

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

French 5

Grade Level: 11-12

Date of Board Approval: _____ 2013 _____

Planned Instruction

Title of Planned Instruction: French 5

Subject Area: World Language

Grade(s): 11-12

Course Description:

French 5 is conducted almost entirely in French. This course will explore important historical events in French history from prehistory through the twenty-first century. Students will enhance their understanding of French through the study of various literary selections contained in each chapter. Students will continue their study of grammar and vocabulary through the culture and literary selections as well as in individual grammar lessons. A command of the language through writing and oral presentations focusing on the themes of global challenges, science and technology, contemporary life, personal and public identities, families and communities and beauty and esthetics will be an integral part of the course.

Time/Credit for the Course: Full Year

Curriculum Writing Committee: Christine Mahalidge

Curriculum Map

1. Marking Period One -Overview with time range in days:

Introduction to the first two Advanced Placement Themes: Global Challenges and Science and Technology. How our scientific and technological advancements are helping or hindering the global challenges of France. 40-45 days

Marking Period One -Goals:

Understanding of:

- An introduction and discussion of French culture, literature and art beginning with the first inhabitants and concluding with the first half of the Middle Ages.
- The use of various common phrases to discuss the two themes
- The formation and use of the present tense of regular, irregular, and stem-changing verbs
- The differentiation between “depuis” and “pendant”
- The formation and use of adverbs
- The placement of the adverbs *souvent*, *toujours*, *peut-être*, *beaucoup*, *longtemps*, and *bien*.
- The use of appropriate thematic vocabulary to enhance writing , reading, and speaking

2. Marking Period Two -Overview with time range in days:

Advanced Placement Themes 3 and 4: Contemporary Life and Personal and Public Identities. How the changes in the lifestyle of the twenty-first century have affected our view of our personal lives. How our personal lives and social interactions will determine our place in the global society of the twentieth century France. 40-45 days

Marking Period Two -Goals:

Understanding of:

- French culture, art and literature of the Middle Ages through the Renaissance
- The forms, use, and position of direct and indirect object pronouns
- The forms, use, and position of the adverbial pronouns “y” and “en”
- The distinction between “subject” and “stress pronouns”
- The use of “verbs of communication”
- The formation of the Imperative Mood of regular and irregular verbs
- The formation of the Negative Imperative
- The use of object and adverbial pronouns in imperative constructions
- The use of the future and conditional tenses
- The use of *devoir* in various tenses
- How the meaning of “devoir” changes depending upon the tense in which it is used

DELAWARE VALLEY SCHOOL DISTRICT

- The use of appropriate thematic vocabulary to enhance writing , reading, and speaking

3. Marking Period Three -Overview with time range in days:

Advanced Placement Theme 5: Families and Communities. How can relationships with our family and friends have helped to develop our global outlook. How the development of personal relationships will influence our ability to interact socially and professionally. 40-45 days

Marking Period Three -Goals

Understanding of:

- French culture, art and literature of the Renaissance through Eighteenth Century
- The forms and use of the Subjunctive of regular and irregular verbs
- The use of the Indicative versus the Subjunctive versus the Infinitive
- The forms and use of the Imperative Mood of regular and irregular verbs
- The forms and use of reflexive verbs in regular verb constructions and in the Imperative Mood
- The use of “Faire Causatif”
- The forms, agreement, and position of regular and irregular adjectives
- Negative expressions in statements and questions
- The form and use of regular and irregular present participles
- The use of appropriate thematic vocabulary to enhance writing , reading, and speaking

4. Marking Period Four –Overview with time range in days:

Advanced Placement Theme 6: Beauty and Aesthetics. How an understanding of beauty and aesthetics in enriches student understanding of the lifestyle and culture of the francophone world. 40-45 days

Marking Period Four -Goals:

Understanding of:

- French culture, art, and literature of the French Revolution
- The forms and uses of possessive, relative, and interrogative pronouns
- The use of the definite demonstrative pronoun “*celui*”
- The use of the indefinite demonstrative pronouns “*ceci, cela, and ça*”
- The use of the passive voice
- The use of the infinitive
- The use of the grammatical construction “*quelque chose + preposition*”
- The use of appropriate thematic vocabulary to enhance writing , reading, and speaking

DELAWARE VALLEY SCHOOL DISTRICT

UNIT: 1

Big Idea # 1: Communication in a Language Other Than English

Essential Questions:

- How can learning about the practices of another culture give us insights into the perspectives of the people of that culture?

Concepts:

- Products, artifacts, and perspectives Students know...Abstract (intangible) products of the culture such as types of food preferred, system of government
- Social interactions, practices, and perspectives Students know...Abstract practices of the culture such as economic or political dispositions

Competencies:

- Research and report on an economic or political situation in the target culture
- More fluidity in asking and answering questions about common daily activities and interests
- Comprehension and discussion of ideas and concepts contained in authentic French texts.

Big Idea #2: Acquiring a Knowledge and Understanding of Other Cultures

Essential Questions:

- Where in the local or world community can we use the second language we are learning?
- How may contact with native speakers in the local or world community enhance our language proficiency?
- How can we use technology to communicate with native speakers anywhere in the world?

Concepts:

- Social exchanges, applications, and perceptions - Students know... differentiated study and practice of the culture (ex. economic and/or political environments).
- Social practices, viewpoints, and perceptions - Students know... How to probe authentic materials (newspapers, articles, websites, magazines, TV) for practices and perceptions of the francophone culture.

Competencies:

- Selection and analysis of an article, piece of literature or other art form from the francophone culture.
- Research and discussion of cultural and social views and relationships in relationship to economic and social status, education, and age group.
- Acquire additional information (podcasts, news articles, broadcasts, cinema, webcasts and websites) to demonstrate similarities and differences.

Big Idea #3: Cooperative Learning Activities with Other Disciplines to Acquire Supplementary Information

Essential Questions:

- In what ways does second language learning strengthen and encourage interdisciplinary interaction?
- What knowledge and insight can we gain from world language study that otherwise would not be available to us?

DELAWARE VALLEY SCHOOL DISTRICT

- What types of print and non-print resources are available to encourage greater interaction with the French language and other francophone cultures?

Concepts:

- Learning materials from the target culture such as biographies of famous people from the perspective of the culture.
- Authentic materials accompanied with audio and visual support that coincide with other texts and materials from different subject areas.

