

Independent School District of Boise City

French 3

District Course #0413

Course Description

Open to: 9, 10, 11, 12 One Year Course

Prerequisite: French 1 and 2

Content: Students will continue in their study of French. They will review acquired vocabulary, structures and expressions as well as acquire new vocabulary, structures and expressions. Pronunciation and common expressions will be reviewed and introduced, as well as customs and culture of the French-speaking world. Listening and speaking will be stressed in addition to reading and writing activities.

Philosophy

French 3 is a continuation and recycling of what the students acquired in French 1 and French 2, as well as introduction to new vocabulary, structures and expressions. The students are afforded an environment in which the vocabulary and structure from French 1 and 2 are reinforced and expanded to assist the students in acquiring French in a deeper context. Through varied sources of input, students are given the opportunity to practice at previous vocabulary and structure. More emphasis will be placed on reading as a way to acquire a richer array of vocabulary and structure. The students will be introduced to and study more thoroughly French-speaking countries in the world and their literature and culture. French 3 continues to lay the groundwork for a life-long exploration and participation into French language and culture in the global community.

Adopted Materials

Title: Allez, viens! Level 3

Author: DeMado, Rongiéras-d'Usseau

Edition: 2003

Publisher: Holt, Rinehart and Winston

The program provides input through the use of workbooks, audio and video tapes, DVD's, and other teacher resource materials which accompany the adopted texts.

Grades

The grade a student receives in this course will be a reflection of how the student has performed in two areas: the assimilation and the acquisition of performance skills. These performance skills are referenced in the approved French 3 curriculum and its appendix. The course grade will be calculated from scores obtained on unit tests, projects and activities (reading, writing, listening and oral language production), homework, and the End of Course test. Progress reports should provide the student and parents with information (average grades or percentages) in four main areas: unit tests, projects/activities, homework completed, as well as participation in class. The final is also the End of Course Exam (EOC), which will count as 10% of the student's final grade and determine whether or not the student has met the State Standards in Humanities for this particular course.

Course Scope Semester 1

Unit 1	Les événements au passé – Past events.	8-9 weeks
Unit 2	En route! – Road trips	4-5 weeks
Unit 3	Les tâches de la famille et les responsabilités sociales -4 weeks Household chores and social responsibilities	

Course Scope Semester 2

Unit 4	La mode et les vêtements - Fashion and clothes	5-6 weeks
Unit 5	L’avenir – The future	4-5 weeks
Unit 6	La famille, les rapports et les rencontres - Family, relationships and get-togethers	4 -5 weeks

French III		District Reference 0413
Unit 1	Décrire les événements qui se sont passés et comment étaient les choses et les personnes au passé au cours des retrouvailles au restaurant – Describe how things were and what you used to do in the past and talk about events that occurred then as you meet with old acquaintances at a restaurant.	Semester 1, Quarter 1, eight to nine weeks

Instructional Objective		Standard Reference	
0413.01 Saluer des amis qui ne se sont pas vus depuis longtemps et demander des nouvelles.– Greet friends you have not talked with recently and ask them what they have been doing.		N-1.1, N-1.2, N-1.3, N-4.1, N-5.2, 992, 993.01b, 993.01c, 993.01d, 993.01e, 993.02a, 993.02b, 993.02e, 993.03a	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Use appropriate French expressions to exchange greetings and information with a friend you haven’t seen for a while (Je suis content de te revoir. Toujours la même chose, etc.).	AV III p 6-7, 9, 31, R19, R22, R23, Appendix	EOC, TMA, Txt MT
02	Ask and respond to questions about vacation experiences and activities using appropriate French vocabulary (C’était comment, tes vacances? Ça ne s’est pas très bien passé. Tu es parti comment? Qu’est-ce qu’il y avait à voir? etc.).	AV III p 6-7, 9-10, 12, 31, R18, R19, R22, R23, Appendix	EOC, TMA, Txt MT
03	Review vocabulary to give and request location and to discuss the weather (Où se trouve . . .? Est-ce que tu es resté ici? Quel temps est-ce qu’il a fait? Il faisait beau. C’était génial, etc.).	AV II Ch. 8, R15, AV I Ch. 4 AV II Ch 1 AV III p 12, 31, Appendix	EOC, TMA, Txt MT

