



# **BRIDGEPORT PUBLIC SCHOOLS**

**Department of World Languages**

## **FRENCH COURSE CURRICULUM – Level II**

Recommended Textbook: Bien dit!

**2009**

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The **World Languages Curriculum** represents the most current thinking and research in the field with an emphasis on communicative competency. It reflects the goals and content objectives of the **National Standards of Foreign Language Learning**, and the **Connecticut World Languages Curriculum Framework**.

The core curriculum content; goals, content standards, performance standards, sample student learning activities, exemplars of students' work, and prototype assessments, directly reflects the **Connecticut World Language Curriculum Framework**. In addition, grade and language specific learning activities, and student exemplars, are represented by Bridgeport's World Language students. This format will precede every language in the World Language Curriculum: **Spanish, French, Portuguese, Italian, Japanese, and Chinese**.

The World Languages Curriculum is student-centered. It describes the goals for learning language not in terms of what teachers or textbooks will do or can put into the learning process, but rather what students should know and be able to do, and at what level of skill and sophistication, at various ages and proficiency stages along the language learning continuum.

Bridgeport's students are comprised of a very high percentage of speakers of other languages; as a result, this curriculum includes social and cultural performance standards as well as, content standards. It recognizes that learning a second language is a challenging and complex process. Thus, this curriculum serves as a valuable tool that will assist teachers in facilitating the learning process for second language acquisition, which will prepare our students to be future bilingual leaders, business people and citizens who can function successfully in languages other than English.



Department of World Languages  
Mission Statement

It is our mission to develop proficiency in a World Language and appreciation of its related culture. We provide educational programs and opportunities which enable students to communicate in at least one language other than English, to understand other cultures, to make connections and comparisons with other areas of study, and to participate in multilingual communities.

### Goals

- Improve the social and intellectual growth of the student
- Increase the student's understanding of how language functions
- Broaden the cultural horizons of the student
- Provide the student with additional and viable skills in the new language
- Enhance skills in the student's own language

## WORLD LANGUAGE CURRICULUM COMMITTEE

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Niralee Patel  
Odette Van Marter

**BRIDGEPORT PUBLIC SCHOOLS**  
**Department of World Languages**  
**Themes**

<p><b>I: FAMILY AND FRIENDS</b></p> <ul style="list-style-type: none"><li>• Family structure<ul style="list-style-type: none"><li>* My family</li><li>* My friends<ul style="list-style-type: none"><li>Who are they</li><li>What do they like to do?</li><li>Why are we friends?</li></ul></li></ul></li> <li>• Family celebrations</li></ul>	<p><b>III: ENJOY YOUR MEAL</b></p> <ul style="list-style-type: none"><li>• Restaurant Menus</li><li>• Meal etiquette in cultural context</li><li>• Ethnic restaurants in Bridgeport</li><li>• Favorite dishes from different cultures</li></ul>
<p><b>II: MY CITY</b></p> <ul style="list-style-type: none"><li>• Founding and History of Bridgeport</li><li>• Structure of city government</li><li>• Diversity of population</li></ul>	<p><b>IV: TRAVEL</b></p> <ul style="list-style-type: none"><li>• Travel arrangements</li><li>• Geography of country you are going to visit</li><li>• Currency and foreign exchange</li><li>• Celebrations in the country you are visiting</li><li>• Major cities</li><li>• Souvenir shopping</li><li>• Current events in the country while you visit</li></ul>

<p><b>V: Special Celebrations</b></p> <ul style="list-style-type: none"> <li>• Major celebrations associated with the target culture <ul style="list-style-type: none"> <li>• Ex. How do people celebrate the New Year?</li> </ul> </li> <li>• Unique celebrations particular to the target language and culture <ul style="list-style-type: none"> <li>• Ex. Spring festivals</li> </ul> </li> </ul>	<p><b>VII: THE FUTURE</b></p> <ul style="list-style-type: none"> <li>• Self identity</li> <li>• What do I want to do after high school? <ul style="list-style-type: none"> <li>*Career planning</li> </ul> </li> <li>• How can I contribute to make the world a better place? <ul style="list-style-type: none"> <li>*Community service</li> <li>*Environmental issues – problems and solutions</li> <li>*Predictions about the future</li> </ul> </li> </ul>
<p><b>VI: MEDIA</b></p> <ul style="list-style-type: none"> <li>• TV and radio programs <ul style="list-style-type: none"> <li>*What students watch and listen to</li> <li>* Cultural perspectives on radio and TV</li> </ul> </li> <li>• Movies <ul style="list-style-type: none"> <li>*Current movies</li> <li>*Movie plots</li> <li>*Cultural perspectives</li> </ul> </li> <li>• Newspapers <ul style="list-style-type: none"> <li>*Current events and people in the news</li> </ul> </li> <li>• Magazines <ul style="list-style-type: none"> <li>*Types of magazines</li> </ul> </li> <li>• Internet <ul style="list-style-type: none"> <li>*Internet as research tool</li> <li>* Internet publication</li> </ul> </li> </ul>	<p><b>APPENDICES</b></p> <ul style="list-style-type: none"> <li>• Level II Vocabulary</li> <li>• Literacy Activities</li> <li>• Exemplars Criteria Charts, Rubrics</li> <li>• Exemplars of Student Assessments</li> <li>• CAPT Support Activities</li> </ul>

# I Family and Friends

## Family Members, Friends, Birthday Celebrations

### GOAL 1: COMMUNICATION- in at least one language other than English

**Standard 1:** Students will engage in conversation, provide and obtain information, express feelings and exchange opinions.