Competencies:

- Compare and contrast pieces of literature from same time periods (ex. French Romanticism/English Romanticism) to determine similarities and differences.
- Research and prepare an analysis of francophone culture to American culture.
- Acquire additional information (podcasts, news articles, broadcasts, cinema, webcasts and websites) to enhance cultural comparisons
- Exchange information from the target culture on political or environmental issues
- Provide information found in the second-language media that provides a new or expanded perspective from that in English-language resources (e.g., historical views, social commentary, opinions on public persons)

Big Idea #4: Develop Comprehension of the Nature of Language and Culture

Essential Questions:

- Does comparing and contrasting the French language with English assist in a better understanding of English vocabulary and grammatical constructions?

Concepts:

- Vocabulary and grammatical constructions will be expanded to allow for ongoing comparisons and contrasts between French and English
- Research and investigations of various culture topics (pertinent to community, society, social problems, and art) to assist in the comparison of these area with one's own heritage..

Competencies:

- Describe and discuss cultural practices, viewpoints, and financial status in one's own language and the French language with content presented in order to compare and contrast the two cultures and languages (ex. Art, literature, music, folklore, traditional dance, religion, cultural celebrations and observations, work, pastimes, social and political beliefs, and cuisine)
- Enrich reading and listening skills in both languages through the use of differentiated strategies such as the use of prior knowledge, predicting from the context studied, extended vocabulary

Big Idea #5: Participation in Interdisciplinary Cooperative Learning Activities to Provide Additional Information and Perceptions

Essential Questions:

- What are the benefits of learning a second language to the local and world-wide community
- How may exposure to native speakers (both local and world-wide) enhance language proficiency?

DELAWARE VALLEY SCHOOL DISTRICT

- How can the use of different forms of technology (webinars, video conferences, etc.) assist in our communication with native speakers throughout the world?
- Can the use, knowledge and enjoyment of a second language continue once formal learning ends?

Concepts:

- Understanding of careers that require knowledge of the culture and proficiency in the language is vital.
- Presentations, performances, exhibits, and demonstrations relating to the target language and culture.

Competencies:

- Conversations and /or interviews with native speakers concerning education, social, political and economic concerns
- Familiarity with the local, national and global employment opportunities.
- Knowledge of local, national, global demographics that would provide opportunities for continued language acquisition.

Curriculum Plan

Unit: 1

Time Range in Days: 45 Days

Standard(s): PA Common Core Standards, ACTFL Standards

Standards Addressed:

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F;

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: How science and technology have assisted in understanding the global challenges of the French speaking world.

Focus Question(s): How can the study of France from prehistory to the Middle Ages assist in our understanding of their culture, language development and social interaction?

Goals: Students will be able to discuss the evolution of France as a nation and the contributions made by the influx of different tribes and peoples who migrated to the territory that is now France.

Objectives:

1. Students will be able to use context clues to identify the meaning of unfamiliar words in order to acquire and use academic and content vocabulary. (DOK level 1, DOK level 2)
2. Students will be able to determine the author's purpose and describe how it affects the interpretation of a reading selection as well as to make connections between literary texts and real-life situations. (DOK level 3, DOK level 4)
3. Students will be able to support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)
4. Students will be able to use grammatical constructions and thematic vocabulary to enhance their writing and speaking proficiency to enable more interaction in the classroom setting.

Core Activities and Corresponding Instructional Methods:

1. Introduce «L'Art préhistorique» and «L'Humour Gallo-Romain » (Trésors du temps, Niveau Avancé, pages 22-23 ; 50-51)

DELAWARE VALLEY SCHOOL DISTRICT

2. Introduce France from prehistoric times to the Middle Ages (Trésors du temps, Niveau Avancé, pages 1-3, 22-23, 25-29, 50-51, 53-56, 82-83, 85-90)
3. Presentation and discussion of the literature present from prehistory to the Middle Ages (Trésors du temps)
 - a. «La France, ses provinces et ses départements – Guided reading followed by small group collaborative learning to complete activities (pages 6-10)
 - b. «De bello gallico – Guided reading followed by small group collaborative learning to complete activities (pages 32-33)
 - c. «Le Vase de Soissons» – Small group/*independent* reading, collaborative learning (pages 34-36)
 - d. La Chanson de Roland – Small group/*independent* reading, collaborative learning (pages 60-62)
 - e. «Tristan et Yseut» – Guided reading followed by small group collaborative learning to complete activities (pages 63-65)
4. Integrate academic and content grammar and vocabulary activities
 - a. Direct instruction and practice, small group/collaborative learning: present, imperfect, passé compose of regular and irregular verbs, reflexive verbs, use of articles (definite, indefinite, and partitive) the imperative mood, the past tenses, thematic vocabulary, graphic organizers, presentations and visualizations using Smartboard, speaking, listening, reading, and writing activities
 - b. Direct instruction on the format and purpose of each writing assignment (this applies to both formal, informal, and journal entries) followed by sharing of information and discussion of the constructions and structures used to convey ideas.
 - c. Direct instruction and small group/collaborative learning: culture and literary selections
5. Recall present tense and imperative mood (Une fois pour toutes, Troisième édition, pages 10-18)
6. Recall the use of definite, indefinite and partitive articles, the formation of nouns – masculine/feminine, singular/plural (Une fois pour toutes, Troisième édition, pages 1-10)
7. Recall the passé compose, imparfait, plus-que-parfait (Trésors du temps, pages 11-19, 37-49, 67-81)
8. Apply concepts and vocabulary to create a formal writing assignment.
 - a. Courrier Electronique (e-mail) – Writing and e-mail to ask for information
 - b. Courrier Electronique (e-mail) – Responding to an e-mail
 - c. Essay – Cultural comparison

DELAWARE VALLEY SCHOOL DISTRICT

9. Use context clues to respond to real-life situation writing prompts.
 - a. Synthesize and use context clues to be able to respond to oral prompts – one brief exchange and one dialogue
 - b. Interpersonal
 - c. Interpretative
10. Compare and contrast demographics of United States with that of France (Trésors du temps, pages 7-9)
11. Use thematic vocabulary to assist in daily conversations and writing assignments (En d'autres termes, pages 1-12, and 25-36)
12. Make observations how being bilingual increases a person's ability to understand the challenges facing people outside of the United States (AP French: Preparing for the Language and Culture Examination, pages 4-5, 86-87, 132, 165, 212)

Assessments:

Diagnostic: Oral questions, think/pair/share, guiding questions, graphic organizers

Formative: Short readings, informal writing assignments, vocabulary quizzes

Summative: Grammar tests, short answer essay test, formal writing assignments, performance based assessments (reading, speaking, and writing)

Extensions:

1. Supplementary speaking activities
2. Supplementary vocabulary and grammar activities
3. Supplementary grammar and vocabulary activities from www.studyfrench.com, www.languageguide.org/francais/grammar and www.ilovelanguage.com.