Instructional Objective		Standard Reference	
0413.02 Raconter des événements qui se sont passés pendant qu'on faisait quelque chose d'autre– Talk about events that took place while you were busy doing something else.		N-1.1, N-1.2, N-1.3, N-4.1, N-5.2, 992, 993.01b, 993.01c, 993.01d, 993.01e, 993.02a, 993.02b, 993.02e, 993.03a	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Correctly use the passé composé forms of regular and irregular verbs with both être and avoir auxiliary verbs.	AV II Ch. 5, 6, 12, R39, Appendix AV III p 11, R48-49, Appendix	EOC, TMA, Txt MT
02	Use the passé composé to describe singular actions which interrupt a continuous action.	AV II, Ch. 5, 6, 12, Appendix AV III, p 13, R49, Appendix	EOC, TMA, Txt MT
03	Use sequence words which are appropriate in beginning, relating, and ending a story (d'abord, ensuite, tout d'un coup, etc.).	AV II Ch. 9, Appendix AV III, R50, Appendix	EOC, TMA, Txt MT
04	Use the passé composé and appropriate sequence words to tell a story relating a series of events which occurred during a specific period in the past. For example, a disastrous date, a terrific vacation, or a great sports event.	AV II Ch. 5, 6, 9, 12, R18-19, Appendix AV III p R48-50, Appendix	TMA
Instructional Objective		Standard Reference	
0413.03 Demander et raconter comment étaient les choses ou les personnes au passé, comment se déroulait la vie dans ce temps-là, et qu'est-ce qui s'est passé qui n'était pas habituel - Asking and telling how things were or what things used to be like in the past and what happened to interrupt this daily routine.		N-1.1, N-1.2, N-1.3, N-3.2, N-4.1, N-4.2, N-5.1, N-5.2, 988, 989.03b, 989.03c, 990, 991.01a, 991.02b, 992, 993.01b, 993.01c, 993.01d, 993.01e, 993.02a, 993.02b, 993.02e, 993.03a	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Correctly use the imperfect forms of être and avoir to describe how things were.	AV II Ch. 8, R40, Appendix AV III, R49, Appendix	EOC, TMA, Txt MT
02	Use adjectives which describe people and events (amoureux, furieux, énervé, déprimé, etc.).	AV II Ch. 9, R16, Appendix AV III p R27-30, Appendix	EOC, TMA, Txt MT

03	Correctly use the imperfect forms of all verbs to reminisce about what you used to do. (Je faisais des bêtises, J’avais des responsabilités, etc.).	AV II Ch. 8, R15, R17-19 R40, Appendix AV III p 13, R49, Appendix	EOC, TMA, Txt MT
04	Demonstrate how to correctly use and combine the passé composé and the imparfait verb tenses when describing past events.	AV II Ch. 9, 12, Appendix AV III p R50, Appendix	EOC, TMA, TxMT
05	Using the passé composé and the imparfait verb tenses, create a <i>bande dessinée</i> – a cartoon, the script for a play, or a fairy tale illustrating and describing how people were in the past, what activities they used to do every day, and what happened at a specific time to interrupt their usual activities.	AV II Ch. 9, 12, Appendix AV III p R50, Appendix	TMA
Instructional Objective 0413.04 Faire et répondre aux suggestions – Make and respond to suggestions.		Standard Reference N-1.1, N-1.2, N-3.1, N-4.1, N-.5.1. N-5.2, 992, 993.01a, 993.01b, 993.01c, 993.01d, 993.01e, 993.02a, 993.02b, 993.03a	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Use imperfect verbs in expressions which suggest activities to do (Si on allait. .? Si on jouait. .?, etc.).	AV II Ch. 8, R15, R17, R19, Appendix AV III Appendix	EOC, TMA, Txt MT
02	Accept or decline suggestions (C’est une bonne idée, Bof, etc.)	AV II Ch. 8, Appendix AV III Appendix	EOC, TMA, Txt MT
Instructional Objective 0413.05 Aller au restaurant et décider ce que vous voulez prendre – Decide what you want to eat and drink at a restaurant.		Standard Reference N-1.1, N-1.2, N-1.3, N-2.1, N-2.2, N-3.2 N-4.1, N-4.2 N-5.1, N-5.2, 988, 989.01a, 989.01b, 989.02a, 989.03a, 989.03b, 989.03c, 989.03d, 990, 991.01a, 991.01b, 991.03a, 992, 993.01b, 993.01c, 993.01d, 993.01e, 993.02a, 993.02b, 993.02d, 993.02e	
No.	Performance Objective	Resource Reference	Assessment Correlation