**Standard 2:** Students will understand and interpret spoken and written language on a variety of topics.

**Standard 3:** Students will present information, concepts and ideas to listeners or readers on a variety of topics.

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> <li>Describe the members of their family and family relationships</li> <li>Identify and describe their friends</li> <li>Describe what their friends like to do</li> <li>Describe the reasons why they are friends</li> <li>Describe birthday celebrations with their family and friends</li> <li>Ask others about their families and friends</li> </ul>	<ul style="list-style-type: none"> <li>Family</li> <li>Father</li> <li>Mother</li> <li>Son</li> <li>Daughter</li> <li>Husband</li> <li>Wife</li> <li>Aunt</li> <li>Uncle</li> <li>Cousin</li> <li>Grandfather</li> <li>Grandmother</li> <li>Grandchild</li> <li>Great grandfather</li> <li>Great grandmother</li> </ul>	<ul style="list-style-type: none"> <li>Introduce themselves and their family to the class (oral)</li> <li>Write a descriptive paragraph about their family</li> <li>Identify and describe 2 – 3 close friends (oral and written)</li> <li>Write a reflection about the reasons why</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation(s)</li> <li>Written responses.</li> <li>Class presentations</li> <li>Project based assessments</li> <li>Listening comprehension</li> <li>Cooperative learning activities</li> <li>Reading responses</li> <li>Teacher</li> </ul>	<p>MP1</p> <ul style="list-style-type: none"> <li>Review regular <i>-er</i> verbs such as <i>donner, presenter</i> and accent adding <i>-er</i> verbs such as <i>acheter, preferer</i></li> <li>Review <i>-ir, -re</i> verbs</li> <li>Review irregular verbs: <i>avoir, être</i></li> <li>Review adjectives: agreement and placement of adjectives in the sentence</li> <li>Review irregular adjectives: <i>beau, nouveau, vieux</i></li> <li>Review numbers from 1 to a million, including ordinal numbers</li> <li>Review the partitive</li> <li>Review pronouns: <i>en</i> and <i>y</i></li> <li>Review contractions with <i>a</i> and <i>de</i></li> <li>Review question formation with <i>est-ce que</i>, subject-verb inversion and <i>n'est-ce pas</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Great grandchild</b></li> <li>• <b>Friend</b></li> <li>• <b>School</b></li> <li>• <b>Sports</b></li> <li>• <b>Movies</b></li> <li>• <b>Music</b></li> <li>• <b>Dance</b></li> <li>• <b>Go shopping</b></li> <li>• <b>Go to the mall</b></li> <li>• <b>Food</b></li> <li>• <b>Birthday cake</b></li> <li>• <b>Presents</b></li> </ul> <p><b>VERBS:</b></p> <ul style="list-style-type: none"> <li>• <b>To get married</b></li> <li>• <b>To know</b></li> <li>• <b>To visit</b></li> <li>• <b>To celebrate</b></li> <li>• <b>To dance</b></li> <li>• <b>To eat</b></li> <li>• <b>To leave</b></li> <li>• <b>To be able</b></li> </ul>	<p><b>they are friends</b></p>	<p><b>assessments (tests and quizzes)</b></p>	<ul style="list-style-type: none"> <li>• Use of key question words: <i>qui, pourquoi, quand, comment, ou, que</i> with emphasis when used in verb subject inversion-type question</li> <li>• Expressions: <i>je voudrais</i> (as a sign of being polite), expressions with <i>comme</i> (i. e. <i>comme dessert</i>)</li> <li>• Review <i>il y a, il n'y a pas, ça fait</i> + present</li> <li>• Direct and Indirect object pronouns and placement of the object pronouns in a sentence in both present and <i>passé composé</i></li> <li>• Irregular verbs: <i>offrir, ouvrir, couvrir, dormir, suivre, recevoir</i></li> <li>• Review <i>passé composé</i> with <i>avoir</i></li> <li>• Review <i>passé composé</i> with <i>être</i></li> <li>• Expressions: <i>quelqu'un quelque chose</i></li> <li>• Negatives: <i>ne...pas, ne pas...encore, ne...jamais, ne...personne, ne...rien, ne...que</i></li> <li>• Metric versus American measurement system: <i>un kilo de, un litre de</i>, etc.</li> </ul> <p><b>MP2</b></p> <ul style="list-style-type: none"> <li>• Reflexive verbs in the present and <i>passé composé</i> with <i>avoir</i> and <i>être</i> verbs</li> <li>• Reflexive pronouns</li> <li>• Expressions: <i>tout, tous, toute, toutes</i></li> <li>• The imperfect (<i>imparfait</i>)</li> <li>• The <i>passé composé</i> and the <i>imparfait</i></li> <li>• The comparative with adjectives and nouns</li> <li>• The superlative with adjectives</li> <li>• Expressions: <i>être en train de</i></li> <li>• The future of regular and irregular verbs</li> <li>• Irregular verbs: <i>courir</i></li> </ul> <p><b>MP3</b></p> <ul style="list-style-type: none"> <li>• The subjunctive of regular and irregular verbs</li> </ul>
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				<ul style="list-style-type: none"><li>• <b>The conditional</b></li><li>• <b>Sentences with if clauses</b></li><li>• <b>Relative pronouns: <i>qui, que, dont</i></b></li><li>• <b>Interrogative pronouns</b></li><li>• <b>Demonstrative pronouns</b></li></ul> <b>MP4</b> <ul style="list-style-type: none"><li>• <b>Review object pronouns</b></li><li>• <b>Review the conditional</b></li><li>• <b>Review the subjunctive</b></li><li>• <b>Review the <i>passé composé</i> and <i>imparfait</i></b></li><li>• <b>Review <i>être en train de</i></b></li></ul>
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**Goal 2: CULTURES - Gain knowledge and understanding of other cultures**

**Standard 1: Students will demonstrate an understanding of the traditions, products and perspective of the culture studied.**

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> <li>• Describe target language culture family units and relationships</li> <li>• Describe child rearing practices in the target language culture</li> <li>• Describe and discuss “coming of age” family celebrations in the target language culture</li> <li>• Describe and discuss romantic relationships in the target language culture (i. e. dating vs. going steady and engagements, family consent to marriage, marriage celebrations)</li> <li>• Understand and discuss attitudes towards the elderly in the target language culture</li> <li>• Describe attitudes towards friends and friendship in the target language culture</li> </ul>	<ul style="list-style-type: none"> <li>• Family</li> <li>• Father</li> <li>• Mother</li> <li>• Son</li> <li>• Daughter</li> <li>• Husband</li> <li>• Wife</li> <li>• Aunt</li> <li>• Uncle</li> <li>• Cousin</li> <li>• Grandfather</li> <li>• Grandmother</li> <li>• Grandchild</li> <li>• Great grandfather</li> <li>• Great grandmother</li> <li>• Great grandchild</li> <li>• Friend</li> <li>• School</li> <li>• Sports</li> <li>• Movies</li> <li>• Music</li> <li>• Dance</li> <li>• Food</li> <li>• Birthday cake</li> <li>• Presents</li> <li>• Elder</li> <li>• Elderly</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate traditional family units in the target language culture</li> <li>• Investigate child rearing practices in the target language culture</li> <li>• Role-play “coming of age” celebrations in the target language culture</li> <li>• Investigate attitudes about romantic relationships in the target language culture</li> <li>• Role-play attitudes about</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation(s)</li> <li>• Written responses.</li> <li>• Class presentations</li> <li>• Project based assessments</li> <li>• Listening comprehension</li> <li>• Cooperative learning activities</li> <li>• Reading responses</li> <li>• Teacher assessments (tests and quizzes)</li> </ul>	<p><b>MPI</b></p> <ul style="list-style-type: none"> <li>• Review regular <i>-er</i> verbs such as <i>donner, presenter</i> and accent adding <i>-er</i> verbs such as <i>acheter, preferer</i></li> <li>• Review <i>-ir, -re</i> verbs</li> <li>• Review irregular verbs: <i>avoir, être</i></li> <li>• Review adjectives: agreement and placement of adjectives in the sentence</li> <li>• Review irregular adjectives: <i>beau, nouveau, vieux</i></li> <li>• Review numbers from 1 to a million, including ordinal numbers</li> <li>• Review the partitive</li> <li>• Review pronouns: <i>en</i> and <i>y</i></li> <li>• Review contractions with <i>a</i> and <i>de</i></li> <li>• Review question formation with <i>est-ce que</i>, subject-verb inversion and <i>n'est-ce pas</i></li> <li>• Use of key question words: <i>qui, pourquoi, quand, comment, ou, que</i> with emphasis when used in verb subject inversion-type question</li> <li>• Expressions: <i>je voudrais</i> (as a sign of being polite), expressions with <i>comme</i> (i. e. <i>comme dessert</i>)</li> <li>• Review <i>il y a, il n'y a pas, ça fait</i> + present</li> <li>• Direct and Indirect object pronouns and placement of the object pronouns in a sentence in both present and <i>passé composé</i></li> <li>• Irregular verbs: <i>offer, ouvrir, couvrir, dormir, suivre, recevoir</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Chaperone</li> <li>• Baby sitting</li> </ul> <p><b>VERBS:</b></p> <ul style="list-style-type: none"> <li>• To get married</li> <li>• To know</li> <li>• To visit</li> <li>• To celebrate</li> <li>• To dance</li> <li>• To eat</li> <li>• To leave</li> <li>• To be able</li> <li>• To date</li> <li>• To go steady</li> <li>• To be engaged</li> <li>• To go shopping</li> <li>• To go to the mall</li> </ul>	<p><b>different aspects of romantic relationships in the target language culture (i.e. dating, going steady, engagement, marriage)</b></p> <ul style="list-style-type: none"> <li>• Investigate attitudes towards friends and friendship in the target language culture</li> <li>• Role-play encounters with friends in the context of the target language culture</li> </ul>		<ul style="list-style-type: none"> <li>• Review <i>passé composé</i> with <i>avoir</i></li> <li>• Review <i>passé composé</i> with <i>être</i></li> <li>• Expressions: <i>quelqu'un quelquechose</i></li> <li>• Negatives: <i>ne...pas, ne pas...encore, ne...jamais, ne...persone, ne...rien, ne...que</i></li> <li>• Metric versus American measurement system: <i>un kilo de, un litre de</i>, etc.</li> </ul> <p><b>MP2</b></p> <ul style="list-style-type: none"> <li>• Reflexive verbs in the present and <i>passé composé</i> with <i>avoir</i> and <i>être</i> verbs</li> <li>• Reflexive pronouns</li> <li>• Expressions: <i>tout, tous, toute, toutes</i></li> <li>• The imperfect (<i>imparfait</i>)</li> <li>• The <i>passé composé</i> and the <i>imparfait</i></li> <li>• The comparative with adjectives and nouns</li> <li>• The superlative with adjectives</li> <li>• Expressions: <i>être en train de</i></li> <li>• The future of regular and irregular verbs</li> <li>• Irregular verbs: <i>courir</i></li> </ul> <p><b>MP3</b></p> <ul style="list-style-type: none"> <li>• The subjunctive of regular and irregular verbs</li> <li>• The conditional</li> <li>• Sentences with if clauses</li> <li>• Relative pronouns: <i>qui, que, dont</i></li> <li>• Interrogative pronouns</li> <li>• Demonstrative pronouns</li> </ul> <p><b>MP4</b></p> <ul style="list-style-type: none"> <li>• Review object pronouns</li> <li>• Review the conditional</li> <li>• Review the subjunctive</li> <li>• Review the <i>passé composé</i> and <i>imparfait</i></li> <li>• Review <i>être en train de</i></li> </ul>
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**Goal 3: CONNECTIONS – Make connections with other areas of study and acquire information**