Correctives:

1. More extensive reading time (oral and independent)
2. More extensive direct instruction, modeling and practice of reading, writing, listening, and speaking strategies
3. More supplemental activities to apply concepts correctly.

Materials and Resources:

PRINT TEXTS: Trésors du temps, Niveau Avancé, En d'autres termes, Deuxième Édition, Une fois pour toutes, Troisième édition, AP French: Preparing for the Language and Culture Examination

DELAWARE VALLEY SCHOOL DISTRICT

NON-PRINT TEXTS:

http://www.ebooksfrance.com/index.php?page+Bibliothèque&afficher_tout+1&inf=0“É=30

Non print resources available through [Trésors du temps](#) and [AP French : Preparing for the the Language and Culture Examination](#)

OTHER RESOURCES: Websites for grammar practice, vocabulary games, and listening activities that incorporate current events, , teacher-developed rubrics and AP scoring guides, teacher developed Smartboard files and activities, podcasts, websites such as:

Suggested radio stations:

- a. Radio France Internationale: <http://www.rfi.fr>
- b. France info : <http://www.radiofrance.fr/chaines/france-info/depeches/>
- c. Radio Canada : <http://www.Radio-Canada.ca>
- d. Radio Outre Mer: <http://www.rfo.fr>
- e. Radio Moyen Orient : <http://www.rmc-mo>

Suggested Television Programs :

- a. Télévision Française 1 : <http://www.tf1.fr>
- b. Antenne 2 : <http://www.antenne2.fr>
- c. TV5 : <http://www.tv5.fr>
- d. M6 : http://fr.news.yahoo.com/m6_6minutes.html

DELAWARE VALLEY SCHOOL DISTRICT

UNIT: 2

Big Idea # 1: Communication in a Language Other Than English

Essential Questions:

- What can the products (art, literature, realia) of another culture reveal about the perspectives of that culture?

Concepts:

- Products, artifacts, and perspectives Students know...Abstract (intangible) products of the culture such as types of food preferred, system of government
- Social interactions, practices, and perspectives Students know...Abstract practices of the culture such as economic or political dispositions

Competencies:

- Select and analyze a piece of literature or other art form from the culture
- Analyze social interactions observed in authentic texts, movies, documentaries
- Research and discuss how the target culture views social relationships based upon age, education, social status

Big Idea #2: Acquiring a Knowledge and Understanding of Other Cultures

Essential Questions:

- How can we express and exchange opinions in another language?
- How can we use technology to communicate with native speakers anywhere in the world?

Concepts:

- Language (vocabulary, grammar, sound system) to exchange information about school, activities, friends and family
- Informational material before visiting a community venue or internet exchange where the French is spoken

Competencies:

- Exchange information with a speaker from the community who visits the classroom or in his/her place of work
- Research, select, and use authentic materials to explore career opportunities, enrichment activities and sources of personal enjoyment

Big Idea #3: Cooperative Learning Activities with Other Disciplines to Acquire Supplementary Information

Essential Questions:

- Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand both our culture and the French culture?
- What knowledge and insight can we gain from world language study that otherwise would not be available to us?

DELAWARE VALLEY SCHOOL DISTRICT

Concepts:

- Information in authentic materials that is new to the learner in content or perspective Cultural topics that deal with society, community norms to compare with one's own
- Learning materials from the target culture such as biographies of famous people from the perspective of the culture (Marie and Pierre Curie in a French text), ecology (Costa Rica's investment in Eco-tourism), history (Gallic wars in Latin)

Competencies:

- Expand vocabulary by working with borrowed words, foreign phrases and mottoes, prefixes and suffixes
- Exchange information from the target culture on political or environmental issues
- Provide information found in the second-language media that provides a new or expanded perspective from that in English-language resources (e.g., historical views, social commentary, opinions on public persons)

Big Idea #4: Develop Comprehension of the Nature of Language and Culture

Essential Questions:

- How does comparing and contrasting the target language with our own language help us better understand the structure and vocabulary of English?
- Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand their own culture?
- How does appreciation of cultural diversity enhance cross-cultural understanding?

Concepts:

- Language use for purposes of business, propaganda, humor in the target culture compared to one's own.
- Literary and artistic works that demonstrate cultural perspectives (poetry, theatre, graphic novels, TV shows) that are similar or different from one's own.

Competencies:

- Talk about how language structures reflect ways in which cultures organize information and view the world (e.g., propaganda, commercials, political satire)
- Compare and contrast how products and practices reflect cultural perspectives in the target culture and in their own
- Identify and share findings about how culture is reflected in literary genres and the media (e.g., poetry, theatre, graphic novels, comic books, newspapers, magazines, internet, TV, film)

Big Idea #5: Participation in Interdisciplinary Cooperative Learning Activities to Provide Additional Information and Perceptions

Essential Questions:

- What are the benefits of learning a second language to the local and world-wide community
- How may exposure to native speakers (both local and world-wide) enhance language proficiency?
- How can the use of different forms of technology (webinars, video conferences, etc.) assist in our communication with native speakers throughout the world?
- Can the use, knowledge and enjoyment of a second language continue once formal learning ends?

DELAWARE VALLEY SCHOOL DISTRICT

Concepts:

- Understanding of careers that require knowledge of the culture and proficiency in the language is vital.
- Presentations, performances, exhibits, and demonstrations relating to the target language and culture.

Competencies:

- Conversations and /or interviews with native speakers concerning education, social, political and economic concerns
- Familiarity with the local, national and global employment opportunities.
- Knowledge of local, national, global demographics that would provide opportunities for continued language acquisition.

DELAWARE VALLEY SCHOOL DISTRICT

Unit: 2

Time Range in Days: 45 Days

Standard(s): PA Common Core Standards, ACTFL Standards

Standards Addressed:

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F;

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: My personal and public identity and my viewpoint on Contemporary life

Focus Question(s): How do I relate to the people and the situations on a personal and global level? How are contemporary lifestyles, beliefs, and trends similar or different from my life style and upbringing?

Goals: Students will be able to describe everything that pertains to their hobbies, interests, likes, dislikes, beliefs, and their relationships in comparison to the personal, social and global challenges of the francophone world in the mid fifteenth century.