01	Use appropriate French vocabulary to express indecision about what to choose and to recommend something to someone (Tout me tente. J'hésite entre . . .et . . . Tu devrais prendre, etc.).	AV III, p 17, 31, Appendix	EOC, TMA, Txt MT
02	Use restaurant food vocabulary to read and to order from a menu (potage du jour, côtes d'agneau grillées, choucroute de l'auberge, l'assiette de crudités, etc.).Review the partitive articles (du, de la, de l', des, de, d').	AV I, Ch. 8, AV II Ch. 3 AV III p 14-17, 31, Appendix	EOC, TMA, Txt MT
03	Review French expressions used to order food, to inquire about specific menu items, and to specify how you would like a food to be prepared (Que voulez-vous comme entrée? Qu'est-ce que vous avez comme . . .? Saignante, etc.).	AV I, Ch. 8, AV II Ch. 3 AV III p 15, 31 Appendix	EOC, TMA, Txt MT
04	Review the partitive articles (du, de la, de l', des, de, d').	AV III p.19, Appendix.	EOC, TMA, Txt MT
05	Research a French region and prepare a dinner substituting regional French specialties or create your own regional French specialty restaurant using as many different kinds of French foods as possible.	AV III Ch. 1, Appendix	TMA

Unit 2	En route! – Road trips	Semester 1, Quarter 2, 4 weeks
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Instructional Objective	Standard Reference
0413.06 Conduire et maintenir les voitures, suivre les panneaux sur la route, aller en route avec des autres – Caring for a car, following road signs, and taking a road trip with others.	N-1.1, N-1.2, N-1.3, N-4.1, N-5.2, 992, 993.01b, 993.01c, 993.01d, 993.01e, 993.02a, 993.02b, 993.02e, 993.03a

No.	Performance Objective	Resource Reference	Assessment Correlation
01	Ask for and give road and driving directions (La route pour . . ., s'il vous plait? Pour aller à . . ., vous suivez . . . etc.).	AV III p 34-35, 37, 61, Appendix	EOC, TMA, Txt MT
02	Use appropriate prepositions to indicate that you are going to a certain building, city, or country: “to the café,” “to Paris,” or “to France.”	AV III, p 352, R37	EOC, TMA, TxMT
03	Identify the parts of a car and the vocabulary needed to describe car problems and to maintain a car (avoir un pneu crevé, faire le plein, tomber en panne, mettre de l'air dans les pneus, etc.).	AV III p 34-35, 39, 41, 61, R19-20, Appendix	EOC, TMA, Txt MT
04	Correctly conjugate the verb conduire in the	AV III p 39, 61, R45,	EOC, TMA,