**Standard 1: Students will reinforce and expand the knowledge of other areas of study through the world language.**

**Standard 2: Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources.**

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> <li>• Analyze family structure in the target language culture and connect with what they have learned about family structure in their Family Science classes</li> <li>• Compare friendships in the target language culture with what they have learned about the nature of friendships in their Family Science and/or Psychology classes</li> <li>• Analyze the economic role of the family in the target language culture and connect their findings with what they know about the economic role of the family from their Social Studies or Economics classes</li> </ul>	<ul style="list-style-type: none"> <li>• Family</li> <li>• Father</li> <li>• Mother</li> <li>• Son</li> <li>• Daughter</li> <li>• Husband</li> <li>• Wife</li> <li>• Aunt</li> <li>• Uncle</li> <li>• Cousin</li> <li>• Grandfather</li> <li>• Grandmother</li> <li>• Grandchild</li> <li>• Great grandfather</li> <li>• Great grandmother</li> <li>• Great grandchild</li> <li>• Friend</li> <li>• School</li> <li>• Sports</li> <li>• Movies</li> <li>• Music</li> <li>• Dance</li> <li>• Food</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze family structure in target language culture and prepare charts/posters illustrating the characteristics of the family structure in the target language culture</li> <li>• Role play ways of meeting news friends in the target language culture</li> <li>• Investigate the role of families on the economy of a target</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation(s)</li> <li>• Written responses.</li> <li>• Class presentations</li> <li>• Project based assessments</li> <li>• Listening comprehension</li> <li>• Cooperative learning activities</li> <li>• Reading responses</li> <li>• Teacher assessments (tests and quizzes)</li> </ul>	<p>MPI</p> <ul style="list-style-type: none"> <li>• Review regular <i>-er</i> verbs such as <i>donner, presenter</i> and accent adding <i>-er</i> verbs such as <i>acheter, preferer</i></li> <li>• Review <i>-ir, -re</i> verbs</li> <li>• Review irregular verbs: <i>avoir, être</i></li> <li>• Review adjectives: agreement and placement of adjectives in the sentence</li> <li>• Review irregular adjectives: <i>beau, nouveau, vieux</i></li> <li>• Review numbers from 1 to a million, including ordinal numbers</li> <li>• Review the partitive</li> <li>• Review pronouns: <i>en</i> and <i>y</i></li> <li>• Review contractions with <i>a</i> and <i>de</i></li> <li>• Review question formation with <i>est-ce que</i>, subject-verb inversion and <i>n'est-ce pas</i></li> <li>• Use of key question words: <i>qui, pourquoi, quand, comment, ou, que</i> with emphasis when used in verb subject inversion-type question</li> <li>• Expressions: <i>je voudrais</i> (as a sign of being polite), expressions with <i>comme</i> (i. e. <i>comme dessert</i>)</li> <li>• Review <i>il y a, il n'y a pas, ça fait</i> + present</li> <li>• Direct and Indirect object pronouns and placement of the object pronouns in a sentence</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Birthday cake</b></li> <li>• <b>Presents</b></li> <li>• <b>Elder</b></li> <li>• <b>Elderly</b></li> <li>• <b>Chaperone</b></li> <li>• <b>Baby sitting</b></li> </ul> <p><b>VERBS:</b></p> <ul style="list-style-type: none"> <li>• <b>To get married</b></li> <li>• <b>To know</b></li> <li>• <b>To visit</b></li> <li>• <b>To celebrate</b></li> <li>• <b>To dance</b></li> <li>• <b>To eat</b></li> <li>• <b>To leave</b></li> <li>• <b>To be able</b></li> <li>• <b>To date</b></li> <li>• <b>To go steady</b></li> <li>• <b>To be engaged</b></li> <li>• <b>To go shopping</b></li> <li>• <b>To go to the mall</b></li> </ul>	<p><b>language countries and make presentations to the class</b></p>		<p><b>in both present and <i>passé composé</i></b></p> <ul style="list-style-type: none"> <li>• <b>Irregular verbs:</b> <i>offrir, ouvrir, couvrir, dormir, suivre, recevoir</i></li> <li>• <b>Review <i>passé composé</i> with <i>avoir</i></b></li> <li>• <b>Review <i>passé composé</i> with <i>être</i></b></li> <li>• <b>Expressions:</b> <i>quelqu'un quelquechose</i></li> <li>• <b>Negatives:</b> <i>ne...pas, ne pas...encore, ne...jamais, ne...personne, ne...rien, ne...que</i></li> <li>• <b>Metric versus American measurement system:</b> <i>un kilo de, un litre de, etc.</i></li> </ul> <p><b>MP2</b></p> <ul style="list-style-type: none"> <li>• <b>Reflexive verbs in the present and <i>passé composé</i> with <i>avoir</i> and <i>être</i> verbs</b></li> <li>• <b>Reflexive pronouns</b></li> <li>• <b>Expressions:</b> <i>tout, tous, toute, toutes</i></li> <li>• <b>The imperfect (<i>imparfait</i>)</b></li> <li>• <b>The <i>passé composé</i> and the <i>imparfait</i></b></li> <li>• <b>The comparative with adjectives and nouns</b></li> <li>• <b>The superlative with adjectives</b></li> <li>• <b>Expressions:</b> <i>être en train de</i></li> <li>• <b>The future of regular and irregular verbs</b></li> <li>• <b>Irregular verbs:</b> <i>courir</i></li> </ul> <p><b>MP3</b></p> <ul style="list-style-type: none"> <li>• <b>The subjunctive of regular and irregular verbs</b></li> <li>• <b>The conditional</b></li> <li>• <b>Sentences with if clauses</b></li> <li>• <b>Relative pronouns:</b> <i>qui, que, dont</i></li> <li>• <b>Interrogative pronouns</b></li> <li>• <b>Demonstrative pronouns</b></li> </ul> <p><b>MP4</b></p> <ul style="list-style-type: none"> <li>• <b>Review object pronouns</b></li> <li>• <b>Review the conditional</b></li> <li>• <b>Review the subjunctive</b></li> <li>• <b>Review the <i>passé composé</i> and <i>imparfait</i></b></li> <li>• <b>Review <i>être en train de</i></b></li> </ul>
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**Goal 4: COMPARISONS – Understand the nature of language and cultures through comparisons**

