

<p>Standards and benchmarks to be learned/achieved</p>	<p>Instructional activities including materials to be used to achieve mastery of benchmarks and standards</p>	<p>Assessment Processes</p>
<p>12.1 Communication in the Target Language</p> <p>A. Know details of the sound system and spelling patterns of the target language.</p> <p>B. Know advanced vocabulary and idiomatic expressions used in speaking and writing.</p> <p>C. Recognize advanced vocabulary through reading and writing selections</p> <p>D. Know simple, compound and complex sentence and question structures in order to communicate and comprehend.</p> <p>E. Analyze and compare the origins and meanings of common target language words used frequently in the English language.</p>	<ul style="list-style-type: none"> ▪ Lecture (notes) ▪ Worksheets ▪ Audio activities ▪ Video ▪ Partner activities ▪ Group activities ▪ Cultural activities ▪ Reading ▪ Book exercises ▪ Dialogues ▪ Writing assignments ▪ Communicative activities ▪ Games ▪ Dictation ▪ Teacher modeling ▪ Repetition ▪ Songs ▪ Poetry ▪ Riddles ▪ TPR ▪ Research ▪ Discussion ▪ Graphic organizers ▪ Realia ▪ Field trips 	<ul style="list-style-type: none"> ▪ Tests ▪ Quizzes ▪ Projects ▪ Homework ▪ Reports ▪ Dialogues ▪ Oral assessments ▪ Aural assessments ▪ TPR ▪ Compositions

<p>Standards and benchmarks to be learned/achieved</p>	<p>Instructional activities including materials to be used to achieve mastery of benchmarks and standards</p>	<p>Assessment Processes</p>
<p>12.2 The Role of Culture in World Language Acquisition</p> <p>A. Explain a variety of services, products, and customs of the target culture.</p> <p>B. Assess cultural patterns in a variety of social settings.</p> <p>C. Compare and contrast the similarities and differences in social institutions between cultures.</p> <p>D. Apply cultural information from a variety of sources in the target language about a topic being studied in other school subjects.</p>	<ul style="list-style-type: none"> ▪ Lecture (notes) ▪ Worksheets ▪ Audio activities ▪ Video ▪ Partner activities ▪ Group activities ▪ Cultural activities ▪ Reading ▪ Book exercises ▪ Dialogues ▪ Writing assignments ▪ Communicative activities ▪ Games ▪ Dictation ▪ Teacher modeling ▪ Repetition ▪ Songs ▪ Poetry ▪ Riddles ▪ TPR ▪ Research ▪ Discussion ▪ Graphic organizers ▪ Realia ▪ Field trips 	<ul style="list-style-type: none"> ▪ Tests ▪ Quizzes ▪ Projects ▪ Homework ▪ Reports ▪ Dialogues ▪ Oral assessments ▪ Aural assessments ▪ TPR ▪ Compositions

Standards and benchmarks to be learned/achieved	Instructional activities including materials to be used to achieve mastery of benchmarks and standards	Assessment Processes
<p>12.5 World Languages in the Community</p> <p>A. Identify employment areas in the local community where the target language is used and how and why the target language is necessary.</p> <p>B. Know national employment opportunities where the target language is used and how and why the target language is necessary.</p> <p>C. Know global employment opportunities where the target language is used and how and why the target language is necessary.</p> <p>D. Explain comparisons and connections for employment opportunities that can be made in the local, national, and global English-speaking communities with those who speak the target language.</p>	<ul style="list-style-type: none"> ▪ Lecture (notes) ▪ Worksheets ▪ Audio activities ▪ Video ▪ Partner activities ▪ Group activities ▪ Cultural activities ▪ Reading ▪ Book exercises ▪ Dialogues ▪ Writing assignments ▪ Communicative activities ▪ Games ▪ Dictation ▪ Teacher modeling ▪ Repetition ▪ Songs ▪ Poetry ▪ Riddles ▪ TPR ▪ Research ▪ Discussion ▪ Graphic organizers ▪ Realia ▪ Field trips 	<ul style="list-style-type: none"> ▪ Tests ▪ Quizzes ▪ Projects ▪ Homework ▪ Reports ▪ Dialogues ▪ Oral assessments ▪ Aural assessments ▪ TPR ▪ Compositions

