

Curriculum Map

Content Area: French 4

| | Content | Skills | Standards Addressed | Assessment |
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| Chapt. 3 (Bien Dit 3) | <p>Culture: L'Afrique francophone</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Passé simple • Relative pronouns with ce • Adjective placement and meaning • Past perfect • Sequence of tenses in indirect discourse • Past infinitive <p>Vocab:</p> <ul style="list-style-type: none"> • Stories, legends and fables • History of Francophone Africa | <ul style="list-style-type: none"> • Set the scene for a story • Continue and end a story • Use the passé simple • Use relative pronouns with ce • Use adjective placement and meaning • Learn about francophone culture • Relate a sequence of events • Tell what happened to someone else • Use the past perfect • Use sequence of tenses in indirect discourse • Use the past infinitive • Develop listening, reading and writing skills | <ul style="list-style-type: none"> • 1.2 Narrate orally and in writing events in areas of personal and public interest; • 1.4 Derive meaning from oral, visual, and limited written stimuli and respond appropriately; • 1.5 Initiate, sustain, and bring closure to a variety of communicative tasks or situations • 1.6 Express thoughts, ideas, preferences, and opinions in oral and written form; • 1.7 Use another language for personal and public communication needs; • 2.2 Negotiate meaning by asking for and using repetition, clarification, and recombination; • 2.4 Guess intelligently and respond appropriately; • 2.7 Make and check hypotheses; • 3.2 Write simple discourse of more than one paragraph on familiar topics; • 4.1 Understand, respond to, and formulate questions and discussion; • 4.2 Interact successfully in daily social situations; • 5.3 Recognize the differences between one's own culture and other cultures and act in ways that reflect that knowledge; • 5.5 Strengthen one's development in other languages through the use of some authentic texts, media, and through contact with individuals from other cultures using other languages; • 6.3 Compare and contrast ways in which people from other cultures interact with each other based on factors and such as: topic, age, gender, and social relationship • 6.4 Apply the growing knowledge of other cultures in relationship to a variety of authentic texts • 7.2 Acquire knowledge that is only available through other languages and cultures; • 7.3 Use information acquired through other languages and cultures in the study of other disciplines; • 7.4 Use knowledge acquired through other languages and cultures for expansion of personal knowledge and experience; • 7.5 Recognize and demonstrate the concept of multiple cultural perspectives; | <ul style="list-style-type: none"> • L'Afrique francophone culture quiz • Written vocabulary quizzes • Written grammar quizzes • Application quizzes • End of chapter test • Book work written activities • Sound booth speaking practice • In-class speaking practice • Audio program listening activities • In class dialogs • Blackboard entry • Video program pre- and post viewing activities • Reading w/comprehension questions and reading strategy • Collins program type 1, 2 and 3 writings • Téléroman • Article of the week |

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| | | | <ul style="list-style-type: none"> • 8.1 Utilize technology to communicate personal and public information across cultures; • 8.2 Relate the knowledge of other languages to a variety of professions within the world community • 8.3 Obtain new information and insights on contemporary social, political, and economic issues across cultures; • 9.1 Identify significant contributions of other cultures to the arts, music, humanities, social sciences, history, sciences, and mathematics in the United States and internationally | |
| Chapt. 4 (Bien Dit 3) | Culture: Rennes (cont.) Grammar: <ul style="list-style-type: none"> • Imparfait • Passé Composé vs. Imparfait • Review of adverb placement • Comparative • Superlative Vocab: <ul style="list-style-type: none"> • Childhood activities • Country life | <ul style="list-style-type: none"> • Talk about when you were a child • Tell about an event in the past • Use the imparfait • Use the passé composé and the imparfait • Use adverb placement • Learn about francophone culture • Compare life in the country and in the city • Describe life in the country • Use the comparative with adjectives • Use the superlative with adjectives • Use irregular comparatives and superlatives • Develop listening, reading and writing skills | <ul style="list-style-type: none"> • 1.2 Narrate orally and in writing events in areas of personal and public interest; • 1.3 Sustain conversation on familiar topics; • 1.4 Derive meaning from oral, visual, and limited written stimuli and respond appropriately; • 1.6 Express thoughts, ideas, preferences, and opinions in oral and written form; • 1.7 Use another language for personal and public communication needs; • 2.6 Make inferences, predictions, and generalizations; • 3.2 Write simple discourse of more than one paragraph on familiar topics; • 3.3 Meet a number of practical writing needs using lists, notes, short letters, and journals; • notes, short letters, and journals; • 3.5 Express in writing personal information, ideas, thoughts, preferences, and opinions; • 4.1 Understand, respond to, and formulate questions and discussion. • 4.3 Interact successfully in basic communicative tasks; • 5.3 Recognize the differences between one's own culture and other cultures and act in ways that reflect that knowledge; • 5.5 Strengthen one's development in other languages through the use of some authentic texts, media, and through contact with individuals from other cultures using other languages; | <ul style="list-style-type: none"> • Written vocabulary quizzes • Written grammar quizzes • Application quizzes • End of chapter test • Book work written activities • Sound booth speaking practice • In-class speaking practice • Audio program listening activities • In class dialogs • Blackboard entry • Video program pre- and post viewing activities • Reading w/comprehension questions and reading strategy Collins program type 1, 2 and type 3 writings (including praise and grade) • Article of the week • Téléroman |