	present tense.	Appendix	Txt MT
05	Correctly use the imperative to make commands and suggestions (Faites-le! Regarde!, Grouille-toi! etc.)	AV III p 34-35, 41, 61, R48, Appendix	EOC, TMA, Txt MT
06	Use appropriate vocabulary to express impatience and to reassure or calm someone (Tu peux te dépêcher? Sois patient! Etc.).	AV III 34-35, 41, 61, Appendix	EOC, TMA, Txt MT
07	Create a story or a play depicting a road trip you take with your family using commands, parts of a car and related car problems, and appropriate vocabulary your family might use during a long road trip. (This activity can be presented as a soap opera, television or radio commercial, etc.)	AV III Ch. 2, R 19-20, Appendix	TMA
Instructional Objective		Standard Reference	
0413.07 Trouver des endroits dans et en dehors des édifices - Finding your way in and around buildings.		N-1.1, N-1.2, N-1.3, N-2.2, N-4.1, N-5.2, 992, 993.01b, 993.01c, 993.01d, 993.01e, 993.02a	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Review locations in and around a home or building (Au bout, en bas, au fond, au rez-de-chaussée, à l'entrée, en face de, etc.).	AV II p 59, French II Appendix, AV III p 47, 61, Appendix	EOC, TMA, Txt MT
02	Ask where something is located within a building and respond with specific location directions (Vous pourriez me dire où il y a . . .? Tu sais où sont . . .? Par là, en haut, au premier étage, etc.).	AV III p 42-43, 47, 61, Appendix	EOC, TMA, Txt MT
03	With a partner, using a city map, politely ask, give, and follow directions to a specific public building and to the restroom on the second floor of that building (or a similar activity).	AV III p 42-43, 47, 61, Appendix	TMA
Instructional Objective		Standard Reference	
0413.08 Discuter les aspects importants de la Belgique. Discuss important aspects of Belgium.		N-1.1, N-1.2, N-1.3, N-2.1, N-2.2 N-3.1 N-3.2 N-4.1, N-4.2, N-5.2, 988, 989.01a, 989.02a, 989.03a, 989.03b, 989.03c, 990, 991.01a, 991.01b, 991.02a, 991.03a, 992, 993.01b, 993.01e, 993.02e	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Discuss the three official languages of Belgium,	AV III, p.37, 48.	EOC, TMA,

	where each is spoken, and historical and cultural ramifications the three languages.		Txt MT
02	Discuss notable geographical, economic, and historical aspects of Belgium, as well as important cities (Liège, Bruxelles, Bruges).	AV III, p.37, 48.	EOC, TMA, Txt MT
03	Discuss notable exports of Belgium. (La dentelle, le chocolat, les bandes dessinées, etc.)	AV III, p.37, 48.	EOC, TMA, Txt MT
04	Create a comic strip set in Belgium in which the characters travel from one city to another, using necessary expressions for traveling directions and car vocabulary.	AV III, p.37,39-43, 48,45, 61, Appendix	TMA
Instructional Objective		Standard Reference	
0413.09 Connaître les pronominaux compléments – Correctly use direct and indirect object pronouns.		N-1.1, N-1.2, N-1.3, N-4.1, N-5.1, N-5.2, 992, 993.01b, 993.01c, 993.01e, 993.02a, 993.02e	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Use correctly direct object pronouns (me, te, le, la, nous, vous, les).	AV I, Ch 10, AV III, p 46, R38, Appendix	EOC, TMA, Txt MT
02	Use correctly indirect object pronouns (me, te, lui, nous, vous, leur).	AV II, Ch 3, AV III p 46, R40, Appendix	EOC, TMA, Txt MT
03	Use correctly pronouns y to show location and en to convey the French expression for “some.”	AV I, Ch 11, 12, AV II Ch 3, AV III p 46, R39, Appendix	EOC, TMA, Txt MT
04	Correctly place direct and indirect pronouns and the pronouns y and en before the appropriate verbs in French sentence structure (me le lui y en, etc. – Je la leur ai donnée, N’y va pas, etc.).	AV III p 46, R40, Appendix	EOC, TMA, Txt MT
05	Write an e-mail message to a friend, a poem, a short story, etc., about a disastrous car trip you just experienced first using only nouns, then substituting all repeated nouns with pronouns placed correctly in each sentence OR write and illustrate a cartoon strip about a difficult or amusing road trip your family has just taken first using all nouns, then substituting all repeated nouns with the appropriate pronouns placed correctly in each sentence.	AV III p 34-35,46, 50-51, Appendix	TMA