Instructional Activity (What)	Instructional Process (How) Including Assessment	Number of Lessons (When)
<p>Allez-Viens 2 – Chapter 3 “Un Repas à la Française</p> <p>The students will:</p> <ol style="list-style-type: none"> 1. Make purchases 2. Ask for, offer, accept and refuse food 3. Ask for and give advice 4. Extend good wishes 5. Give prices 6. Use expressions of quantity 7. Pay and respond to compliments 8. Use vocabulary for days of the week 9. Use numbers 10. Learn about French meals and restaurants in Francophone countries 11. Learn classroom expressions – be tested 12. Watch the French video “Le Grand Muzzy” 13. Worksheets on “Le Grand Muzzy” 14. Test on “Le Grand Muzzy” <p>Readings:</p> <ol style="list-style-type: none"> 1) Le Metro et La Vie Sous Terrain 2) Mardi Gras 3) La Faim est Un Grand Inventeur 4) La Belle au Bois Dormant <p>Movies:</p> <ol style="list-style-type: none"> 1) Touring France 2) Le Bossu de Notre Dame – Disney 3) Joan of Arc 4) French Speaking Switzerland 5) Le Poulet 6) Le Fantôme de L’Opera 7) The Frugal Gourmet – The French Kitchen 8) Ponette 9) La Belle au Bois Dormant 10) Le Roi Lion 	<ol style="list-style-type: none"> 1. Video: in which native speakers demonstrate usage of unit objectives through real life situations <ol style="list-style-type: none"> a. Activity worksheets b. Discussion in target language on aspects of unit objectives c. Cultures compared 2. Presentation of grammar points: <ol style="list-style-type: none"> a. Object pronoun “en” b. The portative article c. Indirect object, pronouns “lui” and “leur” 3. Written exercises to reinforce grammar points and vocabulary 4. Listening activities to develop aural comprehension of language including unit objectives 5. Interactive activities 6. Tests and quizzes 7. Game or project 	<p>20 lessons 4 weeks</p>

11)Chocolat		
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SCOPE AND SEQUENCE

Instructional Activity (What)	Instructional Process (How) Including Assessment	Number of Lessons (When)
<p>Allez-Viens 2 – Chapter 4 “Sous les Tropiques”</p> <p>The students will:</p> <ol style="list-style-type: none"> 1. Ask for information 2. Describe a place 3. Ask for suggestions 4. Make suggestions 5. Emphasize likes and dislikes 6. Relate a series of events 7. Use weather expressions 8. Learn about life in Martinique 9. Read the French play “Le Metro et La Vie Sous Terrain” 10. Write the poem “J’Adore Je D’eteste” 	<ol style="list-style-type: none"> 1. Video: in which native speakers demonstrate usage of unit objectives through real life situations <ol style="list-style-type: none"> a. Activity worksheets will be completed by students to indicate comprehension of objectives b. Generate discussion in target language on aspects of unit objectives c. Comparison of cultures 2. Presentation of grammar points: <ol style="list-style-type: none"> a. Use of “de” b. Reflexive verbs “se coucher,” “se lever” c. Adverbs of frequency 3. Written exercises to reinforce grammar points and vocabulary 4. Listening activities 5. Interactive activities 6. Tests and quizzes 7. Game or project 	<p>20 lessons 4 weeks</p>

French 3

Board Approved September 19, 2005

SCOPE AND SEQUENCE

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<p>Allez-Viens 2 – Chapter 5 “Quelle Journée” The students will:</p> <ol style="list-style-type: none"> 1. Express concern for someone 2. Inquire, express satisfaction and frustration 3. Sympathize with and console someone 4. Give reasons 5. Make excuses 6. Congratulate someone 7. Reprimand someone 8. Use question words 9. Use connector words 10. Learn about high school in France 11. Watch the film Fantome of the Opera 12. Write a paragraph or poem on their favorite character 	<ol style="list-style-type: none"> 1. Video: in which native speakers demonstrate usage of unit objectives through real life situations <ol style="list-style-type: none"> a. Activity worksheets b. Discussion in target language on aspects of unit objectives c. Comparison of US vs. other culture as related to unit objectives 2. Presentation of grammar points: <ol style="list-style-type: none"> a. Passé composé with avoir b. Reflexive verbs 3. Written exercises to reinforce grammar points and vocabulary 4. Listening activities to develop comprehension of language including unit objectives 5. Interactive activities including student to student 6. Tests and quizzes 7. Game or project 	<p>20 lessons 4 weeks</p>