Objectives:

1. Students will be able to use context clues to identify the meaning of unfamiliar words in order to acquire and use academic and content vocabulary. (DOK level 3, DOK level 4)
2. Students will be able to determine the author’s purpose and describe how it affects the interpretation of a reading selection as well as to make connections between literary texts and real-life situations. (DOK level 3, DOK level 4)
3. Students will be able to support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 4)

Core Activities and Corresponding Instructional Methods:

1. Introduce «L’Art du Moyen-Âge» and «L’Art de la Renaissance», (Trésors du temps, Niveau Avancé, pages 116-117; 148-149)
2. Presentation and discussion of France from the latter half of the Middle Ages through the Reformation (Trésors du temps, Niveau Avancé, pages 85-91; 119-124)
3. Analyze literature (Trésors du temps, Niveau Avancé)
 - a. “*Le Farce de Maître Pathelin*”, Small group/*independent* reading, collaborative learning (pages 92-101)

DELAWARE VALLEY SCHOOL DISTRICT

- b. *“La Ballade des pendus”* – Guided reading followed by small group collaborative learning to complete activities. (pages 102-104)
 - c. *“La naissance de Pantagruel”* – Small group/*independent* reading, collaborative learning (pages 125-127)
 - d. *“Le jugement de Jehan le Fou”* – Guided reading followed by small group collaborative learning to complete activities. (pages 128-130)
 - e. *“Contre le colonialism”* - Guided reading followed by small group collaborative learning to complete activities. (pages 131-133)
 - f. *“Ode à Cassandre”* – Small group/*independent* reading, collaborative learning (pages 134-136)
4. Integrate academic and content grammar and vocabulary activities
 - a. Direct instruction and practice, small group/collaborative learning: form, position and use of direct, indirect and adverbial pronouns, the forms and use of stress (emphatic) pronouns, a review of the formation and use of the future, future perfect, conditional and past conditional tenses, a review of the sequence of tenses, a review of the use and meaning of “devoir” in each verb tense, visualizations using Smartboard, speaking, listening, reading, and writing activities
 - b. Direct instruction on the format and purpose of each writing assignment (this applies to both formal, informal, and journal entries) followed by sharing of information and discussion of the constructions and structures used to convey ideas.
 - c. Direct instruction and small group/collaborative learning: culture and literary selections
 5. Recall direct, indirect, and adverbial pronouns (Trésors du temps, Niveau Avancé, pages 105-109, 111-115 ; Une fois pour toutes, pages 89-98)
 6. Recall the formation and use of stress (emphatic) pronouns (Trésors du temps, Niveau Avancé, pages 110-111, 114-115; Une fois pour toutes, pages 98-104)
 7. Recall the use of the future, future perfect, conditional, and past conditional tenses (Trésors du temps, Niveau Avancé, pages 137-146 ; Une fois pour toutes, pages 51-70)
 8. Recall and differentiate between the subjunctive and indicative moods (Trésors du temps, Niveau Avancé, pages 169-181 ; Une fois pour toutes, pages 73-85)
 9. Synthesize and use context clues to be able to understand and respond to oral prompts – one brief exchange and one narrative (AP French: Preparing for the Language and Culture Examination, pages 12-13, 88-89, 133, 168, 212-213)
 10. Use thematic vocabulary to assist in daily conversations and writing assignments (En d’Autres Termes, pages 85-94; 105-114)
 - a. Courrier Electronique (e-mail) – Writing and e-mail to ask for information

DELAWARE VALLEY SCHOOL DISTRICT

- b. Courrier Electronique (e-mail) – Responding to an e-mail
- c. Essay – Cultural comparison

11. Make observations that support how learning another language strengthens one's knowledge of English and provides a new understanding of and an appreciation for cultural diversity (AP French: Preparing for the Language and Culture Examination, pages 4-5, 86-87, 132, 165, 212)

Assessments:

Diagnostic: Oral questions, think/pair/share, guiding questions, graphic organizers

Formative: Short readings, informal writing assignments, vocabulary quizzes

Summative: Grammar tests, short answer essay test, formal writing assignments, performance based assessment (reading, speaking, and writing)

Extensions:

1. Supplemental speaking activities
2. Supplemental vocabulary and grammar activities

Correctives:

1. More extensive reading time (oral and independent)
2. More extensive direct instruction, modeling and practice of reading, writing, listening, and speaking strategies
3. More supplemental activities to apply concepts correctly.

Materials and Resources

PRINT TEXTS: Trésors du temps, Niveau Avancé, En d'autres termes, Deuxième Édition, Une fois pour toutes, Troisième édition, AP French: Preparing for the Language and Culture Examination

NON-PRINT TEXTS:

http://www.ebooksfrance.com/index.php?page+Bibliothèque&afficher_tout+1&inf=0“É=30

Non print resources available through Trésors du temps and AP French : Preparing for the the Language and Culture Examination

OTHER RESOURCES: Websites for grammar practice, vocabulary games, and listening activities that incorporate current events, , teacher-developed rubrics and AP scoring guides, teacher developed Smartboard files and activities, podcasts, websites such as:

DELAWARE VALLEY SCHOOL DISTRICT

Suggested radio stations:

- a. Radio France Internationale: <http://www.rfi.fr>
- b. France info : <http://www.radiofrance.fr/chaines/france-info/depeches/>
- c. Radio Canada : <http://www.Radio-Canada.ca>
- d. Radio Outre Mer: <http://www.rfo.fr>
- e. Radio Moyen Orient : <http://www.rmc-mo>

Suggested Television Programs :

- a. Télévision Française 1 : <http://www.tf1.fr>
- b. Antenne 2 : <http://www.antenne2.fr>
- c. TV5 : <http://www.tv5.fr>
- d. M6 : http://fr.news.yahoo.com/m6_6minutes.html

DELAWARE VALLEY SCHOOL DISTRICT

UNIT: 3

Big Idea # 1: Communication in a Language Other Than English

Essential Questions:

- How does second language learning reinforce and expand interdisciplinary studies?

Concepts:

- Information in authentic materials that is new to the learner in content or perspective Learning materials from the target culture such as biographies of famous people from the perspective of the culture (Marie and Pierre Curie in a French text)

Competencies:

- Exchange information from the target culture on political or environmental issues
- Provide information found in the second-language media that provides a new or expanded perspective from that in English-language resources (e.g., historical views, social commentary, opinions on public persons)

Big Idea #2: Acquiring a Knowledge and Understanding of Other Cultures

Essential Questions:

- How can we use the second language we know to exchange information from another person?
- How can we express and exchange opinions in a second language?

