

**Geneva CUSD 304**  
**Content-Area Curriculum Frameworks**  
**Grades 6-12**  
**World Language**

<b><i>Mission Statement</i></b>	Our goal is for students to become global citizens who possess both the skills and the desire to communicate and thrive in an increasingly diverse world and to acquire an understanding and respect for other cultures.
<b><i>Course Sequence</i></b>	<p><u>French</u>  French I  French II or French II Honors  French III or French III Honors  French IV  AP French</p> <p><u>German</u>  German I  German II or German II Honors  German III or German III Honors  German IV  AP German</p> <p><u>Spanish</u>  Spanish I  Spanish II or Spanish II Honors  Spanish III or Spanish III Honors  Spanish IV  Spanish V or AP Spanish</p>

## *Course Framework*

<b>Course Title</b>	<b>French III Honors</b>
<b>Grade Level</b>	10, 11, 12
<b>Semesters</b>	2
<b>Prerequisite</b>	French II with an A average strongly recommended
<b>Course Description</b>	<p>In French III, students continue to aspire to a higher level of proficiency in the four language skills of reading, writing, speaking and listening. Most major verb tenses are presented, and vocabulary is presented in thematic units. Students will read literary excerpts and make cultural connections through activities on the geography, culture and history of the French-speaking world. Students will also be exposed to at least one longer reading, as well as a video series which accompanies the textbook <i>Bien Dit!</i></p> <p>Honors students will complete the regular French III curriculum, and within each unit, will also complete an additional reading, writing, and speaking activity. Class will be conducted in French, and students are expected to use as much French in their class interactions as possible. French III Honors will help students to progress towards fluency in an enriched environment with similar academic goals and love of the French language.</p>
<b>District-approved Materials and/or Resources</b>	DeMado, Champeny, Ponterio, Ponterio. <i>Bien Dit!</i> . Holt, Rinehart and Winston: Austin, Texas; 2008

## *Unit Frameworks*

<p><b>Unit of Study: major topics</b></p>	<p><b>Chapitre 6 “Le bon vieux temps ”</b></p>	<p><b>Resources that will support instruction :</b>  <b>Textbook: Bien Dit 2</b>  <b>Workbook Bien Dit 2</b>  <b>DVD and audio CD’</b>  <b>Assessment program</b></p>
<p><b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b></p>	<ul style="list-style-type: none"> <li>• <b>28.A.3a</b> Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines).</li> <li>• <b>28.A.3b</b> Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom.</li> <li>• <b>28.B.3a</b> Respond to open-ended questions and initiate communication in various situations.</li> <li>• <b>28.B.3b</b> Produce language with improved pronunciation, intonation and inflection.</li> <li>• <b>28.B.3c</b> Use appropriate non-verbal cues common in areas where the target language is spoken.</li> <li>• <b>28.C.3a</b> Comprehend the main message of a variety of written materials with the help of resources (e.g., dictionary, thesaurus, software, Internet, e-mail) to expand vocabulary.</li> <li>• <b>28.C.3b</b> Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages.</li> <li>• <b>28.D.3a</b> Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion.</li> <li>• <b>29A.3</b> Demonstrate selected customs, manners and traditions in societies associated with the target language.</li> <li>• <b>29.C.3a</b> Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines.</li> <li>• <b>29.C.3b</b> Read, discuss and write about plot and form of selected literary works as illustrated in comic books, youth literature and abridgments in the target language using target language vocabulary.</li> <li>• <b>29.C.3c</b> Create simple print and/or non-print media messages in the target language modeled on media examples (e.g., advertisements, posters, television, radio, brochures, websites).</li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>29.D.3</b> Identify key historical figures (e.g., scientists, mathematicians, inventors, business leaders) and events associated with areas where the target language is spoken and explain their influence.</li> </ul>	
<b>Objectives</b>	<p><b><i>Skill Attainment</i></b></p> <ul style="list-style-type: none"> <li>- Comprehension: Students will learn to describe what they were like, and what they did as children, and to relate past activities, and compare city and country life using appropriate vocabulary. and preferences.</li> <li>- Thematic Vocabulary: Childhood activities, describing events in the past, comparing country and city life, animals and country / farm vocabulary.</li> <li>- Accuracy of Expression: Students will review the present tense of helping verbs avoir and être, the passé composé, the formation of the imparfait, differing usage of the passé composé vs. imparfait. Students will be introduced to adverb placement (syntax), and the comparative and superlative of both regular and irregular adjectives.</li> <li>- Cultural links: Students will be familiarized with children’s games, comic books, summer camps, childhood songs, and farm life in rural France.</li> </ul>	
<b>Assessments</b>	<p><b>Performance Tasks</b></p> <ul style="list-style-type: none"> <li>• Write and perform a skit using chapter vocabulary &amp; grammar</li> <li>• Spontaneous role play</li> <li>• Describe a picture alone or in pairs</li> <li>• Writing using visual cues</li> <li>• Reading for information</li> <li>• Watch and respond to dvd</li> <li>• Audio cd activities on childhood</li> <li>• Workbook activities</li> <li>• Listening comprehension to differentiate communication functions</li> <li>• Students will survey class members regarding childhood</li> <li>• Write about what they did in their childhood</li> </ul>	<p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>• Quiz on chapter vocabulary</li> <li>• Quiz on present tense verbs</li> <li>• Quiz on helping verbs</li> <li>• Quiz on passé composé vs imparfait</li> <li>• Dictée</li> <li>• Quiz on comparative &amp; superlative</li> <li>• Chapter 6 exam</li> <li>• Partner class project-survey of country versus city life</li> <li>• Students will create a poster that tells a visual story about childhood or a historical celebrity character &amp; present in</li> </ul>