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| | | | <ul style="list-style-type: none"> • 6.1 Recognize and demonstrate a limited understanding of the ways in which language reflects culture. • 6.2 Recognize similarities between one's own language and culture and other languages and cultures and use this knowledge to strengthen and understanding of both; • 7.1 Use other languages to obtain, reinforce, and further knowledge of other disciplines. • 7.2 Acquire knowledge that is only available through other languages and cultures. • 7.4 Use knowledge acquired through other languages and cultures for expansion of personal knowledge and experience; • 7.5 Recognize and demonstrate the concept of multiple cultural perspectives; • 8.2 Relate the knowledge of other languages to a variety of professions within the world community. | |
| Chapt. 5 (Bien Dit 3) | Culture: Dakar Grammar: <ul style="list-style-type: none"> • Passé Composé vs. Imparfait • Être en train de • Être or avoir in passé composé • Future • Future of irregular verbs Vocab: <ul style="list-style-type: none"> • Camping • Nature, animals and activities | <ul style="list-style-type: none"> • Say what happened • Describe circumstances • Use the passé composé and imparfait • Use être en train de • Use verbs with être or avoir in the passé composé • Learn about francophone culture • Tell what you do • Wonder what will happen • Use the future • Use the future of irregular verbs • Use the verb courir • Develop listening, reading and writing skills | <ul style="list-style-type: none"> • 1.2 Narrate orally and in writing events in areas of personal and public interest; • 1.3 Sustain conversation on familiar topics; • 1.4 Derive meaning from oral, visual, and limited written stimuli and respond appropriately; • 1.5 Initiate, sustain, and bring closure to a variety of communicative tasks or situations; • 1.8 Transcribe and produce familiar idioms and limited extended discourse; • 2.4 Guess intelligently and respond appropriately; • 2.7 Make and check hypotheses; • 3.1 Understand and produce main ideas from narration and description; • 3.2 Write simple discourse of more than one paragraph on familiar topics; • 3.3 Meet a number of practical writing needs using lists, notes, short letters, and journals; • 3.5 Express in writing personal information, ideas, thoughts, preferences, and opinions; • 4.1 Understand, respond to, and formulate questions and discussion; • 4.1 Understand, respond to, and formulate questions and discussion; • 4.3 Interact successfully in basic communicative tasks. • 5.3 Recognize the differences between one's own culture and other cultures and act in ways that reflect that knowledge. • 5.5 Strengthen one's development in other languages | <ul style="list-style-type: none"> • Written vocabulary quizzes • Written grammar quizzes • Application quizzes • End of chapter test • Book work written activities • Sound booth speaking practice • In-class speaking practice • Audio program listening activities • In class dialogs • Blackboard entry • Video program pre- and post viewing activities • Reading w/comprehension questions and reading strategy • Collins program type 1, 2 and type 3 writings (including praise and grade) • Article of the week • Téléroman |