**Standard 1: Students will demonstrate an understanding of the nature of language through comparisons of that world language and their own.**

**Standard 2: Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.**

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> <li>• Compare and contrast family life styles and traditions in target language countries with the U. S.</li> <li>• Compare and contrast family rituals (i. e. birthdays, coming of age, weddings) in target language countries with the U. S.</li> <li>• Compare and contrast child rearing practices and discipline in target language countries with the U. S.</li> <li>• Compare and contrast the role and treatment of the elderly in target language countries with the U. S.</li> </ul>	<ul style="list-style-type: none"> <li>• Family</li> <li>• Father</li> <li>• Mother</li> <li>• Son</li> <li>• Daughter</li> <li>• Husband</li> <li>• Wife</li> <li>• Aunt</li> <li>• Uncle</li> <li>• Cousin</li> <li>• Grandfather</li> <li>• Grandmother</li> <li>• Grandchild</li> <li>• Great grandfather</li> <li>• Great grandmother</li> <li>• Great grandchild</li> <li>• Friend</li> <li>• School</li> <li>• Sports</li> <li>• Movies</li> <li>• Music</li> <li>• Dance</li> <li>• Food</li> <li>• Birthday cake</li> </ul>	<ul style="list-style-type: none"> <li>• Write and present dialogues contrasting family life styles in the U. S. and in target language countries</li> <li>• Role-play family members in a variety of situations (i. e. birthday, coming of age, marriage, child rearing, disciplining, caring for the elderly)</li> <li>• Write stories about different family</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation(s)</li> <li>• Written responses.</li> <li>• Class presentations</li> <li>• Project based assessments</li> <li>• Listening comprehension</li> <li>• Cooperative learning activities</li> <li>• Reading responses</li> <li>• Teacher assessments (tests and quizzes)</li> </ul>	<p>MPI</p> <ul style="list-style-type: none"> <li>• Review regular <i>-er</i> verbs such as <i>donner, presenter</i> and accent adding <i>-er</i> verbs such as <i>acheter, preferer</i></li> <li>• Review <i>-ir, -re</i> verbs</li> <li>• Review irregular verbs: <i>avoir, être</i></li> <li>• Review adjectives: agreement and placement of adjectives in the sentence</li> <li>• Review irregular adjectives: <i>beau, nouveau, vieux</i></li> <li>• Review numbers from 1 to a million, including ordinal numbers</li> <li>• Review the partitive</li> <li>• Review pronouns: <i>en</i> and <i>y</i></li> <li>• Review contractions with <i>a</i> and <i>de</i></li> <li>• Review question formation with <i>est-ce que</i>, subject-verb inversion and <i>n'est-ce pas</i></li> <li>• Use of key question words: <i>qui, pourquoi, quand, comment, ou, que</i> with emphasis when used in verb subject inversion-type question</li> <li>• Expressions: <i>je voudrais</i> (as a sign of being polite), expressions with <i>comme</i> (i. e. <i>comme dessert</i>)</li> <li>• Review <i>il y a, il n'y a pas, ça fait</i> + present</li> <li>• Direct and Indirect object pronouns and placement of the object pronouns in a sentence</li> </ul>

	<ul style="list-style-type: none"> <li>• Presents</li> <li>• Elder</li> <li>• Elderly</li> <li>• Chaperone</li> <li>• Baby sitting</li> <li>• Discipline</li> <li>• Respect</li> <li>• Obedience</li> </ul> <p><b>VERBS:</b></p> <ul style="list-style-type: none"> <li>• To get married</li> <li>• To know</li> <li>• To visit</li> <li>• To celebrate</li> <li>• To dance</li> <li>• To eat</li> <li>• To leave</li> <li>• To be able</li> <li>• To date</li> <li>• To go steady</li> <li>• To be engaged</li> <li>• To go shopping</li> <li>• To go to the mall</li> <li>• To show respect / to be respectful</li> <li>• To obey</li> </ul>	<p>situations (i. e. When I visited my grandparents in Martinique . . . )</p> <ul style="list-style-type: none"> <li>• Invite a representative from a target language country (a parent, grandparent or community member) to visit classroom and talk with class about family life traditions. Students will prepare in advance questions they would like to ask the visitor</li> </ul>		<p>in both present and <i>passé composé</i></p> <ul style="list-style-type: none"> <li>• Irregular verbs: <i>offrir, ouvrir, couvrir, dormir, suivre, recevoir</i></li> <li>• Review <i>passé composé</i> with <i>avoir</i></li> <li>• Review <i>passé composé</i> with <i>être</i></li> <li>• Expressions: <i>quelqu'un quelquechose</i></li> <li>• Negatives: <i>ne...pas, ne pas...encore, ne...jamais, ne...persone, ne...rien, ne...que</i></li> <li>• Metric versus American measurement system: <i>un kilo de, un litre de</i>, etc.</li> </ul> <p>MP2</p> <ul style="list-style-type: none"> <li>• Reflexive verbs in the present and <i>passé composé</i> with <i>avoir</i> and <i>être</i> verbs</li> <li>• Reflexive pronouns</li> <li>• Expressions: <i>tout, tous, toute, toutes</i></li> <li>• The imperfect (<i>imparfait</i>)</li> <li>• The <i>passé composé</i> and the <i>imparfait</i></li> <li>• The comparative with adjectives and nouns</li> <li>• The superlative with adjectives</li> <li>• Expressions: <i>être en train de</i></li> <li>• The future of regular and irregular verbs</li> <li>• Irregular verbs: <i>courir</i></li> </ul> <p>MP3</p> <ul style="list-style-type: none"> <li>• The subjunctive of regular and irregular verbs</li> <li>• The conditional</li> <li>• Sentences with if clauses</li> <li>• Relative pronouns: <i>qui, que, dont</i></li> <li>• Interrogative pronouns</li> <li>• Demonstrative pronouns</li> </ul> <p>MP4</p> <ul style="list-style-type: none"> <li>• Review object pronouns</li> <li>• Review the conditional</li> <li>• Review the subjunctive</li> </ul>
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				<ul style="list-style-type: none"><li>• Review the <i>passé composé</i> and <i>imparfait</i></li><li>• Review <i>être en train de</i></li></ul>
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**Goal 5: COMMUNITIES** -participate in multilingual communities within a variety of contexts