Concepts:

- Strategies to keep a conversation going beyond simple Question/Answer Informational material before visiting a community venue or internet exchange where the French is spoken
- Negotiation strategies when not understood or not understanding

Competencies:

- Exchange opinions about persons or events
- Talk about personal feelings and ideas with peers
- Share personal reactions to ideas in authentic texts

Big Idea #3: Cooperative Learning Activities with Other Disciplines to Acquire Supplementary Information

Essential Questions:

- What can we do to deal with unexpected situations in another culture?

Concepts:

- Strategies to keep a conversation going beyond simple Question/Answer
- Negotiation strategies when not understood or not understanding
- Circumlocution strategies by using known vocabulary to define unknown

Competencies:

- Accomplish complicated "survival" tasks (e.g., making reservations, returning merchandise)

DELAWARE VALLEY SCHOOL DISTRICT

- Authentic materials with visual support accompanied by French language text in subject areas of interest and recent study
- Exchange information from the francophone culture on political or environmental issues

Big Idea #4: Develop Comprehension of the Nature of Language and Culture

Essential Questions:

- How can we use a second language to share information, concepts, and ideas with listeners and/or readers?
- What knowledge and skills do we need to make oral or written presentations in a variety of formats (posters, videos)?

Concepts:

- Process of creating a paragraph-length presentation
- Genre conventions
- Dictionary use

Competencies:

- Prepare a talk or article based upon research about a person, place or historical event
- Analyze and express opinions about literary works or visual arts studies
- Write an article, create a Power Point, make a video broadcast on a theme studied

Big Idea #5: Participation in Interdisciplinary Cooperative Learning Activities to Provide Additional Information and Perceptions

Essential Questions:

- What are the benefits of learning a second language to the local and world-wide community
- How may exposure to native speakers (both local and world-wide) enhance language proficiency?
- How can the use of different forms of technology (webinars, video conferences, etc.) assist in our communication with native speakers throughout the world?
- Can the use, knowledge and enjoyment of a second language continue once formal learning ends?

Concepts:

- Understanding of careers that require knowledge of the culture and proficiency in the language is vital.
- Presentations, performances, exhibits, and demonstrations relating to the target language and culture.

Competencies:

- Conversations and /or interviews with native speakers concerning education, social, political and economic concerns
- Familiarity with the local, national and global employment opportunities.
- Knowledge of local, national, global demographics that would provide opportunities for continued language acquisition.

DELAWARE VALLEY SCHOOL DISTRICT

Unit: 3

Time Range in Days: 45 Days

Standard(s): PA Common Core Standards, ACTFL Standards

Standards Addressed:

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F;

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: The World Around Me

Focus Question(s): How has my family structure , beliefs and customs affected my perception of individuals from diverse ethnic backgrounds? How does an understanding of art and esthetics contribute to my understanding of myself and more clear conception of cultural diversity?

Goals: Students will be able to describe and discuss their family’s beliefs, traditions, celebrations, ideals in comparison to those of the francophone world. Students will be able to study and discuss French art, music, and literature and its global impact

Objectives:

1. Students will be able to use context clues to identify the meaning of unfamiliar words in order to acquire and use academic and content vocabulary. (DOK level 4, DOK level 4)
2. Students will be able to determine the author’s purpose and describe how it affects the interpretation of a reading selection as well as to make connections between literary texts and real-life situations. (DOK level 3, DOK level 4)
3. Students will be able to support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 4)

Core Activities and Corresponding Instructional Methods:

1. Introduction and discussion of «L’Art du dix-septième siècle» and L’Art du dix-huitième siècle» (Trésors du temps, Niveau Avancé, pages 182-183 ; 218-219)
2. Introduction, collaborative learning activities and discussion of the Classical Age (Seventeenth Century France) to the Eighteenth Century (Trésors du temps, Niveau Avancé, pages 151-156; 221-228)

DELAWARE VALLEY SCHOOL DISTRICT

3. Analyze literature (Trésors du temps, Niveau Avancé)
 - a. L'école des femmes, Molière – Guided reading followed by small group collaborative learning to complete activities
 - b. “*Lettre à sa fille sur la mort de Vatel*», *Madame de Sévigné* - Small group/independent reading, collaborative learning (pages 166-168)
 - c. Candide ou L'optimisme, Voltaire – Guided reading followed by small group collaborative learning to complete activities (pages 193-198)
 - d. “*Le ruban volé*”, *Jean-Jacques Rousseau* – Small group/independent reading, collaborative learning (pages 199-200)
 - e. “*Voyages en France*”, Arthur Young – Small group/independent reading, collaborative learning (pages 229-230)
 - f. “*Souvenirs*”, *Madame Vigée-Lebrun* – Small group/independent reading, collaborative learning (pages 232-233)
 - g. “*La Prise de la Bastille racontée par un de ses défenseurs*”, *Louis DeFlue* – Small group/independent reading, collaborative learning (pages 234-236)
4. Integrate academic and content grammar and vocabulary activities
 - a. Direct instruction and practice, small group/collaborative learning: formation and use of the verbs in the subjunctive mood (present and past subjunctive); the difference between using the “subjunctive” versus “Infinitive”. The conjugation and use of reflexive verbs (examples using various tenses).
 - b. Direct instruction on the form, use, agreement, and position of regular and irregular adjectives.
 - c. Direct instruction on the use and position of negative phrases in sentences and questions.
 - d. Direct instruction on the format and purpose of each writing assignment (this applies to both formal, informal, and journal entries) followed by sharing of information and discussion of the constructions and structures used to convey ideas.
 - e. Direct instruction and small group/collaborative learning: culture and literary selections
5. Recall formation and use of the subjunctive (Trésors du temps, Niveau Avancé, pages 169-181; Une fois pour toutes, Troisième édition, pages 73-85)
6. Recall the formation and use of the reflexive pronouns and reflexive verbs (Trésors du temps, Niveau Avancé, pages, 205-210, 212-214)
7. Recall the use of faire + infinitive to express “to have something done” (Trésors du temps, Niveau Avancé, pages 210-212, 215) Recall the formation and use of adjectives (Trésors du temps, Niveau Avancé, pages, 237-241, 248 ; Une fois pour toutes, Troisième édition, pages 163-180)