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| | | | <p>through the use of some authentic texts, media, and through contact with individuals from other cultures using other languages;</p> <ul style="list-style-type: none"> • 6.1 Recognize and demonstrate a limited understanding of the ways in which language reflects culture. • 6.4 Apply the growing knowledge of other cultures in relationship to a variety of authentic texts; • 7.1 Use other languages to obtain, reinforce, and further knowledge of other disciplines. • 7.2 Acquire knowledge that is only available through other languages and cultures • 7.3 Use information acquired through other languages and cultures in the study of other disciplines. • 7.4 Use knowledge acquired through other languages and cultures for expansion of personal knowledge and experience; • 7.5 Recognize and demonstrate the concept of multiple cultural perspectives; • 8.1 Utilize technology to communicate personal and public information across cultures; • 8.2 Relate the knowledge of other languages to a variety of professions within the world community. • 8.3 Obtain new information and insights on contemporary social, political, and economic issues across cultures. • 9.1 Identify significant contributions of other cultures to the arts, music, humanities, social sciences, history, sciences, and mathematics in the United States and internationally • 9.4 Recognize other cultures as an integral part of the culture of the world | |
| Chapt. 6 (Bien Dit 3) | Culture: Dakar (cont.) Grammar: <ul style="list-style-type: none"> • Subjunctive of regular verbs • Subjunctive of irregular verbs • Expressions with subjunctive • Conditional • Si clauses Vocab: <ul style="list-style-type: none"> • Parts of the body • Injuries and illnesses | <ul style="list-style-type: none"> • Ask and tell how you feel • Describe symptoms and give advice • Use the subjunctive of regular verbs • Use the subjunctive of irregular verbs • Use expressions with the subjunctive • Learn about francophone culture • Complain about health and give advice • Sympathize with someone • Use the conditional to make | <ul style="list-style-type: none"> • 1.2 Narrate orally and in writing events in areas of personal and public interest; • 1.3 Sustain conversation on familiar topics; • 1.4 Derive meaning from oral, visual, and limited written stimuli and respond appropriately; • 1.6 Express thoughts, ideas, preferences, and opinions in oral and written form; • 1.7 Use another language for personal and public communication needs; • 2.5 Apply prior knowledge to formulate new ideas; • 3.1 Understand and produce main ideas from narration and description; • 3.2 Write simple discourse of more than one paragraph on familiar topics; • 3.3 Meet a number of practical writing needs using lists, | <ul style="list-style-type: none"> • Written vocabulary quizzes • Written grammar quizzes • Application quizzes • End of chapter test • Book work written activities • Sound booth speaking practice • In-class speaking practice • Audio program listening activities • In class dialogs • Blackboard entry • Video program pre- and post viewing activities • Reading w/comprehension questions and reading strategy |

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| | <ul style="list-style-type: none"> • Improving one’s health | <p>polite requests</p> <ul style="list-style-type: none"> • Develop listening, reading and writing skills | <p>notes, short letters, and journals;</p> <ul style="list-style-type: none"> • 3.5 Express in writing personal information, ideas, thoughts, preferences, and opinions; • 4.1 Understand, respond to, and formulate questions and discussion. • 4.2 Interact successfully in daily social situations; • 4.3 Interact successfully in basic communicative tasks; • 5.3 Recognize the differences between one’s own culture and other cultures and act in ways that reflect that knowledge. • 5.3 Recognize the differences between one’s own culture and other cultures and act in ways that reflect that knowledge; • 5.4 Understand the main idea and most detail from authentic texts in areas of high interest; 7.4 Use knowledge acquired through other languages and cultures for expansion of personal knowledge and experience. • 6.1 Recognize and demonstrate a limited understanding of the ways in which language reflects culture. • 6.3 Compare and contrast ways in which people from other cultures interact with each other based on factors and such as: topic, age, gender, and social relationship; • 7.1 Use other languages to obtain, reinforce, and further knowledge of other disciplines; • 7.2 Acquire knowledge that is only available through other languages and cultures; • 7.3 Use information acquired through other languages and cultures in the study of other disciplines; • 7.4 Use knowledge acquired through other languages and cultures for expansion of personal knowledge and experience; • of personal knowledge and experience. • 8.1 Utilize technology to communicate personal and public information across cultures; • 8.2 Relate the knowledge of other languages to a variety of professions within the world community. • 9.3 Recognize other cultures as an integral part of the culture of the United States. | <ul style="list-style-type: none"> • Collins program type 1, 2 and type 3 writings (including praise and grade) • Téléroman • Article of the week |
| <p>Chapt. 7 (Bien Dit 3)</p> | <p>Culture: Nice</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Relative pronouns qui, que & dont | <ul style="list-style-type: none"> • Describe a movie or book • Ask for and give information • Use the relative pronouns qui, que, and dont • Use present participles | <ul style="list-style-type: none"> • 1.1 Understand main idea and some details of connected discourse on familiar topics; • 1.2 Narrate orally and in writing events in areas of personal and public interest; • 1.3 Sustain conversation on familiar topics; | <ul style="list-style-type: none"> • Written vocabulary quizzes • Written grammar quizzes • Application quizzes • End of chapter test • Book work written activities |