**Standard 1: Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.**

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> <li>• Use their knowledge of family in the target language culture to converse and ask questions from other students or neighbors who speak the target language</li> <li>• Learn about different target language community organizations that support the family structure (religious institutions, social clubs, etc.)</li> <li>• Use their understanding of family in the target language culture to help them establish relationship with pen pals in target language countries</li> </ul>	<ul style="list-style-type: none"> <li>• Family</li> <li>• Father</li> <li>• Mother</li> <li>• Son</li> <li>• Daughter</li> <li>• Husband</li> <li>• Wife</li> <li>• Aunt</li> <li>• Uncle</li> <li>• Cousin</li> <li>• Grandfather</li> <li>• Grandmother</li> <li>• Grandchild</li> <li>• Great grandfather</li> <li>• Great grandmother</li> <li>• Great grandchild</li> <li>• Friend</li> <li>• School</li> <li>• Sports</li> <li>• Movies</li> <li>• Music</li> <li>• Dance</li> <li>• Food</li> <li>• Birthday cake</li> <li>• Presents</li> <li>• Elder</li> </ul>	<ul style="list-style-type: none"> <li>• Interview elderly persons from target language culture (if present in the community) and learn about changes in family traditions in the target language culture</li> <li>• Investigate local community target language organizations that support family structure and activities, and write reports or make presentations</li> <li>• Write e-mail</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation(s)</li> <li>• Written responses.</li> <li>• Class presentations</li> <li>• Project based assessments</li> <li>• Listening comprehension</li> <li>• Cooperative learning activities</li> <li>• Reading responses</li> <li>• Teacher assessments (tests and quizzes)</li> </ul>	<p>MPI</p> <ul style="list-style-type: none"> <li>• Review regular <i>-er</i> verbs such as <i>donner, presenter</i> and accent adding <i>-er</i> verbs such as <i>acheter, preferer</i></li> <li>• Review <i>-ir, -re</i> verbs</li> <li>• Review irregular verbs: <i>avoir, être</i></li> <li>• Review adjectives: agreement and placement of adjectives in the sentence</li> <li>• Review irregular adjectives: <i>beau, nouveau, vieux</i></li> <li>• Review numbers from 1 to a million, including ordinal numbers</li> <li>• Review the partitive</li> <li>• Review pronouns: <i>en</i> and <i>y</i></li> <li>• Review contractions with <i>a</i> and <i>de</i></li> <li>• Review question formation with <i>est-ce que</i>, subject-verb inversion and <i>n'est-ce pas</i></li> <li>• Use of key question words: <i>qui, pourquoi, quand, comment, ou, que</i> with emphasis when used in verb subject inversion-type question</li> <li>• Expressions: <i>je voudrais</i> (as a sign of being polite), expressions with <i>comme</i> (i. e. <i>comme dessert</i>)</li> <li>• Review <i>il y a, il n'y a pas, ça fait</i> + present</li> <li>• Direct and Indirect object pronouns and placement of the object pronouns in a sentence in both present and <i>passé composé</i></li> <li>• Irregular verbs: <i>offrir, ouvrir, couvrir, dormir, suivre,</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Elderly</li> <li>• Chaperone</li> <li>• Baby sitting</li> <li>• VERBS:</li> <li>• To get married</li> <li>• To know</li> <li>• To visit</li> <li>• To celebrate</li> <li>• To dance</li> <li>• To eat</li> <li>• To leave</li> <li>• To be able</li> <li>• To date</li> <li>• To go steady</li> <li>• To be engaged</li> <li>• To go shopping</li> <li>• To go to the mall</li> </ul>	<p>messages to pen pals in target language countries about what they have learned and asking questions about family life</p>		<p><i>recevoir</i></p> <ul style="list-style-type: none"> <li>• Review <i>passé composé</i> with <i>avoir</i></li> <li>• Review <i>passé composé</i> with <i>être</i></li> <li>• Expressions: <i>quelqu'un quelque chose</i></li> <li>• Negatives: <i>ne...pas, ne pas...encore, ne...jamais, ne...personne, ne...rien, ne...que</i></li> <li>• Metric versus American measurement system: <i>un kilo de, un litre de</i>, etc.</li> </ul> <p>MP2</p> <ul style="list-style-type: none"> <li>• Reflexive verbs in the present and <i>passé composé</i> with <i>avoir</i> and <i>être</i> verbs</li> <li>• Reflexive pronouns</li> <li>• Expressions: <i>tout, tous, toute, toutes</i></li> <li>• The imperfect (<i>imparfait</i>)</li> <li>• The <i>passé composé</i> and the <i>imparfait</i></li> <li>• The comparative with adjectives and nouns</li> <li>• The superlative with adjectives</li> <li>• Expressions: <i>être en train de</i></li> <li>• The future of regular and irregular verbs</li> <li>• Irregular verbs: <i>courir</i></li> </ul> <p>MP3</p> <ul style="list-style-type: none"> <li>• The subjunctive of regular and irregular verbs</li> <li>• The conditional</li> <li>• Sentences with <i>if</i> clauses</li> <li>• Relative pronouns: <i>qui, que, dont</i></li> <li>• Interrogative pronouns</li> <li>• Demonstrative pronouns</li> </ul> <p>MP4</p> <ul style="list-style-type: none"> <li>• Review object pronouns</li> <li>• Review the conditional</li> <li>• Review the subjunctive</li> <li>• Review the <i>passé composé</i> and <i>imparfait</i></li> <li>• Review <i>être en train de</i></li> </ul>
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## II My City

### History, Government, Economy, Population Diversity

#### GOAL 1: COMMUNICATION- in at least one language other than English

**Standard 1:** Students will engage in conversation, provide and obtain information, express feelings and exchange opinions.

**Standard 2:** Students will understand and interpret spoken and written language on a variety of topics.

**Standard 3:** Students will present information, concepts and ideas to listeners or readers on a variety of topics.

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> <li>• Discuss historical facts about the founding of Bridgeport</li> <li>• Describe the structure of Bridgeport’s government and functions of different branches of the city’s government</li> <li>• Describe Bridgeport’s economy past and present</li> <li>• Identify different language groups in the City</li> </ul>	<ul style="list-style-type: none"> <li>• City</li> <li>• City charter</li> <li>• Seal</li> <li>• Flag</li> <li>• Founders</li> <li>• Government</li> <li>• Politics</li> <li>• Mayor</li> <li>• City Hall</li> <li>• City Council</li> <li>• City Clerk</li> <li>• Courthouse</li> <li>• Library</li> <li>• Post Office</li> </ul>	<ul style="list-style-type: none"> <li>• Research historical facts about the founding of Bridgeport and prepare oral presentations</li> <li>• Use the city’s website to learn about the different branches of city government and prepare posters</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation(s)</li> <li>• Written responses.</li> <li>• Class presentations</li> <li>• Project based assessments</li> <li>• Listening comprehension</li> <li>• Cooperative learning activities</li> <li>• Reading responses</li> </ul>	MPI <ul style="list-style-type: none"> <li>• Review regular <i>-er</i> verbs such as <i>donner</i>, <i>presenter</i> and accent adding <i>-er</i> verbs such as <i>acheter</i>, <i>preferer</i></li> <li>• Review <i>-ir</i>, <i>-re</i> verbs</li> <li>• Review irregular verbs: <i>avoir</i>, <i>être</i></li> <li>• Review adjectives: agreement and placement of adjectives in the sentence</li> <li>• Review irregular adjectives: <i>beau</i>, <i>nouveau</i>, <i>vieux</i></li> <li>• Review numbers from 1 to a million, including ordinal numbers</li> <li>• Review the partitive</li> <li>• Review pronouns: <i>en</i> and <i>y</i></li> <li>• Review contractions with <i>a</i> and <i>de</i></li> </ul>