Unit 3	Les tâches de la famille et les responsabilités sociales Household chores and social responsibilities	Semester 1, Quarter 2, 4 weeks
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Instructional Objective		Standard Reference	
0413.10 Décrire les responsabilités chez soi. Describe household chores.		N-1.1, N-1.2, N-1.3, N-4.1, 4.2, N-5.2, 988, 989.01b, 991.01b, 993.01b, 993.02b, 993.01c, 993.01d, 993.02a, 993.02b, 993.02e, 993.03a, 993.03.b	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Describe chores that one does in and around the household (faire la vaisselle, débarrasser la table, faire la lessive, etc.).	AV III p. 64-69, 91, Appendix.	EOC, TMA, Txt MT
02	Ask for permission to do something, and grant or refuse the request (J'aimerais aller au concert. Ça va pour cette fois. Tu n'as pas le droit de sortir, etc.).	AV III. p. 68, 91, Appendix.	EOC, TMA, Txt MT
03	Correctly use the subjunctive of certain verbs (verbes en -er, verbes en -ir, verbes en -re, sortir, prendre, venir, et faire) after verbs of obligation and desire (Il faut que, vouloir que).	AV III p. 69, R52, 91, Appendix.	EOC, TMA, Txt MT
04	Describe what one should and shouldn't do in order to live peacefully in a family situation (Il faut que tu dises la vérité. Il faut que tu , respectes tes profs et tes parents, etc.).	AV III p. 70, 91, Appendix.	EOC, TMA, Txt MT
05	Use the verb devoir appropriately, in the present, past and conditional tenses to express obligation.	AV III p. 68, 91, Appendix.	EOC, TMA, Txt MT
06	Demonstrate the use of subjunctive and the vocabulary for chores in a student-made, teacher-directed skit or learn a story in which duties and responsibilities are addressed.	AV III 64-69, 91, Appendix.	TMA
Instructional Objective		Standard Reference	
0413.11 Exprimer les responsabilités sociales que l'on partage dans la communauté. Explain social responsibilities that one shares in the community.		N-1.1, N-1.2, N-1.3, N-2.1, N-2.2, N-3.1, N-3.2, N-4.1, N-4.2, N-5.1, N-5.2, 988, 989.02a, 989.02b, 989.03b, 989.03c, 990, 991.01b, 991.01b. 991.02a, 991.03a 992, 993.01b, 993.01b, 993.01c, 993.01d, 993.01e, 993.02a, 993.02b, 993.02e, 993.03a	
No.	Performance Objective	Resource Reference	Assessment

			Correlation
01	Describe actions that are not permitted in a community, especially in France. (Veillez ne pas marcher sur la pelouse. Défense d'écrire sur les murs, etc.)	AV III p. 73,75, 91, Appendix.	EOC, TMA, Txt MT
02	Explain what responsibilities communities encourage to support the environment. (Recycler les boîtes, éteindre les lumières, etc.)	AV III p. 77, 91, Appendix.	EOC, TMA, Txt MT
03	Give suggestions and excuses to encourage someone to act responsibly, either at home or in the community. (Tu ferais bien de ne pas fumer. Pense aux autres. Tout le monde fait pareil, etc.)	AV III p. 78, 91, Appendix.	EOC, TMA, Txt MT
04	Demonstrate the appropriate use of the negative infinitive (Prière de ne pas donner à manger aux animaux. Tu ferais bien de ne pas fumer., etc.).	AV III. p. 75-76, 91, Appendix.	EOC, TMA, Txt MT
05	Explain, in French, cultural, geographical, governmental features of Switzerland, as well as other notable aspects for which the Swiss are famous.	AV III p. 66, 73, 74, Appendix.	TMA