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| | <ul style="list-style-type: none"> • Present participles • Review of c'est vs. il/elle est • Interrogative pronouns • Demonstrative pronouns • Review of comparatives & superlatives <p>Vocab:</p> <ul style="list-style-type: none"> • Movies, books, TV programs, music • Asking about preferences | <ul style="list-style-type: none"> • Use c'est and il/elle est • Learn about francophone culture • Ask about preferences • Recommend or advise against something • Use the interrogative pronouns • Use demonstrative pronouns • Use comparatives and superlatives • Develop listening/reading skills • Develop writing skills | <ul style="list-style-type: none"> • 1.4 Derive meaning from oral, visual, and limited written stimuli and respond appropriately; • 1.5 Initiate, sustain, and bring closure to a variety of communicative tasks or situations; • 1.6 Express thoughts, ideas, preferences, and opinions in oral and written form; • 1.7 Use another language for personal and public communication needs; • 3.1 Understand and produce main ideas from narration and description; • 3.2 Write simple discourse of more than one paragraph on familiar topics; • 3.3 Meet a number of practical writing needs using lists, notes, short letters, and journals; • 3.5 Express in writing personal information, ideas, thoughts, preferences, and opinions; • 4.1 Understand, respond to, and formulate questions and discussion; • 4.3 Interact successfully in basic communicative tasks. • 5.3 Recognize the differences between one's own culture and other cultures and act in ways that reflect that knowledge. • 5.4 Understand the main idea and most detail from authentic texts in areas of high interest; • 6.4 Apply the growing knowledge of other cultures in relationship to a variety of authentic texts; • 7.2 Acquire knowledge that is only available through other languages and cultures; • 7.4 Use knowledge acquired through other languages and cultures for expansion of personal knowledge and experience; • 7.5 Recognize and demonstrate the concept of multiple cultural perspectives. • 8.1 Utilize technology to communicate personal and public information across cultures; • 8.2 Relate the knowledge of other languages to a variety of professions within the world community. • 8.3 Obtain new information and insights on contemporary social, political, and economic issues across cultures. | <ul style="list-style-type: none"> • Sound booth speaking practice • In-class speaking practice • Audio program listening activities • In class dialogs • Blackboard entry • Video program pre- and post viewing activities • Reading w/comprehension questions and reading strategy • Collins program type 1, 2 and type 3 writings (including praise and grade) • Article of the week • Téléroman |
| <p>Chapt. 8 (Bien Dit 3)</p> | <p>Culture: Nice (cont.)</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Review of object | <ul style="list-style-type: none"> • Ask about a vacation and respond • Say what you would do if you could | <ul style="list-style-type: none"> • 1.1 Understand main idea and some details of connected discourse on familiar topics; • 1.2 Narrate orally and in writing events in areas of personal and public interest; | <ul style="list-style-type: none"> • Written vocabulary quizzes • Written grammar quizzes • Application quizzes • End of chapter test |