<ul style="list-style-type: none"> <li>• Describe and discuss Bridgeport's ethnically diverse population from its founding to the present</li> </ul>	<ul style="list-style-type: none"> <li>• Museum</li> <li>• Zoo</li> <li>• Theater</li> <li>• Sports Arena</li> <li>• Police</li> <li>• Public Works</li> <li>• Firefighters</li> <li>• County</li> <li>• District</li> <li>• Suburb</li> <li>• Rural</li> <li>• Urban</li> <li>• Street</li> <li>• Avenue</li> <li>• Highway</li> <li>• House</li> <li>• Building</li> <li>• Condominium</li> <li>• Economy</li> <li>• Industry</li> <li>• Factory</li> <li>• Inventions</li> <li>• Inventor</li> <li>• Bank</li> <li>• Hospitals</li> <li>• Doctors</li> <li>• Nurses</li> <li>• University</li> <li>• College</li> <li>• School</li> <li>• Church</li> </ul>	<p>explaining the functions of the different branches of city government using the target language</p> <ul style="list-style-type: none"> <li>• Use library, news media and internet resources to learn about Bridgeport's past economic history and present economic conditions</li> <li>• Use the target language in a timeline of the City's economic development</li> <li>• Research facts about Bridgeport's population and use the target language on a mural describing Bridgeport's ethnically diverse past and</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher assessments (tests and quizzes)</li> </ul>	<ul style="list-style-type: none"> <li>• Review question formation with <i>est-ce que</i>, subject-verb inversion and <i>n'est-ce pas</i></li> <li>• Use of key question words: <i>qui, pourquoi, quand, comment, ou, que</i> with emphasis when used in verb subject inversion-type question</li> <li>• Expressions: <i>je voudrais</i> (as a sign of being polite), expressions with <i>comme</i> (i. e. <i>comme dessert</i>)</li> <li>• Review <i>il y a, il n'y a pas, ça fait + present</i></li> <li>• Direct and Indirect object pronouns and placement of the object pronouns in a sentence in both present and <i>passé composé</i></li> <li>• Irregular verbs: <i>offrir, ouvrir, couvrir, dormir, suivre, recevoir</i></li> <li>• Review <i>passé composé</i> with <i>avoir</i></li> <li>• Review <i>passé composé</i> with <i>être</i></li> <li>• Expressions: <i>quelqu'un quelquechose</i></li> <li>• Negatives: <i>ne...pas, ne pas...encore, ne...jamais, ne...personne, ne...rien, ne...que</i></li> <li>• Metric versus American measurement system: <i>un kilo de, un litre de, etc.</i></li> </ul> <p>MP2</p> <ul style="list-style-type: none"> <li>• Reflexive verbs in the present and <i>passé composé</i> with <i>avoir</i> and <i>être</i> verbs</li> <li>• Reflexive pronouns</li> <li>• Expressions: <i>tout, tous, toute, toutes</i></li> <li>• The imperfect (<i>imparfait</i>)</li> <li>• The <i>passé composé</i> and the <i>imparfait</i></li> <li>• The comparative with adjectives and nouns</li> </ul>
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	<ul style="list-style-type: none"> <li>• <b>Hotel</b></li> <li>• <b>Market</b></li> <li>• <b>Supermarket</b></li> <li>• <b>Mall</b></li> <li>• <b>Store</b></li> <li>• <b>Shop</b></li> <li>• <b>Pharmacy</b></li> <li>• <b>Restaurant</b></li> <li>• <b>Park</b></li> <li>• <b>Club</b></li> <li>• <b>Parking garage</b></li> <li>• <b>Parking meter</b></li> <li>• <b>Ethnic groups</b></li> <li>• <b>Indigenous tribes</b></li> <li>• <b>Diversity</b></li> <li>• <b>English</b></li> <li>• <b>Irish</b></li> <li>• <b>Polish</b></li> <li>• <b>Italian</b></li> <li>• <b>Asian</b></li> <li>• <b>Hispanic</b></li> <li>• <b>Immigrant</b></li> <li>• <b>Emigrant</b></li> <li>• <b>Pageant</b></li> <li>• <b>Celebration</b></li> <li>• <b>Columbus Day</b></li> <li>• <b>St. Patrick's Day</b></li> <li>• <b>Three King's Day</b></li> <li>• <b>Tour</b></li> </ul>	<p><b>present population</b></p> <ul style="list-style-type: none"> <li>• <b>Make oral presentations about different ethnic groups that have taken part in Bridgeport's development</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>The superlative with adjectives</b></li> <li>• <b>Expressions: <i>être en train de</i></b></li> <li>• <b>The future of regular and irregular verbs</b></li> <li>• <b>Irregular verbs: <i>courir</i></b></li> </ul> <p><b>MP3</b></p> <ul style="list-style-type: none"> <li>• <b>The subjunctive of regular and irregular verbs</b></li> <li>• <b>The conditional</b></li> <li>• <b>Sentences with if clauses</b></li> <li>• <b>Relative pronouns: <i>qui, que, dont</i></b></li> <li>• <b>Interrogative pronouns</b></li> <li>• <b>Demonstrative pronouns</b></li> </ul> <p><b>MP4</b></p> <ul style="list-style-type: none"> <li>• <b>Review object pronouns</b></li> <li>• <b>Review the conditional</b></li> <li>• <b>Review the subjunctive</b></li> <li>• <b>Review the <i>passé composé</i> and <i>imparfait</i></b></li> <li>• <b>Review <i>être en train de</i></b></li> </ul>
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|  | <ul style="list-style-type: none"><li>• <b>Visit</b></li><li>• <b>Go</b></li><li>• <b>Take (bus, etc)</b></li><li>• <b>Walk</b></li><li>• <b>Ask directions</b></li><li>• <b>Turn right</b></li><li>• <b>Turn left</b></li><li>• <b>Go straight</b></li><li>• <b>In front</b></li><li>• <b>Behind</b></li><li>• <b>Beside</b></li><li>• <b>Traffic</b></li><li>• <b>Traffic light</b></li><li>• <b>Pedestrian</b></li><li>• <b>Corner</b></li></ul> |  |  |  |
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**Goal 2: CULTURES: Gain knowledge and understanding of other cultures**

**Standard 1: Students will demonstrate an understanding of the traditions, products and perspective of the culture studied.**