Unit 4	La mode et les vêtements Fashion and clothes	Semester 2, Quarter 3, 4 weeks
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Instructional Objective	Standard Reference
0413.12 Décrire les vêtements que l'on porte et les expressions que l'on utilise en décrivant la mode. Describe what someone is wearing and use expressions related to clothes.	N-1.1, N-1,2 N-1.3, N-2.1, N-2.2, N-3.1, N-3.2, N-4.1, N-4.2, 988, 989.02a, 989.02b, 989.02c, 989.03b, 990, 991.01a, 991.01b, 991.02a, 991.03a, 991.03b, 992, 993.01b, 993.01c, 993,01d, 993.01e, 993.02a, 993.02b, 993.02e, 993.03a, 993.03b

No.	Performance Objective	Resource Reference	Assessment Correlation
01	Demonstrate the use of clothing terms (Une cravate en soie, un caleçon à pois, etc.).	AV III p. 94- 95, 97, 98, 110-112, 121, R17, Appendix.	EOC, TMA, Txt MT
02	Ask for advice about style and clothing, and respond to the advice (Comment tu trouves...? Ça fait vraiment cloche. C'est ringard, etc.).	AV III p. 98-99, 121, Appendix.	EOC, TMA, Txt MT

03	Use appropriately the interrogative adjectives (quel, quelle, quels, quelles).	AV III p. 100, 121, R35, Appendix.	EOC, TMA, Txt MT
04	Use appropriately the interrogative pronouns (lequel, laquelle, lesquels, lesquelles).	AV III p. 101, 121, Appendix.	EOC, TMA, Txt MT
05	Use appropriately the possessive adjectives (ce, cet, cette, ces), as well as the possessive pronouns (celui, celle, ceux, celles with -ci, là, que, qui, etc.).	AV III p. 101, 121, R38, Appendix.	EOC, TMA, Txt MT
06	Identify, in French, some stores in which a French person might shop for clothes, as well as some well-known French fashion designers (Christian Dior, Nina Ricci, NAF-NAF, etc.).	AV III p. 96, 105, 109-111.	TMA, Txt MT
07	Create a style show using expressions to compliment and respond to the compliments. Include articles of clothing, as well as interrogative pronouns (lequel, laquelle, lesquels, lesquelles), interrogative adjectives (quel, quelle, quels, quelles), demonstrative pronouns (celui, celles, ceux, celles), and demonstrative adjectives (ce, cet, cette, ces).	AV III p. 93-101, 121, R38, Appendix.	TMA
<p style="text-align: center;">Instructional Objective</p> 0413.13 Décrire la mode à propos des cheveux et les choses qu'on fait faire. Describe hairstyles and style preferences.		<p style="text-align: center;">Standard Reference</p> N-1.1, N-1.2, N-1.3, N-2.1, N-2.2, N-3.2, N-4.1, N-4.2, N-5.1, N-5.2, 988, 989.01b, 989.01, 989.03b, 990, 991.01a, 991.02a, 992, 993.01b, 993.01c, 993.01d, 993.02a, 993.02b, 993.03a	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Describe different hairstyles and hair salon vocabulary (les cheveux teints, une permanente, une natte, etc.).	AV III p. 106, 121, Appendix.	EOC, TMA, Txt MT
02	Compliment and respond appropriately to someone's hairstyle or choice of clothing (C'est tout à fait toi. Oh, c'est un vieux truc. Je ne dis pas ça pour faire plaisir, etc.).	AV III p. 108, 121, Appendix.	EOC, TMA, Txt MT
03	Create and describe hairstyles for other students in the class in a demonstration or skit for the class. The students will use compliments and respond appropriately to the compliments.	AV III p. 106-108, 121, Appendix.	TMA