	<ul style="list-style-type: none"><li>• Students will read both of Anne Hébert's poems</li><li>• Students will read L'alouette by Gabrielle Roy</li></ul>	<p>gallery walk</p> <ul style="list-style-type: none"><li>• Teacher observation</li><li>• Review games</li><li>• Homework</li></ul>
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<b>Unit of Study: major topics</b>	<b>Chapitre 7 “Un week-end en plein air ”</b>	<b>Resources that will support instruction :</b> <b>Textbook: Bien Dit 2</b> <b>Workbook Bien Dit 2</b> <b>DVD and audio CD’</b> <b>Assessment program</b>
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<ul style="list-style-type: none"> <li>• <b>28.A.3a</b> Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines).</li> <li>• <b>28.A.3b</b> Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom.</li> <li>• <b>28.B.3a</b> Respond to open-ended questions and initiate communication in various situations.</li> <li>• <b>28.B.3b</b> Produce language with improved pronunciation, intonation and inflection.</li> <li>• <b>28.B.3c</b> Use appropriate non-verbal cues common in areas where the target language is spoken.</li> <li>• <b>28.C.3a</b> Comprehend the main message of a variety of written materials with the help of resources (e.g., dictionary, thesaurus, software, Internet, e-mail) to expand vocabulary.</li> <li>• <b>28.C.3b</b> Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages.</li> <li>• <b>28.D.3a</b> Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion.</li> <li>• <b>29A.3</b> Demonstrate selected customs, manners and traditions in societies associated with the target language.</li> <li>• <b>29.C.3a</b> Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines.</li> <li>• <b>29.C.3b</b> Read, discuss and write about plot and form of selected literary works as illustrated in comic books, youth literature and abridgments in the target language using target language vocabulary.</li> <li>• <b>29.C.3c</b> Create simple print and/or non-print media messages in the target language modeled on media examples (e.g., advertisements, posters, television, radio, brochures, websites).</li> <li>• <b>30.A.3c.</b> Use the target language to describe the physical and geological features, vegetation and animal life indigenous to areas where the target language is spoken.</li> </ul>	