SCOPE AND SEQUENCE

Instructional Activity (What)	Instructional Process (How) Including Assessment	Number of Lessons (When)
<p>Allez-Viens 2 – Chapter 6 “A Nous Les Châteaux”</p> <p>The students will:</p> <ol style="list-style-type: none"> 1. Ask for opinions 2. Express enthusiasm, indifference and dissatisfaction 3. Express disbelief and doubt 4. Ask for and give information 5. Tell time 6. Talk on the phone 7. Express satisfaction and frustration 8. Learn about the Chateaux of the Loire Valley 9. Watch the French movie “The Lion King” with activity packets 10. Read “La Belle au Bois Dormant” 11. Show the French Disney film “Sleeping Beauty” 	<ol style="list-style-type: none"> 1. Video: in which native speakers demonstrate usage of unit objectives through real life situations <ol style="list-style-type: none"> a. Activity worksheets b. Discussion of unit objectives c. Comparison of cultures 2. Presentation of grammar points: <ol style="list-style-type: none"> a. Phrase “c’était” b. Passé compose with être c. Formation of formal and informal questions d. Verb – “ouvrir” 3. Written exercises to reinforce grammar points and vocabulary 4. Listening activities 5. Interactive activities 6. Tests and quizzes 7. Game or project 	<p>25 lessons 5 weeks</p>

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SCOPE AND SEQUENCE

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<p>Allez-Viens 2 – “En Pleine Forme” (Chapter 7) The students will:</p> <ol style="list-style-type: none"> 1. Express concern for others 2. Complain 3. Give advice 4. Accept advice 5. Reject advice 6. Express discouragement 7. Offer encouragement 8. Justify recommendations 9. Advise against something 10. Express doubt 11. Tell how often he/she does something 12. Talk about sports 13. Use vocabulary for food 14. Learn about use of the pharmacy in France 15. Read the French play “La Faim est un Grand Inventeur” 	<ol style="list-style-type: none"> 1. Video: in which native speakers demonstrate usage of unit objectives through real life situations <ol style="list-style-type: none"> a. Activity worksheets b. Discussion on aspects of unit objective c. Comparisons of cultures 2. Presentation of grammar points: <ol style="list-style-type: none"> a. Reflexive verbs in the passé composé b. Use of the pronoun “en” c. Irregular verb – “se nourrir” 3. Written exercises to reinforce grammar points and vocabulary 4. Listening activities 5. Interactive activities 6. Test and quizzes 7. Game or project 	<p>25 lessons 5 weeks</p>

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Instructional Activity (What)	Instructional Process (How) Including Assessment	Number of Lessons (When)
<p>Allez-Viens 2 – Chapter 8 “C’était Comme Ça”</p> <p>The students will:</p> <ol style="list-style-type: none"> 1. Tell what or whom he/she misses 2. Reassure someone 3. Ask and tell what things are like 4. Reminisce 5. Make and respond to suggestions 6. Sympathize with and console someone 7. Use the Expression “C’ était” 8. Use adjective of physical traits and personality 9. Learn about life in the Ivory Coast 10. Read a unit on “Mardi Gras” 11. Read the play “Blanche Neige et Les Sept Nains” 	<ol style="list-style-type: none"> 1. Video: in which native speakers demonstrate usage of unit objectives through real life situations <ol style="list-style-type: none"> a. Activity worksheets b. Discussion on unit objectives c. Comparing cultures 2. Presentation of grammar points <ol style="list-style-type: none"> a. Imperfect b. Use of “si” “on” and imperfect 3. Written exercises to reinforce grammar points and vocabulary 4. Listening activities 5. Interactive activities 6. Tests and quizzes 7. Game or project 	<p>25 lessons 5 weeks</p>

SCOPE AND SEQUENCE

Instructional Activity (What)	Instructional Process (How) Including Assessment	Number of Lessons (When)
<p>Allez-Viens 2 – Chapter 9 “Tu Connais La Nouvelle”</p> <p>The students will:</p> <ol style="list-style-type: none"> 1. Wonder what happened 2. Offer possible explanations 3. Accept or reject explanations 4. Break news to someone 5. Show interest in others 6. Begin, continue and end a story 7. Watch the film “Chocolat” 	<ol style="list-style-type: none"> 1. Video: in which native speakers demonstrate usage of unit objectives <ol style="list-style-type: none"> a. Activity worksheets b. Discussion on aspects of unit objectives c. Comparisons of cultures 2. Presentation of grammar points: <ol style="list-style-type: none"> a. Expression – “avoir l’air” and adjective b. Use of passé composé vs imparfait c. Use of “être en train de” 3. Written exercises 4. Listening activities 5. Interactive activities 6. Tests and quizzes 7. Game or project 	<p>25 lessons 5 weeks</p>