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| | <p>pronouns</p> <ul style="list-style-type: none"> • Review of conditional • Review of si clauses • Review of subjunctive • Review of passé composé and imparfait • Review of être en train de <p>Vocab:</p> <ul style="list-style-type: none"> • Movies, books, TV programs, music • Asking about preferences | <ul style="list-style-type: none"> • Use object pronouns • Use conditional • Use si clauses • Learn about francophone culture • Express necessity • Ask what has been done • Use the subjunctive • Use the passé composé and the imparfait • Use être en train de • Develop listening, reading and writing skills | <ul style="list-style-type: none"> • 1.3 Sustain conversation on familiar topics; • 1.4 Derive meaning from oral, visual, and limited written stimuli and respond appropriately; • 1.5 Initiate, sustain, and bring closure to a variety of communicative tasks or situations; • 1.6 Express thoughts, ideas, preferences, and opinions in oral and written form; • 1.7 Use another language for personal and public communication needs; • 3.1 Understand and produce main ideas from narration and description; • 3.2 Write simple discourse of more than one paragraph on familiar topics; • 3.3 Meet a number of practical writing needs using lists, notes, short letters, and journals; • 3.5 Express in writing personal information, ideas, thoughts, preferences, and opinions; • 4.1 Understand, respond to, and formulate questions and discussion; • 4.3 Interact successfully in basic communicative tasks. • 5.3 Recognize the differences between one's own culture and other cultures and act in ways that reflect that knowledge. • 5.4 Understand the main idea and most detail from authentic texts in areas of high interest; • 6.4 Apply the growing knowledge of other cultures in relationship to a variety of authentic texts; • 7.2 Acquire knowledge that is only available through other languages and cultures; • 7.4 Use knowledge acquired through other languages and cultures for expansion of personal knowledge and experience; • 7.5 Recognize and demonstrate the concept of multiple cultural perspectives. • 8.1 Utilize technology to communicate personal and public information across cultures; • 8.2 Relate the knowledge of other languages to a variety of professions within the world community. • 8.3 Obtain new information and insights on contemporary social, political, and economic issues across cultures. | <ul style="list-style-type: none"> • Book work written activities • Sound booth speaking practice • In-class speaking practice • Audio program listening activities • In class dialogs • Blackboard entry • Video program pre- and post viewing activities • Reading w/comprehension questions and reading strategy • Collins program type 1, 2 and type 3 writings (including praise and grade) • Article of the week • Téléroman |
| <p>Chapt. 9 (Bien Dit 3)</p> | <p>Culture: Rennes</p> <p>Grammar:</p> | <ul style="list-style-type: none"> • Talk about your routine • Express impatience • Use reflexive verbs | <ul style="list-style-type: none"> • 1.3 Sustain conversation on familiar topics; • 1.4 Derive meaning from oral, visual, and limited written stimuli and respond appropriately; | <ul style="list-style-type: none"> • Rennes culture quiz • Written vocabulary quizzes • Written grammar quizzes |