<p><b>Objectives</b></p>	<p><b>Skill Attainment</b></p> <ul style="list-style-type: none"> <li>- Comprehension: Students will learn to say what happened by differentiating between passé compose and imparfait, describe circumstances, tell what you WILL do in the future, and wonder what WILL happen, using ‘je me demande ...’</li> <li>- Thematic Vocabulary: Camping, nature, animals and activities.</li> <li>- Accuracy of Expression: Students will review être en train de, and verbs conjugated with avoir vs. être in the passé compose. Students will be introduced to the future tense of both regular and irregular verbs, and learn the irregular verb <i>courir</i>.</li> <li>- Cultural links: Camping and nautical sports, French in the world of tourism, Parc national, fishing,</li> </ul>	
<p><b>Assessments</b></p>	<p>Performance Tasks</p> <ul style="list-style-type: none"> <li>• Write and read a group camping story</li> <li>• Spontaneous role play</li> <li>• Describe a picture alone or in pairs</li> <li>• Writing using visual cues</li> <li>• Reading for information</li> <li>• Watch and respond to dvd</li> <li>• Audio cd activities on childhood</li> <li>• Workbook activities</li> <li>• Listening comprehension to differentiate communication functions</li> <li>• Students with partners to determine favorite outdoor activities</li> <li>• Write about future plans for next summer</li> <li>• Students will read both of Anne Hébert’s poems</li> <li>• Students will read African legend <i>Comment guérir la peur</i></li> <li>• Students will read La mendiante et l’écolière &amp; answer questions</li> </ul>	<p>Other Evidence</p> <ul style="list-style-type: none"> <li>• Quiz on chapter vocabulary</li> <li>• Quiz on future tense</li> <li>• Quiz on passé composé vs imparfait</li> <li>• Dictée</li> <li>• Quiz on irregular verb <i>courir</i></li> <li>• Chapter 7 exam</li> <li>• Partner class project-survey of country versus city life</li> <li>• Create Dakar village to simulate Senegal.</li> <li>• Write a future itinerary for a trip to Dakar, Africa</li> <li>• Teacher observation</li> <li>• Review games</li> <li>• Homework</li> </ul>

<b>Unit of Study: major topics</b>	<b>Chapitre 8 “Es-tu en forme ? ”</b>	<b>Resources that will support instruction :</b> <b>Textbook: Bien Dit 2</b> <b>Workbook Bien Dit 2</b> <b>DVD and audio CD’</b> <b>Assessment program</b>
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<ul style="list-style-type: none"> <li>• <b>28.A.3a</b> Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines).</li> <li>• <b>28.A.3b</b> Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom.</li> <li>• <b>28.B.3a</b> Respond to open-ended questions and initiate communication in various situations.</li> <li>• <b>28.B.3b</b> Produce language with improved pronunciation, intonation and inflection.</li> <li>• <b>28.B.3c</b> Use appropriate non-verbal cues common in areas where the target language is spoken.</li> <li>• <b>28.C.3a</b> Comprehend the main message of a variety of written materials with the help of resources (e.g., dictionary, thesaurus, software, Internet, e-mail) to expand vocabulary.</li> <li>• <b>28.C.3b</b> Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages.</li> <li>• <b>28.D.3a</b> Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion.</li> <li>• <b>29A.3</b> Demonstrate selected customs, manners and traditions in societies associated with the target language.</li> <li>• <b>29.C.3a</b> Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines.</li> <li>• <b>29.C.3b</b> Read, discuss and write about plot and form of selected literary works as illustrated in comic books, youth literature and abridgments in the target language using target language vocabulary.</li> <li>• <b>29.C.3c</b> Create simple print and/or non-print media messages in the target language modeled on media examples (e.g., advertisements, posters, television, radio, brochures, websites).</li> <li>• <b>29.D.3</b> Identify key historical figures (e.g., scientists, mathematicians, inventors, business leaders) and events associated with areas where the target language is spoken and explain their influence.</li> </ul>	