DELAWARE VALLEY SCHOOL DISTRICT

8. Recall the formation and use of the present participle (Trésors du temps, Niveau Avancé, pages, 246-247, 250-251 ; Une fois pour toutes, Troisième édition, pages 205-215)
9. Apply concepts and vocabulary to create a formal writing assignment AP French: Preparing for the Language and Culture Examination, pages 162-163)
 - a. Courrier Electronique (e-mail)
 - b. Persuasive Essay
 - c. Cultural Comparison Essay
10. Use context clues to respond to real-life situation writing prompts.
11. Synthesize and use context clues to be able to respond to oral prompts – two brief exchanges, one dialogue and one narrative (AP French: Preparing for the Language and Culture Examination, pages 212-213)
 - a. Interpretative
 - b. interpersonal
12. Use thematic vocabulary to assist in daily conversations and writing assignments (En d'Autres Termes, Deuxième Édition, pages 105-114, 135-147)

Assessments:

Diagnostic: Oral questions, think/pair/share, guiding questions, graphic organizers

Formative: Short readings, informal writing assignments, vocabulary quizzes

Summative: Grammar tests, short answer essay test, formal writing assignment, performance based assessment (reading, speaking, and writing)

Extensions:

1. Supplemental speaking activities
2. Supplemental vocabulary and grammar activities

Correctives:

1. More extensive reading time (oral and independent)
2. More extensive direct instruction, modeling and practice of reading, writing, listening, and speaking strategies
3. More supplemental activities to apply concepts correctly.

Materials and Resources:

PRINT TEXTS: Trésors du temps, Niveau Avancé, En d'autres termes, Deuxième Édition, Une fois pour toutes, Troisième édition, AP French: Preparing for the Language and Culture Examination

DELAWARE VALLEY SCHOOL DISTRICT

NON-PRINT TEXTS:

http://www.ebooksfrance.com/index.php?page+BibliothÈque&afficher_tout+1&inf=0“É=30

Non print resources available through Trésors du temps and AP French : Preparing for the the Language and Culture Examination

OTHER RESOURCES: Websites for grammar practice, vocabulary games, and listening activities that incorporate current events, Workbook in French Four Years CD, teacher-developed rubrics and AP scoring guides, teacher developed Smartboard files and activities, podcasts, websites such as:

Suggested radio stations:

- a. Radio France Internationale: <http://www.rfi.fr>
- b. France info : <http://www.radiofrance.fr/chaines/france-info/depeches/>
- c. Radio Canada : <http://www.Radio-Canada.ca>
- d. Radio Outre Mer: <http://www.rfo.fr>
- e. Radio Moyen Orient : <http://www.rmc-mo>

Suggested Television Programs :

- a. Télévision Française 1 : <http://www.tf1.fr>
- b. Antenne 2 : <http://www.antenne2.fr>
- c. TV5 : <http://www.tv5.fr>
- d. M6 : http://fr.news.yahoo.com/m6_6minutes.html

DELAWARE VALLEY SCHOOL DISTRICT

UNIT: 4

Big Idea # 1: Communication in a Language Other Than English

Essential Questions:

- How can we use the second language we know to exchange information from another person?
How can we use a second language to share information, concepts, and ideas with listeners and/or readers?

Concepts:

- Language (vocabulary, grammar, sound system) to exchange information about school, activities, friends
- Process of creating a paragraph-length presentation

Competencies:

- Find and share information in authentic materials(internet, magazines, children’s books) about cultural products
- Prepare a talk or article based upon research about a person, place or historical event
- Genre conventions

Big Idea #2: Acquiring a Knowledge and Understanding of Other Cultures

Essential Questions:

- What knowledge and skills do we need to make oral or written presentations in a variety of formats (posters, videos)?

Concepts:

- Process of creating a paragraph-length presentation
- Genre conventions
- Dictionary use

Competencies:

- Analyze and express opinions about literary works or visual arts studies
- Write an article, create a Power Point, make a video broadcast on a theme studied
- Prepare a talk or article based upon research about a person, place or historical event
- Analyze and express opinions about literary works or visual arts studies

Big Idea #3: Cooperative Learning Activities with Other Disciplines to Acquire Supplementary Information

Essential Questions:

- How does comparing and contrasting the French language with our own language help us better understand the structure and vocabulary of English?

Concepts:

- Expanded vocabulary and basic grammatical structures to compare with how they are similar or different from English

DELAWARE VALLEY SCHOOL DISTRICT

- Cultural topics that deal with society, community norms to compare with one's own

Competencies:

- Enhance reading / listening skills in first and second languages by working with strategies such as drawing upon prior knowledge, guessing from context, expanding vocabulary
- Describe cultural practices, products, perspectives in the target culture and their own to find similarities and differences (ex. Celebrations, religion, art, literature, music, dance, work and leisure philosophy, social and political issues, food traditions)

Big Idea #4: Develop Comprehension of the Nature of Language and Culture

Essential Questions:

- How does comparing and contrasting the target language with our own language help us better understand the structure and vocabulary of English?

Concepts:

- Language use for purposes of business, propaganda, humor in the target culture compared to one's own
- Literary and artistic works that demonstrate cultural perspectives (poetry, theatre, graphic novels, TV shows) that are similar or different from one's own.

Competencies:

- Talk about how language structures reflect ways in which cultures organize information and view the world (e.g., propaganda, commercials, political satire)
- Compare and contrast how products and practices reflect cultural perspectives in the target culture and in their own

Big Idea #5: Participation in Interdisciplinary Cooperative Learning Activities to Provide Additional Information and Perceptions

Essential Questions:

- How does appreciation of cultural diversity enhance cross-cultural understanding?
- Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand their own culture?

Concepts:

- Language use for purposes of business, propaganda, humor in the target culture compared to one's own
- Literary and artistic works that demonstrate cultural perspectives (poetry, theatre, graphic novels, TV shows) that are similar or different from one's own.

Competencies:

- Talk about how language structures reflect ways in which cultures organize information and view the world (e.g., propaganda, commercials, political satire)
- Enhance reading / listening skills in first and second languages by working with strategies such as drawing upon prior knowledge, guessing from context, expanding vocabulary

DELAWARE VALLEY SCHOOL DISTRICT

- Describe cultural practices, products, perspectives in the target culture and their own to find similarities and differences (ex. Celebrations, religion, art, literature, music, dance, work and leisure philosophy, social and political issues, food traditions)

DELAWARE VALLEY SCHOOL DISTRICT

Unit: 4

Time Range in Days: 45 Days

Standard(s): PA Common Core Standards, ACTFL Standards

Standards Addressed:

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F;

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: My family relationships and its effect on my social and emotional development
How an understanding of the arts can help to develop my understanding of different social, emotional, and economic issues.

Focus Question(s): How has my relationship with my family helped to develop my social/global perspective?
How have my academic experiences helped to nurture a greater appreciation of the arts?