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| | <ul style="list-style-type: none"> • Reflexive verbs • Tout, tous, toute, toutes • S'appeler and se lever • Reflexive verbs in the passé composé • Imperative with reflexive verbs • Reflexive verbs with infinitives <p>Vocab:</p> <ul style="list-style-type: none"> • Daily routine vocab | <ul style="list-style-type: none"> • Use tout, tous, toute, toutes • Use the verb s'appeler and se lever • Learn about francophone culture • Say when you do things • Make recommendations • Use reflexive verbs in the passé composé • Use the imperative with reflexive verbs • Use reflexive verbs with infinitives • Develop listening, reading and writing skills | <ul style="list-style-type: none"> • 1.5 Initiate, sustain, and bring closure to a variety of communicative tasks or situations; • 1.6 Express thoughts, ideas, preferences, and opinions in oral and written form; • 1.8 Transcribe and produce familiar idioms and limited extended discourse; • 2.4 Guess intelligently and respond appropriately; • 2.8 Derive meaning from contexts; • 3.3 Meet a number of practical writing needs using lists, notes, short letters, and journals. • 3.5 Express in writing personal information, ideas, thoughts, preferences, and opinions; • 4.1 Understand, respond to, and formulate questions and discussion. • 4.2 Interact successfully in daily social situations. • 4.3 Interact successfully in basic communicative tasks. • 5.3 Recognize the differences between one's own culture and other cultures and act in ways that reflect that knowledge. • 5.5 Strengthen one's development in other languages through the use of some authentic texts, media, and through contact with individuals from other cultures using other languages; • 6.4 Apply the growing knowledge of other cultures in relationship to a variety of authentic texts. • 7.2 Acquire knowledge that is only available through other languages and cultures; • 7.3 Use information acquired through other languages and cultures in the study of other disciplines; • 7.4 Use knowledge acquired through other languages and cultures for expansion of personal knowledge and experience; 7.5 Recognize and demonstrate the concept of multiple cultural perspectives. | <ul style="list-style-type: none"> • Application quizzes • End of chapter test • Book work written activities • Sound booth speaking practice • In-class speaking practice • Audio program listening activities • In class dialogs • Blackboard entry • Video program pre- and post viewing activities • Reading w/comprehension questions and reading strategy • Collins program type 1, 2 and 3 writings • Téléroman |
| <p>Chapt. 10 (Bien Dit 3)</p> | <p>Culture: Rennes</p> <p>Grammar:</p> | <ul style="list-style-type: none"> • Talk about your routine • Express impatience • Use reflexive verbs | <ul style="list-style-type: none"> • 1.3 Sustain conversation on familiar topics; • 1.4 Derive meaning from oral, visual, and limited written stimuli and respond appropriately; | <ul style="list-style-type: none"> • Rennes culture quiz • Written vocabulary quizzes • Written grammar quizzes |

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| | <ul style="list-style-type: none"> • Reflexive verbs • Tout, tous, toute, toutes • S'appeler and se lever • Reflexive verbs in the passé composé • Imperative with reflexive verbs • Reflexive verbs with infinitives <p>Vocab:</p> <ul style="list-style-type: none"> • Daily routine vocab | <ul style="list-style-type: none"> • Use tout, tous, toute, toutes • Use the verb s'appeler and se lever • Learn about francophone culture • Say when you do things • Make recommendations • Use reflexive verbs in the passé composé • Use the imperative with reflexive verbs • Use reflexive verbs with infinitives • Develop listening, reading and writing skills | <ul style="list-style-type: none"> • 1.5 Initiate, sustain, and bring closure to a variety of communicative tasks or situations; • 1.6 Express thoughts, ideas, preferences, and opinions in oral and written form; • 1.8 Transcribe and produce familiar idioms and limited extended discourse; • 2.4 Guess intelligently and respond appropriately; • 2.8 Derive meaning from contexts; • 3.3 Meet a number of practical writing needs using lists, notes, short letters, and journals. • 3.5 Express in writing personal information, ideas, thoughts, preferences, and opinions; • 4.1 Understand, respond to, and formulate questions and discussion. • 4.2 Interact successfully in daily social situations. • 4.3 Interact successfully in basic communicative tasks. • 5.3 Recognize the differences between one's own culture and other cultures and act in ways that reflect that knowledge. • 5.5 Strengthen one's development in other languages through the use of some authentic texts, media, and through contact with individuals from other cultures using other languages; • 6.4 Apply the growing knowledge of other cultures in relationship to a variety of authentic texts. • 7.2 Acquire knowledge that is only available through other languages and cultures; • 7.3 Use information acquired through other languages and cultures in the study of other disciplines; • 7.4 Use knowledge acquired through other languages and cultures for expansion of personal knowledge and experience; 7.5 Recognize and demonstrate the concept of multiple cultural perspectives. | <ul style="list-style-type: none"> • Application quizzes • End of chapter test • Book work written activities • Sound booth speaking practice • In-class speaking practice • Audio program listening activities • In class dialogs • Blackboard entry • Video program pre- and post viewing activities • Reading w/comprehension questions and reading strategy • Collins program type 1, 2 and 3 writings • Téléroma |
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