<b>Objectives</b>	<b>Skill Attainment</b> <ul style="list-style-type: none"> <li>- Comprehension: Students will learn to ask and tell how they feel, describe symptoms, give advice, complain about health &amp; give advice, sympathize w/ s.o.</li>   <li>- Thematic Vocabulary: Parts of the body, injuries and illnesses, improving one's health.</li>   <li>- Accuracy of Expression: Students will be introduced to the subjunctive mood of regular and high frequency verbs, conditional tense, si clauses.</li>   <li>- Cultural links: Health care, sicknesses in France, and French in the medical world, gyms, Senegalese food</li> </ul>	
<b>Assessments</b>	<b>Performance Tasks</b> <ul style="list-style-type: none"> <li>• Create an advertisement for a fitness club in France</li> <li>• Spontaneous role play</li> <li>• Describe a picture alone or in pairs</li> <li>• Writing using visual cues</li> <li>• Reading for information</li> <li>• Watch and respond to dvd</li> <li>• Audio cd activities on childhood</li> <li>• Workbook activities</li> <li>• Listening comprehension to differentiate communication functions</li> <li>• Students with partners teach fitness activity</li> <li>• Interviews about illness or injury</li> <li>• Write about what you would do</li> <li>• Students will read African legend <i>Mange bien</i></li> <li>• Students will create a 5-day diet following the food pyramid</li> </ul>	<b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Quiz on chapter vocabulary</li> <li>• Quiz on subjunctive</li> <li>• Quiz on conditional</li> <li>• Dictée</li> <li>• Assessment on si clauses'</li> <li>• Chapter 8 exam</li> <li>• Students will create exercise videos in groups</li> <li>• Students will research Doctors without Borders (Les Médecins sans frontières)</li> </ul>

<b>Unit of Study: major topics</b>	<b>Chapitre 9 “On s’amuse”</b>	<b>Resources that will support instruction :</b> <b>Textbook: Bien Dit 2</b> <b>Workbook Bien Dit 2</b> <b>DVD and audio CD’</b> <b>Assessment program</b>
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<ul style="list-style-type: none"> <li>• <b>28.A.3a</b> Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines).</li> <li>• <b>28.A.3b</b> Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom.</li> <li>• <b>28.B.3a</b> Respond to open-ended questions and initiate communication in various situations.</li> <li>• <b>28.B.3b</b> Produce language with improved pronunciation, intonation and inflection.</li> <li>• <b>28.B.3c</b> Use appropriate non-verbal cues common in areas where the target language is spoken.</li> <li>• <b>28.C.3a</b> Comprehend the main message of a variety of written materials with the help of resources (e.g., dictionary, thesaurus, software, Internet, e-mail) to expand vocabulary.</li> <li>• <b>28.C.3b</b> Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages.</li> <li>• <b>28.D.3a</b> Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion.</li> <li>• <b>29A.3</b> Demonstrate selected customs, manners and traditions in societies associated with the target language.</li> <li>• <b>29.C.3a</b> Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines.</li> <li>• <b>29.C.3b</b> Read, discuss and write about plot and form of selected literary works as illustrated in comic books, youth literature and abridgments in the target language using target language vocabulary.</li> <li>• <b>29.C.3c</b> Create simple print and/or non-print media messages in the target language modeled on media examples (e.g., advertisements, posters, television, radio, brochures, websites).</li> <li>• <b>29.D.3</b> Identify key historical figures (e.g., scientists, mathematicians, inventors, business leaders) and events associated with areas where the target language is spoken and explain their influence.</li> </ul>	

<b>Objectives</b>	<b>Skill Attainment</b> <ul style="list-style-type: none"> <li>- Comprehension: Students will learn to describe a movie or book, ask for and give information, ask about preferences, recommend and advise against something</li>   <li>- Thematic Vocabulary: Movies, books, television shows, music</li>   <li>- Accuracy of Expression: Students will be introduced to relative pronouns (qui and que), present participles, and c'est vs. il est / elle est, / interrogative &amp; demonstrative pronouns, and will review comparative and superlatives</li>   <li>- Cultural links: Movies, French film industry, French television, the Cannes festival, TVA, translators and interpreters</li> </ul>	
<b>Assessments</b>	<b>Performance Tasks</b> <ul style="list-style-type: none"> <li>• Create a movie poster for a French film</li> <li>• Spontaneous role play</li> <li>• Describe a picture alone or in pairs</li> <li>• Writing using visual cues</li> <li>• Reading for information</li> <li>• Watch and respond to dvd</li> <li>• Audio cd activities on childhood</li> <li>• Workbook activities</li> <li>• Listening comprehension to differentiate communication functions</li> <li>• Students with partners to describe TV or film</li> <li>• Interviews with movie stars</li> <li>• Write about favorite film or TV show</li> <li>• Students will read Génération télé</li> <li>• Students will participate in a TV withdrawal with daily journal</li> </ul>	<b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Quiz on chapter vocabulary</li> <li>• Quiz on qui and que</li> <li>• Quiz on present participles</li> <li>• Dictée</li> <li>• Assessment on si clauses'</li> <li>• Chapter 9 exam</li> <li>• Partner class project-popular TV programs in France</li> <li>• Students will write a firm review</li> <li>• Students will research the Cannes Film Festival</li> </ul>