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> <li>• Learn about the target language culture through contact with people from target language culture who live in Bridgeport</li> <li>• Examine the City’s life style (i. e. types of jobs, recreational activities, sports, entertainment, night life, etc.)</li> <li>• Identify cultural organizations and celebrations in the City that are connected to the target language culture</li> </ul>	<ul style="list-style-type: none"> <li>• City</li> <li>• City charter</li> <li>• Seal</li> <li>• Flag</li> <li>• Founders</li> <li>• Government</li> <li>• Politics</li> <li>• Mayor</li> <li>• City Hall</li> <li>• City Council</li> <li>• City Clerk</li> <li>• Courthouse</li> <li>• Library</li> <li>• Post Office</li> <li>• Museum</li> <li>• Zoo</li> <li>• Theater</li> <li>• Sports Arena</li> <li>• Police</li> <li>• Public Works</li> <li>• Firefighters</li> <li>• County</li> </ul>	<ul style="list-style-type: none"> <li>• Develop questions with help from their teacher for a survey of target language speakers</li> <li>• Identify speakers of the target language within their neighborhood and school and conduct a survey to learn about their experiences in the city of Bridgeport</li> <li>• Prepare a 1 page report summarizing their survey findings</li> <li>• Gather information about entertainment, sports and other</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation(s)</li> <li>• Written responses.</li> <li>• Class presentations</li> <li>• Project based assessments</li> <li>• Listening comprehension</li> <li>• Cooperative learning activities</li> <li>• Reading responses</li> <li>• Teacher assessments (tests and quizzes)</li> </ul>	<p>MPI</p> <ul style="list-style-type: none"> <li>• Review regular <i>-er</i> verbs such as <i>donner, presenter</i> and accent adding <i>-er</i> verbs such as <i>acheter, preferer</i></li> <li>• Review <i>-ir, -re</i> verbs</li> <li>• Review irregular verbs: <i>avoir, être</i></li> <li>• Review adjectives: agreement and placement of adjectives in the sentence</li> <li>• Review irregular adjectives: <i>beau, nouveau, vieux</i></li> <li>• Review numbers from 1 to a million, including ordinal numbers</li> <li>• Review the partitive</li> <li>• Review pronouns: <i>en</i> and <i>y</i></li> <li>• Review contractions with <i>a</i> and <i>de</i></li> <li>• Review question formation with <i>est-ce que</i>, subject-verb inversion and <i>n'est-ce pas</i></li> <li>• Use of key question words: <i>qui, pourquoi, quand, comment, ou, que</i> with emphasis when used in verb subject inversion-type question</li> <li>• Expressions: <i>je voudrais</i> (as a sign of being polite), expressions with <i>comme</i> (i. e. <i>comme dessert</i>)</li> </ul>

	<ul style="list-style-type: none"> <li>• District</li> <li>• Suburb</li> <li>• Rural</li> <li>• Urban</li> <li>• Street</li> <li>• Avenue</li> <li>• Highway</li> <li>• House</li> <li>• Building</li> <li>• Condominium</li> <li>• Economy</li> <li>• Industry</li> <li>• Factory</li> <li>• Inventions</li> <li>• Inventor</li> <li>• Bank</li> <li>• Hospitals</li> <li>• Doctors</li> <li>• Nurses</li> <li>• University</li> <li>• College</li> <li>• School</li> <li>• Church</li> <li>• Hotel</li> <li>• Market</li> <li>• Supermarket</li> <li>• Mall</li> <li>• Store</li> <li>• Shop</li> <li>• Pharmacy</li> <li>• Restaurant</li> <li>• Park</li> </ul>	<p>public events in the City (personal knowledge, websites, radio, TV, newspapers, etc.) and develop a mural about the life style in the city of Bridgeport and cultural activities related to the target language</p>		<ul style="list-style-type: none"> <li>• Review <i>il y a, il n'y a pas, ça fait</i> + present</li> <li>• Direct and Indirect object pronouns and placement of the object pronouns in a sentence in both present and <i>passé composé</i></li> <li>• Irregular verbs: <i>offer, ouvrir, couvrir, dormir, suivre, recevoir</i></li> <li>• Review <i>passé composé</i> with <i>avoir</i></li> <li>• Review <i>passé composé</i> with <i>être</i></li> <li>• Expressions: <i>quelqu'un quelquechose</i></li> <li>• Negatives: <i>ne...pas, ne pas...encore, ne...jamais, ne...personne, ne...rien, ne...que</i></li> <li>• Metric versus American measurement system: <i>un kilo de, un litre de</i>, etc.</li> </ul> <p>MP2</p> <ul style="list-style-type: none"> <li>• Reflexive verbs in the present and <i>passé composé</i> with <i>avoir</i> and <i>être</i> verbs</li> <li>• Reflexive pronouns</li> <li>• Expressions: <i>tout, tous, toute, toutes</i></li> <li>• The imperfect (<i>imparfait</i>)</li> <li>• The <i>passé composé</i> and the <i>imparfait</i></li> <li>• The comparative with adjectives and nouns</li> <li>• The superlative with adjectives</li> <li>• Expressions: <i>être en train de</i></li> <li>• The future of regular and irregular verbs</li> <li>• Irregular verbs: <i>courir</i></li> </ul> <p>MP3</p> <ul style="list-style-type: none"> <li>• The subjunctive of regular and irregular verbs</li> <li>• The conditional</li> <li>• Sentences with if clauses</li> <li>• Relative pronouns: <i>qui, que, dont</i></li> </ul>
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	<ul style="list-style-type: none"> <li>• Club</li> <li>• Parking garage</li> <li>• Parking meter</li> <li>• Ethnic groups</li> <li>• Indigenous tribes</li> <li>• Diversity</li> <li>• English</li> <li>• Irish</li> <li>• Polish</li> <li>• Italian</li> <li>• Asian</li> <li>• Hispanic</li> <li>• Immigrant</li> <li>• Emigrant</li> <li>• Pageant</li> <li>• Celebration</li> <li>• Columbus Day</li> <li>• St. Patrick's Day</li> <li>• Three King's Day</li> <li>• Tour</li> <li>• Visit</li> <li>• Go</li> <li>• Take (bus, etc)</li> <li>• Walk</li> <li>• Ask directions</li> <li>• Turn right</li> <li>• Turn left</li> <li>• Go straight</li> <li>• In front</li> <li>• Behind</li> <li>• Beside</li> <li>• Traffic</li> <li>• Traffic light</li> <li>• Pedestrian</li> <li>• Corner</li> </ul>			<ul style="list-style-type: none"> <li>• Interrogative pronouns</li> <li>• Demonstrative pronouns</li> </ul> <p>MP4</p> <ul style="list-style-type: none"> <li>• Review object pronouns</li> <li>• Review the conditional</li> <li>• Review the subjunctive</li> <li>• Review the <i>passé composé</i> and <i>imparfait</i></li> <li>• Review <i>être en train de</i></li> </ul>
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**Goal 3: CONNECTIONS: Make connections with other areas of study and acquire information**

**Standard 1: Students will reinforce and expand the knowledge of other areas of study through the world language.**

**Standard 2: Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources.**

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> <li>• Locate the city of Bridgeport on a map</li> <li>• Identify geographic features of the city (rivers, harbors, topography)</li> <li>• Use their knowledge of Social Studies to analyze the ethnic diversity of Bridgeport</li> <li>• Gather and analyze statistics on Bridgeport’s population (i. e. school age population, voter participation, ethnic groups)</li> </ul>	<ul style="list-style-type: none"> <li>• City</li> <li>• City charter</li> <li>• Seal</li> <li>• Flag</li> <li>• Founders</li> <li>• Government</li> <li>• Politics</li> <li>• Mayor</li> <li>• City Hall</li> <li>• City Council</li> <li>• City Clerk</li> <li>• Courthouse</li> <li>• Library</li> <li>• Post Office</li> <li>• Museum</li> <li>• Zoo</li> <li>• Theater</li> <li>• Sports Arena</li> <li>• Police</li> <li>• Public Works</li> </ul>	<ul style="list-style-type: none"> <li>• Create a map of Bridgeport and identify geographic features using the target language</li> <li>• Research information and present oral reports about different ethnic groups in the city</li> <li>• Gather population statistics and analyze (i. e. work out percentage of school age</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation(s)</li> <li>• Written responses.</li> <li>• Class presentations</li> <li>• Project based assessments</li> <li>• Listening comprehension</li> <li>• Cooperative learning activities</li> <li>• Reading responses</li> <li>• Teacher assessments (tests and quizzes)</li> </ul>	<p>MPI</p> <ul style="list-style-type: none"> <li>• Review regular <i>-er</i> verbs such as <i>donner</i>, <i>presenter</i> and accent adding <i>-er</i> verbs such as <i>acheter</i>, <i>preferer</i></li> <li>• Review <i>-ir</i>, <i>-re</i> verbs</li> <li>• Review irregular verbs: <i>avoir</i>, <i>être</i></li> <li>• Review adjectives: agreement and placement of adjectives in the sentence</li> <li>• Review irregular adjectives: <i>beau</i>, <i>nouveau</i>, <i>vieux</i></li> <li>• Review numbers from 1 to a million, including ordinal numbers</li> <li>• Review the partitive</li> <li>• Review pronouns: <i>en</i> and <i>y</i></li> <li>• Review contractions with <i>a</i> and <i>de</i></li> <li>• Review question formation with <i>est-ce que</i>, subject-verb inversion and <i>n'est-ce pas</i></li> <li>• Use of key question words: <i>qui</i>, <i>pourquoi</i>, <i>quand</i>, <i>comment</i>, <i>ou</i>, <i>que</i> with emphasis when used in verb subject inversion-type question</li> </ul>