Goals: Students will be able to describe their family structure and how it pertains to their more global/social development.
Students will also be able to discuss different forms of art (visual and performing) and their preferences

Objectives:

1. Students will be able to use context clues to identify the meaning of unfamiliar words in order to acquire and use academic and content vocabulary. (DOK level 3, DOK level 4)
2. Students will be able to determine the author's purpose and describe how it affects the interpretation of a reading selection as well as to make connections between literary texts and real-life situations. (DOK level 3, DOK level 4)
3. Students will be able to support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 4)

Core Activities and Corresponding Instructional Methods:

1. Integrate academic and content grammar and vocabulary activities
 - a. Direct instruction and practice, small group/collaborative learning: formation and use of the verbs in the subjunctive mood (present and past subjunctive); the difference

DELAWARE VALLEY SCHOOL DISTRICT

- between using the “subjunctive” versus “Infinitive”. The conjugation and use of reflexive verbs (examples using various tenses).
- b. Direct instruction on the format and purpose of each writing assignment (this applies to both formal, informal, and journal entries) followed by sharing of information and discussion of the constructions and structures used to convey ideas.
 - c. Direct instruction and small group/collaborative learning: culture and literary selections
2. Introduction and discussion of «L’Art de la fin de l’Ancien Régime», and «L’art de la Révolution». (Trésors du temps, Niveau Avancé, pages 252-253, 286-287)
 3. Introduction, collaborative learning activities and discussion of the French Revolution (Trésors du temps, Niveau Avancé, pages 255-263, 289-295)
 4. Analyze literature (Trésors du temps, Niveau Avancé)
 - a. “*Histoire de la Révolution par deux amis de la Liberté*”, Anonyme – Small group/independent reading, collaborative learning (pages 232-233)
 - b. “*Journal de ce qui s’est passé a la tour du Temple pendant la captivité de Louis VI, roi de France*, Jean-Baptiste Cléry – Guided reading followed by small group collaborative learning to complete activities (pages 267-269)
 - c. «*Le retour de Russie*», Victor Hugo – Guided reading followed by small group collaborative learning to complete activities (pages 296-299)
 - d. *Memoires d’outre-tombe*, François Renée de Chateaubriand – Small group/independent reading, collaborative learning (pages 299-303)
 - e. «Le Lac», Alphonse de Lamartine – Small group/independent reading, collaborative learning (pages 304-306)
 5. Recall the formation and use of possessive,- relative, interrogative, and demonstrative pronouns (Trésors du temps, Niveau Avancé, pages 271-285 ; Une fois pour toutes, Troisième édition, pages 105-115, 133-146)
 6. Recall the use of the passive voice, the infinitive (Trésors du temps, Niveau Avancé, pages 334-342)
 7. Recall the use of construction “*Quelque chose + preposition*” (Trésors du temps, Niveau Avancé, page 340)
 8. Apply concepts and vocabulary to create a formal writing assignment (AP French: Preparing for the Language and Culture Examination, pages 162-163)
 - a. Courrier Electronique (e-mail)
 - b. Persuasive Essay
 - c. Cultural Comparison Essay

DELAWARE VALLEY SCHOOL DISTRICT

9. Use context clues to respond to real-life situation writing prompts.
10. Synthesize and use context clues to be able to respond to oral prompts – two brief exchanges, one dialogue and one narrative (AP French: Preparing for the Language and Culture Examination, pages 212-213)
 - a. Interpretative
 - b. Interpersonal
 - c. Presentational
11. Use thematic vocabulary to assist in daily conversations and writing assignments (En d’Autres Termes, Deuxième Édition, pages 95-104, 127-134)

Assessments:

Diagnostic: Oral questions, think/pair/share, guiding questions, graphic organizers

Formative: Short readings, informal writing assignments, vocabulary quizzes

Summative: Grammar tests, short answer essay test, formal writing assignment, performance based assessment (reading, speaking, and writing)

Extensions:

1. Supplemental speaking activities
2. Supplemental vocabulary and grammar activities

Correctives:

1. More extensive reading time (oral and independent)
2. More extensive direct instruction, modeling and practice of reading, writing, listening, and speaking strategies
3. More supplemental activities to apply concepts correctly.

Materials and Resources:

PRINT TEXTS: Trésors du temps, Niveau Avancé, En d’autres termes, Deuxième Édition, Une fois pour toutes, Troisième édition, AP French: Preparing for the Language and Culture Examination

NON-PRINT TEXTS:

http://www.ebooksfrance.com/index.php?page+Bibliothèque&afficher_tout+1&inf=0“É=30

Non print resources available through Trésors du temps and AP French: Preparing for the the Language and Culture Examination

DELAWARE VALLEY SCHOOL DISTRICT

OTHER RESOURCES: Websites for grammar practice, vocabulary games, and listening activities that incorporate current events, Workbook in French Four Years CD, teacher-developed rubrics and AP scoring guides, teacher developed Smartboard files and activities, podcasts, websites such as:

Suggested radio stations:

- a. Radio France Internationale: <http://www.rfi.fr>
- b. France info : <http://www.radiofrance.fr/chaines/france-info/depeches/>
- c. Radio Canada : <http://www.Radio-Canada.ca>
- d. Radio Outre Mer: <http://www.rfo.fr>
- e. Radio Moyen Orient : <http://www.rmc-mo>

Suggested Television Programs :

- a. Télévision Française 1 : <http://www.tf1.fr>
- b. Antenne 2 : <http://www.antenne2.fr>
- c. TV5 : <http://www.tv5.fr>
- d. M6 : http://fr.news.yahoo.com/m6_6minutes.html

DELAWARE VALLEY SCHOOL DISTRICT

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: Trésors du temps, Niveau Avancé

Textbook ISBN #: 0-07-860655-1

Textbook Publisher &Year of Publication: The McGraw-Hill Companies, Inc., 2005

Name of Textbook: En D'Autres Termes

Textbook ISBN #: 1-877653-36-5

Textbook Publisher &Year of Publication: Wayside Publishing, 1995

Name of Textbook: Une fois pour toutes

Textbook ISBN #: 978-0-13-361123-6

Textbook Publisher &Year of Publication: Pearson Education, Inc., 2008

Name of Textbook: AP French: Preparing for the Language and Culture Examination

Textbook ISBN #: 978-3-13-317537-0

Textbook Publisher &Year of Publication: Pearson Education, Inc., 2012

Curriculum Textbook is utilized in (title of course): French 5

DELAWARE VALLEY SCHOOL DISTRICT

Appendix

Common Core Standards: Reading

1.2 A – Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.

1.2 B – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1.2 C – Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

1.2 D – Assess how point of view or purpose shapes the content and style of a text.

1.2 F – Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

1.2 G – Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

1.2 H – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

1.2 I – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author’s take.

1.3 E – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

1.3 K – Read and comprehend complex literary and informational texts independently and proficiently.

ACTFL Standards aligned to Common Core Standards: Reading

Interpretive Communication (Standard 1.2)

- Demonstrate comprehension of content from authentic audio and visual resources.
- Derive meaning from expressions found in culturally authentic texts.
- Understand the purpose of a message and point of view of its author.
- Identify the distinguishing features (e.g. type of resource, intended audience, purpose) of authentic written and aural texts
- Interpret content from authentic multimedia and digital/print resources.
- Monitor comprehension and use other sources to enhance understanding
- Apply critical reading skills to authentic written and aural sources.