<b>Unit of Study: major topics</b>	<b>Chapitre 1 “Retour de vacances ”</b>	<b>Resources that will support instruction :</b> <b>Textbook: Bien Dit 2</b> <b>Workbook Bien Dit 2</b> <b>DVD and audio CD’</b> <b>Assessment program</b>
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<ul style="list-style-type: none"> <li>• <b>28.A.3a</b> Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines).</li> <li>• <b>28.A.3b</b> Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom.</li> <li>• <b>28.B.3a</b> Respond to open-ended questions and initiate communication in various situations.</li> <li>• <b>28.B.3b</b> Produce language with improved pronunciation, intonation and inflection.</li> <li>• <b>28.B.3c</b> Use appropriate non-verbal cues common in areas where the target language is spoken.</li> <li>• <b>28.C.3a</b> Comprehend the main message of a variety of written materials with the help of resources (e.g., dictionary, thesaurus, software, Internet, e-mail) to expand vocabulary.</li> <li>• <b>28.C.3b</b> Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages.</li> <li>• <b>29A.3</b> Demonstrate selected customs, manners and traditions in societies associated with the target language.</li> <li>• <b>29.C.3a</b> Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines.</li> <li>• <b>29.C.3b</b> Read, discuss and write about plot and form of selected literary works as illustrated in comic books, youth literature and abridgments in the target language using target language vocabulary.</li> <li>• <b>29.C.3c</b> Create simple print and/or non-print media messages in the target language modeled on media examples (e.g., advertisements, posters, television, radio, brochures, websites).</li> <li>• <b>29.D.3</b> Identify key historical figures (e.g., scientists, mathematicians, inventors, business leaders) and events associated with areas where the target language is spoken and explain their influence.</li> <li>• <b>30.A.3c</b> Use the target language to describe the physical and geological features, vegetation and animal life indigenous to areas where the target language is spoken.</li> </ul>	

<p><b>Objectives</b></p>	<p><b><i>Skill Attainment</i></b></p> <ul style="list-style-type: none"> <li>- Comprehension: Students will review how to express likes, dislikes, and preferences. Students will be able to ask about plans and tell when and how they did something. Students will be able to describe a place in the past.</li>   <li>- Thematic Vocabulary: Beginning of term activities and classes. After-school activities. Vacation activities, things and places.</li>   <li>- Accuracy of Expression: Students will review verb tenses learned so far, intense review of reflexive verbs, verbs followed by infinitives, and review the passé composé, the imparfait, including reflexive verbs.</li>   <li>-Cultural links: Students will be familiarized with the geographic location, history, and cultural practices of various regions of France. They will explore the differences and similarities of their own culture and that of the French-speaking world.</li> </ul>	
<p><b>Assessments</b></p>	<p>Performance Tasks</p> <ul style="list-style-type: none"> <li>• Write and perform a skit using chapter vocabulary</li> <li>• Describe a picture alone or in pairs</li> <li>• Writing using visual cues</li> <li>• Reading for information</li> <li>• Watch and respond to dvd</li> <li>• Audio cd activities on town</li> <li>• Workbook activities</li> <li>• Listening comprehension to differentiate communication functions</li> <li>• Students will survey class members regarding activities</li> <li>• Write about what they did over winter break</li> <li>• Students will read « Un papillon dans la cité »</li> <li>• Students will do a spontaneous role play</li> </ul>	<p>Other Evidence</p> <ul style="list-style-type: none"> <li>• Quiz on vocabulary</li> <li>• Quiz on regular irregular verbs</li> <li>• Quiz on passé composé vs imparfait</li> <li>• Dictée</li> <li>• Quiz on reflexive verbs</li> <li>• Chapter 1 exam</li> <li>• Students will create a winter vacation brochure, poster or advertisement</li> </ul>