Unit No 5	L'avenir – The future	Semester 2, Quarter 3, 4-5 weeks
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Instructional Objective		Standard Reference	
0413.14 Décrire les événements à l'avenir et ce qu'on a l'intention de faire. Describe future events and what one intends to do.		N-1.1, N-1.2, N-2.1, N-2.2, N-3.1, N-3.2, N-4.1, N-4.2, N-5.2, 988, 989.01a, 989.01b, 989.01a, 989.01c, 989.03b, 989.03c, 990, 991.01a, 991.01b, 991.02a, 991.03a, 992, 993.01b, 993.01c, 993.01d, 993.01c, 993.02a, 993.20b, 993.02d, 993.02e, 993.03a, 993.03a	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Explain how a French student has prepared for career or life pathway. (Il a réussi son bac. Il a fait son service militaire. Il a fait un apprentissage, etc.).	AVIII p. 132, 155,R 51, Appendix.	EOC, TMA, Txt MT
02	Inquire about someone's plans in the future. Offer answers to the questions with possible plans, as well as what one intends to do in the future (Qu'est-ce que tu as l'intention de faire?, Je compte passer mon bac. Si je réussis mon bac, je chercherai un travail, etc.).	AVIII p. 133, 155, R 51, Appendix.	EOC, TMA, Txt MT
03	Appropriately use the future tense (Je parlerai, tu auras, il sera, nous ferons, vous viendrez, ils iront, etc.).	AV III, 134- 5, 155,R 51, Appendix.	EOC, TMA, Txt MT
04	Predict positive future plans for others in the class, from names chosen randomly. Write and illustrate the plans and share them with the chosen person.	AV III 133-135, R51 Appendix.	TMA
05	Compare and contrast job opportunities and educational training in French-speaking countries with those in the United States.	AV III p. 130, 139	EOC, TMA, Txt MT
06	Explain, in French, notable aspects of countries such as Senegal. Include the difference between urban and rural life, commonly practiced traditions, and common ethnic groups.	AV III p. 131	TMA

Instructional Objective		Standard Reference	
0413.15 Discuter les métiers que l'on pourrait choisir et les formations nécessaires. Describe professions students might have, as well as necessary training for those professions.		N-1.1, N-1.2, N-1.3, N-2.1, N-2.2, N-3.1, N-3.2, N-4.1, N-4.2, N-5.1, N-5.2, 988. 989.01a, 989.01b, 989.02a, 989.03b, 989.03c, 990, 991.01a, 991.03a, 992, 993.01b, 993.01c, 993.02d, 993.01e, 993.02a, 993.01b, 993.02c, 993.03a, 993.03b	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Describe possible professions that students might have (un instituteur, une femme d'affaires, un comptable, etc.).	AV III page 139, 140, 155, R23, Appendix.	EOC, TMA, Txt MT
02	Ask and give advice about future plans. (Tu as des projets? Mon rêve, c'est d'être infirmière. Tu n'as qu'à trouver un travail, etc.).	AV III p.140, 155, Appendix.	EOC, TMA, Txt MT
03	Appropriately use the conditional tense with regular and irregular verbs (Je choisirais, tu voudrais, il serait, nous aurions, vous feriez, ils viendraient, etc.).	AV III p. 141,155 R51, Appendix.	EOC, TMA, Txt MT
04	Request information in a formal letter (Pourriez-vous m'envoyer des renseignements? Je vous prie d'agréer l'expression de mes sentiments distingués, etc.).	AV III p. 142, 155, Appendix.	EOC, TMA, Txt MT
05	Research educational options and/or possible jobs online in France. Write a formal letter of inquiry to a French company or school asking for information about the school or company.	AV III p. 138-142, R 51, Appendix.	TMA
06	Read a story, in French, by an African author. Compare and contrast subject matter, writing style and content with American literature students recently read (L'enfant noir par Camara Laye, Souffles par Birago Diop, Je crie la joie qui inonde mon cœur par Léopold Sédar Senghor, etc.).	AV p. 144-145, Joie de Lire 3! P.39-43, 44-48	TMA
07	Write and tell a story, poem or play, etc, based on an African theme. Use the future and the conditional tenses.	AV p. 144-145, Joie de Lire 3! P.39-43, 44-48	TMA

