/assessments</li> <li>• Oral assessments</li> </ul>

	<p>wants to go on an adventurous trip. Discuss interest, activities, supplies needed and location of certain destination or attractions.</p> <ul style="list-style-type: none"> <li>• Read two poems (a Haitian and a Quebecois), then discuss with a partner which one you preferred and why.</li> </ul>		<p>activities</p> <ul style="list-style-type: none"> <li>• Project-based activities</li> <li>• Art-based activities</li> </ul>	
Interpretive Communication				
<p>2.5 Perform Stage 1 Learning Standards</p> <p>2.6 Follow directions such as for a recipe, a word maze, or a logic problem</p> <p>2.7 Read authentic and adapted materials, such as short stories, narrative, advertisements, and brochures</p> <p>2.8 Understand important ideas and details in highly contextualized authentic and adapted texts</p> <p>2.9 Understand learned expressions, sentences, questions, and polite commands in messages</p> <p>2.10 Identify themes in fictional and nonfictional works and relate them to personal</p>	<ul style="list-style-type: none"> <li>• <b>Read and understand texts that:</b> <ol style="list-style-type: none"> <li>1. Identify common wild animals and sea life</li> <li>2. Express astonishment and fear</li> <li>3. Forbid and give warning</li> <li>4. Identify extreme sports</li> <li>5. Give general directions</li> <li>6. Complain and offer encouragement</li> </ol> </li> <li>• <b>Listen to and understand recording that:</b> <ol style="list-style-type: none"> <li>1. Identify common wild animals and sea life</li> <li>2. Express astonishment and fear</li> <li>3. Forbid and give warning</li> <li>4. Identify extreme sports</li> <li>5. Give general directions</li> <li>6. Complain and offer encouragement</li> </ol> </li> <li>• Read a park entrance sign and understand what you are allowed and not allowed to do.</li> <li>• Watch an excerpt from a wildlife</li> </ul>			

<p>experiences</p>	<p>documentary and understand important points presented about several animals.</p> <ul style="list-style-type: none"> <li>• Read and understand the themes and the symbolism in the Haitian and Quebecois poems.</li> </ul>			
Presentational Communication				
<p>3.7 Perform Stage 1 Learning Standards</p> <p>3.8 Write simple paragraphs</p> <p>3.9 Write greeting cards, notes, letters, and emails</p> <p>3.10 Describe elements of stories such as characters, events and settings</p> <p>3.11 Give presentations on planned activities or on cultural topics</p>	<ul style="list-style-type: none"> <li>• <b>Write paragraphs and dialogues, make oral presentations and do small group role-plays in which students:</b> <ol style="list-style-type: none"> <li>1. Identify common wild animals and sea life</li> <li>2. Express astonishment and fear</li> <li>3. Forbid and give warning</li> <li>4. Identify extreme sports</li> <li>5. Give general directions</li> <li>6. Complain and offer encouragement</li> </ol> </li> <li>• Describe the effect that one of the two poems has on you. Share your impressions with the class.</li> <li>• Act out a situation for the class in which you are on a tough hike and your friend is starting to get tired and disoriented. He/she what to know when you'll be at your destination. You must encourage your friend to keep going.</li> <li>• Write to an advice columnist about a common complaint of teenagers</li> </ul>			

	<p>using unit vocabulary. Read your letter to the class who will then offer advice.</p> <ul style="list-style-type: none"> <li>• Create a PowerPoint slide show that depicts the scenery and the activities offered at an island resort. Present your show to the class who will comment on what each slide depicts.</li> <li>• Create a poster to attract tourists to Louisiana. Research the food, animals, activities, festival and Cajun culture. Present your poster to the class.</li> </ul>			
Cultures				
<p>4.8 Identify patterns of social behavior that are typical of the target culture</p> <p>4.9 Interact appropriately in social and cultural activities, such as exchanges in a restaurant, at a bus stop, in a store, or in a classroom</p> <p>4.10 Identify distinctive aspects of the target culture presented in print literature, visual arts, films, and videos, and relate these to the cultural perspectives of the target culture</p> <p>4.11 Identify historical and or cultural figures from the target</p>	<ul style="list-style-type: none"> <li>• Become familiar with some geographic locations, history and cultural practices of French-speaking America. Discuss and discover the differences and similarities of your world and that of French-speaking America</li> <li>• Identify places presented in the Géoculture video: French-speaking America.</li> <li>• Discuss cultural topics: Identify regional parks and animal reserves in Louisiana, recognize the influence of the Acadians in Louisiana, identify French family name and city names, identify sports unique to Canada</li> </ul>			

<p>cultures and describe their contributions</p> <p>4.12 Identify, place in chronological order, and describe the significance of important historical events in the target culture</p> <p>4.13 Identify, on maps and globes, the location and major geographic features of countries where the target language is or was used</p>				
Linguistic Comparisons				
<p>5.5 Compare, contrast and exchange views on an aspect of the target language</p> <p>5.7 Analyze how idiomatic expressions work in both languages</p> <p>5.8 Compare and contrast similarities/differences of sounds in rhythm and rhyme in poetry</p> <p>5.9 Recognize grammatical categories such as tense, gender, and agreement in the target language and English</p> <p>5.11 Analyze differences and</p>	<ul style="list-style-type: none"> <li>• Use the subjunctive with expressions of fear</li> <li>• Use the imperative</li> <li>• Use the verbs <i>voir</i> and <i>regarder</i></li> <li>• Use the verbs <i>apporter, amener, emporter</i> and <i>emmener</i></li> <li>• Use verbs that take <i>à</i> and <i>de</i> followed by an infinitive</li> <li>• Write a cinquain poem with unit vocabulary</li> <li>• Discuss different names for animals used in Quebec and in France</li> <li>• Compare tenses used with expressions of fear in English and in French</li> <li>• Use some slang synonyms for unit vocabulary</li> <li>• Discuss and use the idiomatic expressions:</li> </ul>			

<p>similarities between the writing systems of both languages</p>	<p><i>Être comme un poisson dans l'eau          Il ne faut pas vendre la peau de l'ours avant de l'avoir tué</i></p>			
<p>6.5 Compare, contrast, and exchange views on an aspect of the target culture</p> <p>6.6 Discuss basic needs of people for food, clothing, and shelter and compare how they have been met in various cultures</p> <p>6.7 Compare and contrast examples of music, visual arts, dance, and theatre from the target culture with examples from their own culture</p> <p>6.8 Compare, contrast and report on cultural traditions and celebrations</p> <p>6.9 Compare folktales from the target culture and the students' own culture</p>	<ul style="list-style-type: none"> <li>• Look up the lyrics to the Haitian national anthem, describe their sentiments, then compare and contrast them to those of the Star Spangled Banner.</li> <li>• Compare national parks you have visited to those in Louisiana, Quebec and France.</li> <li>• Discuss any extreme sports you have participated in and compare them to those presented in the unit.</li> </ul>			
<p>Connections</p>				

<p>7.2 Obtain information and knowledge related to other disciplines from sources in the target language</p>	<ul style="list-style-type: none"><li>• Art Link: Research the life and works of Jean-Jacques Audubon. Analyze and discuss his painting, <i>Louisiana Heron</i>.</li><li>• Literature Link: Research a US-born poet whose works are known for their patriotism like those of Quebecois poet, Octave Crémazie and Haitian poet, Anthony Phelps.</li><li>• History Link: Research piracy in the Caribbean during the times of Christopher Columbus. Discuss if piracy still exists today.</li></ul>			
--	---	--	--	--