<b>Unit of Study: major topics</b>	<b>Chapitre 2 “Le Monde du travail ”</b>	<b>Resources that will support instruction :</b> <b>Textbook: Bien Dit 2</b> <b>Workbook Bien Dit 2</b> <b>DVD and audio CD’</b> <b>Assessment program</b>
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<ul style="list-style-type: none"> <li>• <b>28.A.3a</b> Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines).</li> <li>• <b>28.A.3b</b> Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom.</li> <li>• <b>28.B.3a</b> Respond to open-ended questions and initiate communication in various situations.</li> <li>• <b>28.B.3b</b> Produce language with improved pronunciation, intonation and inflection.</li> <li>• <b>28.B.3c</b> Use appropriate non-verbal cues common in areas where the target language is spoken.</li> <li>• <b>28.C.3a</b> Comprehend the main message of a variety of written materials with the help of resources (e.g., dictionary, thesaurus, software, Internet, e-mail) to expand vocabulary.</li> <li>• <b>28.C.3b</b> Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages.</li> <li>• <b>29A.3</b> Demonstrate selected customs, manners and traditions in societies associated with the target language.</li> <li>• <b>29.C.3a</b> Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines.</li> <li>• <b>29.C.3b</b> Read, discuss and write about plot and form of selected literary works as illustrated in comic books, youth literature and abridgments in the target language using target language vocabulary.</li> <li>• <b>29.C.3c</b> Create simple print and/or non-print media messages in the target language modeled on media examples (e.g., advertisements, posters, television, radio, brochures, websites).</li> <li>• <b>29.D.3</b> Identify key historical figures (e.g., scientists, mathematicians, inventors, business leaders) and events associated with areas where the target language is spoken and explain their influence.</li> <li>• <b>29.E.3 Describe</b> geographical aspects (e.g., population distribution, natural resources and main economic activities) of areas where the target language is spoken.</li> </ul>	

<b>Objectives</b>	<b><i>Skill Attainment</i></b> <ul style="list-style-type: none"> <li>- Comprehension: Students will review asking about future plans. They will learn to make polite requests, make a phone call and write a formal letter</li>   <li>- Thematic Vocabulary: Students will learn professions. Students will learn telephone etiquette and related vocabulary.</li>   <li>-- Accuracy of Expression: Students will review the future tense, the feminine forms of nouns, the verb conduire, the present participle and the conditionnel de politesse. Students will be introduced to the future perfect.</li>   <li>- Cultural links: Students will learn about the francophone culture. Students will learn about the French school system. Students will learn about famous people of France, their work, inventions, and discoveries.</li> </ul>	
<b>Assessments</b>	<b>Performance Tasks</b> <ul style="list-style-type: none"> <li>• Write and perform a skit using chapter vocabulary</li> <li>• Describe a picture alone or in pairs</li> <li>• Writing using visual cues</li> <li>• Reading for information</li> <li>• Watch and respond to dvd</li> <li>• Audio cd activities on town</li> <li>• Workbook activities</li> <li>• Listening comprehension to differentiate communication functions</li> <li>• Students will write a cover letter for a job application</li> <li>• Students will role-play telephone calls</li> <li>• Students will read current event articles on unemployment in France</li> <li>• Students will participate in class discussion on jobs, education, and future prospects</li> <li>• Students will read <i>Mondo et autres histoires</i></li> </ul>	<b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Quiz on vocabulary</li> <li>• Quiz on future perfect</li> <li>• Quiz on conditionnel</li> <li>• Dictée</li> <li>• Quiz on feminine forms of nouns</li> <li>• Quiz on conduire</li> <li>• Quiz on present participles</li> <li>• Chapter 2 exam</li> <li>• Students will research and present project on a profession</li> <li>• Students will write a job advertisement</li> </ul>