DELAWARE VALLEY SCHOOL DISTRICT

Cultures: Practices and Products (Standards 2.1 and 2.2)

- Examine, compare, and reflect on products, practices, and/or perspectives of the target culture(s) and one's own culture.

Connections: Reinforce Other Disciplines (Standard 3.1)

- Demonstrate knowledge and understanding of content across disciplines.
- Make cross-curricular connections.

Connections: Acquiring New Information (Standard 3.2)

- Acquire information from other content areas using authentic sources.

Comparisons: Language (Standard 4.1)

- Evaluate similarities and differences in language use and idiomatic expressions between the target language and one's native language.

Comparisons: Culture (Standard 4.2)

- Evaluate similarities and differences in the perspectives of the target culture(s) and one's own culture(s) as found in multimedia and digital/print resources.
- Compare and reflect on products, practices, and/or perspectives of the target culture(s) and one's own culture.

Communities: Beyond the School Setting (Standard 5.1)

- Analyze the features of target culture communities (e.g. geographic, historical, artistic, social and/or political).
- Interpret authentic written and aural texts within the communities of the target language.

Common Core Standards: Writing

1.4 A – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

1.4 B – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

1.4 I – Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

1.4 M – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

1.4 S – Draw evidence from literary or informational texts to support analysis, reflection, and research.

DELAWARE VALLEY SCHOOL DISTRICT

1.4 T – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or typing a new approach.

1.4 U – Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

1.4 V – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

1.4 W – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

1.4 X – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

ACTFL Standards aligned to Common Core Standards: Writing

Interpretive Communication (Standard 1.2)

- Understand and interpret written and spoken language on a variety of topics.

Presentational Communication (Standard 1.3)

- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
 1. Produce a variety of creative and oral and written presentations (e.g. original story, personal narrative, script).
 2. Retell or summarize information in narrative form, demonstrating a consideration of audience.
 3. Create and give persuasive speeches and write persuasive essays.
 4. Produce expository writing.
 5. Self-edit written work for content, organization, and grammar.
 6. Self-monitor and adjust language production.

Cultures: Practices and Perspectives (Standard 2.1)

- Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

Cultures: Products and Perspectives (Standard 2.2)

- Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

Connections: Reinforce Other Disciplines (Standard 3.1)

- Reinforce and further knowledge of other disciplines through the target language.

DELAWARE VALLEY SCHOOL DISTRICT

Connections: Acquiring New Information (Standard 3.2)

- Acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.

Comparisons: Language (Standard 4.1)

- Demonstrate understanding of the nature of language through comparisons of the language studied and one's own.

Comparisons: Culture (Standard 4.2)

- Demonstrate understanding of the nature of culture through comparisons of the language studied and one's own.

Communities: Beyond the School Setting (Standard 5.1)

- Use the language both within and beyond the school setting.

Common Core Standards: Speaking and Listening

1.5 A – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

1.5 B – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

1.5 C – Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

1.5 D – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

1.5. E & G – Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

1.5 F – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

ACTFL Standards aligned to Common Core Standards: Speaking and Listening

Interpretive Communication (Standard 1.2)

- Engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.

DELAWARE VALLEY SCHOOL DISTRICT

1. Engage in the oral exchange of ideas in formal and informal situations.
2. Elicit information and clarify meaning by using a variety of strategies.
3. State and support opinions in oral interactions.
4. Self-monitor and adjust language production.
5. Converse in ways that reflect knowledge of target culture communities (e.g, geographic, historical, artistic, social and/or political).

Presentational Communication (Standard 1.3)

- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
 1. Produce a variety of creative oral presentations (e.g. original story, personal narrative, speech, performance).
 2. Retell or summarize information in narrative form, demonstrating a consideration of audience.
 3. Create and give persuasive speeches.
 4. Expound on familiar topics and those requiring research.
 5. Self-monitor and adjust language production.
 6. Use information about features or target culture communities (e.g. geographic, historical, artistic, social and/or political) in presentations.
 7. Incorporate content across disciplines in presentations.

Cultures: Practices and Perspectives (Standard 2.1)

- Use appropriate verbal and non-verbal behavior in interpersonal communication.

Cultures: Products and Perspectives (Standard 2.2)

- Compare and contrast artifacts, themes, ideas, and perspectives across cultures.

Connections: Acquiring New Information (Standard 3.2)

- Use age-appropriate authentic sources to prepare for discussions.

Comparisons: Language (Standard 4.1)

- Demonstrate an awareness of formal and informal language expressions in other languages and one's own.

Communities: Lifelong Learning (Standard 5.2)

- Establish and/or maintain interpersonal relations with speakers of the target language.

DELAWARE VALLEY SCHOOL DISTRICT

Common Core Standards: Business Computer and Information Technology

Computer and Information Technologies

15.4.12.A – Apply the creative and productive use of emerging technologies for educational and personal success.

15.4.12.G – Create an advanced digital project using sophisticated design and appropriate software/applications

15.4.12.K – Evaluate advanced multimedia work products and make recommendations based on the evaluation

DELAWARE VALLEY SCHOOL DISTRICT

Checklist to Complete and Submit with Curriculum:

- _____ A hard copy of the curriculum using The template entitled "Planned Instruction," available on the district website
- _____ Hard copies of all supplemental resources not available electronically
- _____ The primary textbook form(s)
- _____ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document
- _____ A USB/Flash Drive containing a single file that will print the curriculum in its intended sequence from beginning to end and all supplemental resources that are available in electronic format.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name _____

First Reader/Reviewer Signature _____ Date _____

Second Reader/Reviewer Printed Name _____

Second Reader/Reviewer Signature _____ Date _____