




French V

Theme: How do you / I look at the world?

| TOPIC | Communication  | Cultures  | Comparisons  | Essential Structures |
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| | LEARNER OUTCOMES (PERFORMANCE INDICATORS) | | | |
| 1. Regions of France. | <p>A1. Exchange information.</p> <p>A1. Describe people and places.</p> <p>A2,B1,C1,C5. Ask and describe what a place was like.</p> <p>A3,B1,C1,C5. Express and defend preferences.</p> <p>A3, B1. Express enthusiasm and dissatisfaction.</p> <p>A1,B1,B3,C1,C5. Discuss available activities and sports.</p> <p>C2. Present an overview of a region of France.</p> | <p>E2,E4. Identify regional clothing.</p> <p>E2. Investigate regional specialties.</p> <p>E2. Identify regional products.</p> <p>D2,E2. Discuss advantages of train travel in France.</p> | <p>I1,I2. Compare clothing, specialties and products.</p> <p>I1,I2. Compare traditions and music.</p> | <ul style="list-style-type: none"> - French menu/food vocabulary - Imparfait/passé compose - Transportation - Depuis |
| 2. World issues and environment . | <p>A1,A4,B1,B3,C5. Forbid and reproach.</p> <p>A1,A3,B1,B3. Justify actions and reject excuses.</p> <p>A3,B1,B3. Express obligation.</p> <p>A1,B3,C1,C5. Hypothesize what one would/should do.</p> <p>A3,B1,B3. Express concern.</p> <p>A1,B3,C1,C2. Relate a sequence of past events.</p> | <p>D3,E3. Identify environmental, social, economic and political issues.</p> <p>D3,E3. Research racial / immigration issues.</p> <p>D3,E2. Identify environmental organizations.</p> <p>D4,E3. Discuss past events that affect current events.</p> | <p>I1,I2. Compare work ethic.</p> <p>I2,I3. Compare environmental issues.</p> <p>I2,I3. Compare social issues.</p> <p>I2,I3. Compare economic issues.</p> <p>I2,I3. Compare political issues.</p> | <ul style="list-style-type: none"> - Ne...pas + infinitive - Subjunctive - DEVOIR review - Household chores - Personal responsibilities - Social responsibilities - Conditionnel - Plus-que-parfait - Conditionnel passé - Environmental vocabulary |



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| <p>3. French throughout the world.</p> | <p>A1,B1,B4,C1,C5. Identify Francophone countries of the world.</p> <p>A3,C1. Make observations and give impressions.</p> <p>A1,C2. Describe people and places in complex sentences.</p> <p>A3. Express different feelings towards other people.</p> <p>A1. Read and discuss stories/excerpts.</p> | <p>D4,E3. Investigate modernization in Francophone countries.</p> <p>D4, E3. Discuss history and it's impact on colonization.</p> <p>D2,E2. Discuss Francophone music and art.</p> <p>D4,E3,E4. Investigate the triangular slave route – Europe, Africa, America – and its social and cultural impact.</p> | <p>I2. Compare people, things, places and situations.</p> <p>I3. Compare life in francophone countries with life in France and the United States.</p> | <ul style="list-style-type: none"> - World geography - Relative pronouns and clauses - Reflexive verbs - Comparatives and superlatives - Passé simple - Literary terms |
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| <p>4. French Civilization Past and Present: History, literature, art.</p> | <p>A1,B3,C1,C5. Describe past events.</p> <p>A1,B3,B4,C1,C5. Describe historical and literary characters.</p> <p>A1,C1,C5. State factual information.</p> <p>A3. Express appreciation and criticism.</p> <p>A3, C2. State generalizations and preferences.</p> <p>A1,A3,C1. Defend preferences, feelings and opinions.</p> <p>A2,B3. Ask questions that require further investigation.</p> <p>A4, A5,C3. Ask for clarification and suggest options.</p> <p>B4. Make inferences.</p> <p>B5. Use dictionary to expand vocabulary.</p> <p>C1. Present excerpts from authentic literature.</p> <p>C5. Write formal compositions and letters.</p> <p>A1,C4. Retell a story with details.</p> <p>A5,B4, C4. Summarize a literary selection.</p> | <p>D3,E2,E4. Investigate regions of France, traditions, customs and specialties.</p> <p>D4,E3. Examine historical figures and their influence.</p> <p>D3,E3. Discuss beliefs and attitudes.</p> <p>E2. Research artistic and literary contributions.</p> <p>D3,E2. Discuss literature as social commentary.</p> <p>D4,E2,E3. Examine French music through history.</p> | <p>I2. Compare beliefs and attitudes.</p> <p>I2. Compare artistic and literary contributions.</p> <p>I3. Compare impact of history on literature and art.</p> <p>I2. Compare styles of literature and art.</p> <p>I2. Compare music preferences.</p> <p>H1,H2,H3,H4,H5. Compare language systems.</p> | <ul style="list-style-type: none"> - Geography - Plus-que-parfait - Conditionnel passé - Passé simple - Subjunctive - Historical, literary and art terms - Vocabulary pertinent to selected works - Suggested readings i.e. LA PARURE, LE BOURGEOIS GENTILHOMME, etc. - Suggested films i.e. AU REVOIR, LES ENFANTS - Prepositions with geographical names - Double object pronouns - Relative pronouns - Faire + infinitive |
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| <p>Connections</p>  | <ul style="list-style-type: none">• F3. Plan a sample itinerary.• G1,G2. Use the Internet to gather facts.• F3. Access resources in the target language on topics discussed in other classes.• F1. Use PowerPoint to present.• F1. English: Identify similar literary and artistic styles. |
| <p>Communities</p>  | <ul style="list-style-type: none">• K3. Visit art museums.• K4,K5. Explore opportunities for intercultural opportunities.• J2,J3,K3,K4. Use French wherever possible.• J3,K3,K4. Attend community activities that relate to foreign language study.• K2. Investigate careers related to foreign language study. |