<b>Unit of Study: major topics</b>	<b>Chapitre 3 “Il était une fois . . . ”</b>	<b>Resources that will support instruction :</b> <b>Textbook: Bien Dit 2</b> <b>Workbook Bien Dit 2</b> <b>DVD and audio CD’</b> <b>Assessment program</b>
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<ul style="list-style-type: none"> <li>• 28.A.3a Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines).</li> <li>• 28.A.3b Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom.</li> <li>• 28.B.3a Respond to open-ended questions and initiate communication in various situations.</li> <li>• 28.B.3b Produce language with improved pronunciation, intonation and inflection.</li> <li>• 28.B.3c Use appropriate non-verbal cues common in areas where the target language is spoken.</li> <li>• 28.C.3a Comprehend the main message of a variety of written materials with the help of resources (e.g., dictionary, thesaurus, software, Internet, e-mail) to expand vocabulary.</li> <li>• 28.C.3b Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages.</li> <li>• 28.D.3a Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion.</li> <li>• 29A.3 Demonstrate selected customs, manners and traditions in societies associated with the target language.</li> <li>• 29.C.3a Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines.</li> <li>• 29.C.3c Create simple print and/or non-print media messages in the target language modeled on media examples (e.g., advertisements, posters, television, radio, brochures, websites).</li> <li>• 29.D.3 Identify key historical figures (e.g., scientists, mathematicians, inventors, business leaders) and events associated with areas where the target language is spoken and explain their influence.</li> </ul>	



	<ul style="list-style-type: none"> <li>• 29.E.3 Describe geographical aspects (e.g., population distribution, natural resources and main economic activities) of areas where the target language is spoken.</li> </ul>	
<b>Objectives</b>	<p><b><i>Skill Attainment</i></b></p> <ul style="list-style-type: none"> <li>- Comprehension: Students will learn how to set the scene for a story, continue a story and end a story. Students will relate a sequence of events. Students will be able to tell what happened to someone else.</li> <li>- Thematic Vocabulary: Students will learn vocabulary related to stories, fables and legends. Students will also learn vocabulary related to the history of Francophone Africa.</li> <li>- Accuracy of Expression: Students will learn the passé simple tense, and its contrast to the passé composé, and the past infinitive. Students will learn the past perfect (plus-que-parfait), Students will learn relative pronouns with <u>ce</u>, adjective placement and meaning, and be introduced to indirect (versus direct) discourse.</li> <li>- Cultural links: Students will learn about the oral tradition of folk tales, the medina, Magreb literature, writing in French, French colonists in Algeria, cave painting in Algeria.</li> </ul>	
<b>Assessments</b>	<p><b>Performance Tasks</b></p> <ul style="list-style-type: none"> <li>• Write and perform a skit using chapter vocabulary</li> <li>• Describe a picture alone or in pairs</li> <li>• Writing using visual cues</li> <li>• Reading for information</li> <li>• Watch and respond to dvd</li> <li>• Read fairy tales</li> <li>• Audio cd activities</li> <li>• Workbook activities</li> <li>• Listening comprehension to differentiate communication functions</li> <li>• Students will write an original fairy tale</li> <li>• Students in groups will research a North African Francophone country, create a poster and present findings to class</li> <li>• Student will research and present a powerpoint on French colonialism</li> <li>• Students will research and present a powerpoint on French or Qubécois folk or fairy tales and participate in</li> </ul>	<p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>• Quiz on vocabulary</li> <li>• Quiz on passé simple</li> <li>• Quiz on past infinitives</li> <li>• Dictée</li> <li>• Quiz adj. placement/meaning</li> <li>• Quiz on plus-que-parfait</li> <li>• Students will create fairy tale</li> <li>• Chapter 3 exam</li> <li>• Homework</li> <li>• Review games</li> <li>• Teacher observation</li> </ul>

	class discussion.	
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