Unit No 6	La famille, les rapports et les rencontres Family, relationships and get-togethers	Semester 2, Quarter 4, 4-5 weeks
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Instructional Objective		Standard Reference	
0413.16 Suggérer les activités, se donner rendez-vous, et s'excuser. Suggest activities to do with someone, make arrangements to meet them, and make apologies.		N-1.1, N-1.2, N-1.3, N-2.1, N-2.2, N-3.2, N-4.1, N-4.2, N-5.1, N-5.2, 988, 989.01a, 989.02c, 989.03a, 989.03b, 989.03c, 990, 991.02a, 992, 993.01a, 993.01b, 993.01c, 993.01d, 993.01e, 993.02a, 993.02b, 993.02e, 993.02a	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Making arrangements to meet someone (Comment est-ce qu'on fait? Où est-ce qu'on se retrouve? Quand est-ce qu'on se revoit? etc.).	AV III p. 162, 185, Appendix.	EOC, TMA, Txt MT
02	Suggest activities to do with someone and respond to the suggestions (Ça t'intéresse d'aller au parc? Ce serait sympa. C'est gentil, mais j'ai un rendez-vous, etc.).	AV III. p. 161, 185, R19, Appendix.	EOC, TMA, Txt MT
03	Offer, accept and reject apologies (Je m'excuse d'être en retard. Je m'en veux d'avoir dit ça. Ça arrive à tout le monde, etc.).	AV III p. 164, R54, Appendix.	EOC, TMA, Txt MT
04	Correctly use the past infinitive to apologize (Je m'en veux d'avoir perdu ton livre. Je suis désolée de ne pas t'avoir téléphoné, etc.).	AV III p. 164, R54, Appendix.	EOC, TMA, Txt MT
05	Create a skit or tell a story in which students suggest activities that they can do together, accept or reject the suggestions, and make apologies.	AV III p. 158-164, 185, R54, Appendix.	TMA
Instructional Objective		Standard Reference	
0413.17 Accueillir quelqu'un , décrire la famille, et se disputer en famille. Welcome someone into your home, describe your family and use vocabulary expressing disagreement.		N-1.1, N-1.2, N-1.3, N-2.1, N-2.2, N-3.1, N-4.1, N-4.2, N-5.2, 988, 989.02a, 989.02b, 989.03b, 989.03c, 990, 991.01a, 989.01b, 991.02a, 991.2a, 992, 993.01b, 993.01c, 993.01d, 993.01d, 993.02a, 993.02b, 993.02e, 993.03a	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Welcome someone into your home, offer someone	AV III p. 169, 185,	EOC, TMA,

	something to eat and/or drink, and respond appropriately (Ça t'intéresse d'aller au ciné? Ce serait sympa, etc.).	Appendix.	Txt MT
02	Describe members of the family (l'aîné(e), l'arrière-grand-père, les jumeaux, etc.).	AV III p. 171, 185, R17-18, Appendix	EOC, TMA, Txt MT
03	Create and present a family tree, using real family members; or imagine that your family tree includes personages from history and/or in the entertainment world and create an imaginary family.	AV III p. 171, 185, R17-18, Appendix	TMA
04	Use appropriate vocabulary to express disagreement with members of the family (Pleurnicheur(-euse)! Ça suffit! C'est toujours moi qui prends, etc.).	AV III p. 173, 185, Appendix	EOC, TMA, Txt MT
05	Create a skit, and/or write a dialogue in which siblings disagree and a parent intercedes.	AV III p. 173, 185, Appendix	EOC, TMA, Txt MT
06	Describe, in French, geographical, cultural, and historical aspects of Morocco. Explain the Moroccan concept of hospitality, les souks , and religious traditions. Explain, as well, the tradition of negotiating when making purchases.	AV III p. 166-168.	EOC, TMA, Txt MT
07	Read a story or a legend from Morocco or a Moroccan author (Les trois femmes du roi; La Petite Mason, etc.) . Compare and contrast the theme and content of the African literature with American literature students have recently read.	AV III p. 174-175, Joie de Lire 3! p.49-57.	EOC, TMA, Txt MT