	<ul style="list-style-type: none"> <li>• Firefighters</li> <li>• County</li> <li>• District</li> <li>• Suburb</li> <li>• Rural</li> <li>• Urban</li> <li>• Street</li> <li>• Avenue</li> <li>• Highway</li> <li>• House</li> <li>• Building</li> <li>• Condominium</li> <li>• Economy</li> <li>• Industry</li> <li>• Factory</li> <li>• Inventions</li> <li>• Inventor</li> <li>• Bank</li> <li>• Hospitals</li> <li>• Doctors</li> <li>• Nurses</li> <li>• University</li> <li>• College</li> <li>• School</li> <li>• Church</li> <li>• Hotel</li> <li>• Market</li> <li>• Supermarket</li> <li>• Mall</li> <li>• Store</li> <li>• Shop</li> <li>• Pharmacy</li> </ul>	<p>students, % if boys vs. girls, % of Bridgeport student who attend college, salaries in relation to level of education, etc.)</p> <ul style="list-style-type: none"> <li>• Prepare charts and graphs of their statistical findings and use the target language on all legends on their charts and graphs</li> </ul>		<ul style="list-style-type: none"> <li>• Expressions: <i>je voudrais</i> (as a sign of being polite), expressions with <i>comme</i> (i. e. <i>comme dessert</i>)</li> <li>• Review <i>il y a, il n'y a pas, ça fait</i> + present</li> <li>• Direct and Indirect object pronouns and placement of the object pronouns in a sentence in both present and <i>passé composé</i></li> <li>• Irregular verbs: <i>offrir, ouvrir, couvrir, dormir, suivre, recevoir</i></li> <li>• Review <i>passé composé</i> with <i>avoir</i></li> <li>• Review <i>passé composé</i> with <i>être</i></li> <li>• Expressions: <i>quelqu'un quelque chose</i></li> <li>• Negatives: <i>ne...pas, ne pas...encore, ne...jamais, ne...personne, ne...rien, ne...que</i></li> <li>• Metric versus American measurement system: <i>un kilo de, un litre de</i>, etc.</li> </ul> <p>MP2</p> <ul style="list-style-type: none"> <li>• Reflexive verbs in the present and <i>passé composé</i> with <i>avoir</i> and <i>être</i> verbs</li> <li>• Reflexive pronouns</li> <li>• Expressions: <i>tout, tous, toute, toutes</i></li> <li>• The imperfect (<i>imparfait</i>)</li> <li>• The <i>passé composé</i> and the <i>imparfait</i></li> <li>• The comparative with adjectives and nouns</li> <li>• The superlative with adjectives</li> <li>• Expressions: <i>être en train de</i></li> <li>• The future of regular and irregular verbs</li> <li>• Irregular verbs: <i>courir</i></li> </ul> <p>MP3</p> <ul style="list-style-type: none"> <li>• The subjunctive of regular and irregular verbs</li> </ul>
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	<ul style="list-style-type: none"> <li>• Restaurant</li> <li>• Park</li> <li>• Club</li> <li>• Parking garage</li> <li>• Parking meter</li> <li>• Ethnic groups</li> <li>• Indigenous tribes</li> <li>• Diversity</li> <li>• English</li> <li>• Irish</li> <li>• Polish</li> <li>• Italian</li> <li>• Asian</li> <li>• Hispanic</li> <li>• Immigrant</li> <li>• Emigrant</li> <li>• Pageant</li> <li>• Celebration</li> <li>• Columbus Day</li> <li>• St. Patrick's Day</li> <li>• Three King's Day</li> <li>• Tour</li> <li>• Visit</li> <li>• Go</li> <li>• Take (bus, etc)</li> <li>• Walk</li> <li>• Ask directions</li> <li>• Turn right</li> <li>• Turn left</li> <li>• Go straight</li> <li>• In front</li> <li>• Behind</li> <li>• Beside</li> <li>• Traffic</li> <li>• Traffic light</li> <li>• Pedestrian</li> <li>• Corner</li> </ul>			<ul style="list-style-type: none"> <li>• The conditional</li> <li>• Sentences with if clauses</li> <li>• Relative pronouns: <i>qui, que, dont</i></li> <li>• Interrogative pronouns</li> <li>• Demonstrative pronouns</li> </ul> <p>MP4</p> <ul style="list-style-type: none"> <li>• Review object pronouns</li> <li>• Review the conditional</li> <li>• Review the subjunctive</li> <li>• Review the <i>passé composé</i> and <i>imparfait</i></li> <li>• Review <i>être en train de</i></li> </ul>
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**Goal 4: COMPARISONS: Understand the nature of language and cultures through comparisons**

**Standard 1: Students will demonstrate an understanding of the nature of language through comparisons of that world language and their own.**

**Standard 2: Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.**

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> <li>• Compare life in the city of Bridgeport with life in a city in a target language country</li> <li>• Compare and contrast city government in Bridgeport with city government in a city in a target language country</li> <li>• Compare and contrast the ethnic composition of Bridgeport’s population with the ethnic composition of the population in a city in a target language country</li> <li>• Compare and contrast the school system and student life in Bridgeport with the school system and student life in a target language city</li> </ul>	<ul style="list-style-type: none"> <li>• City</li> <li>• City charter</li> <li>• Seal</li> <li>• Flag</li> <li>• Founders</li> <li>• Government</li> <li>• Politics</li> <li>• Mayor</li> <li>• City Hall</li> <li>• City Council</li> <li>• City Clerk</li> <li>• Courthouse</li> <li>• Library</li> <li>• Post Office</li> <li>• Museum</li> <li>• Zoo</li> <li>• Theater</li> <li>• Sports Arena</li> <li>• Police</li> <li>• Public Works</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a city for study in a target language country with guidance from their teacher</li> <li>• Be guided by their teacher through a virtual tour of the target language city selected for study</li> <li>• Research the structure of city government in the target language city, geographic details and landmark monuments</li> <li>• Create a map of the target language city</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation(s)</li> <li>• Written responses.</li> <li>• Class presentations</li> <li>• Project based assessments</li> <li>• Listening comprehension</li> <li>• Cooperative learning activities</li> <li>• Reading responses</li> <li>• Teacher assessments (tests and quizzes)</li> </ul>	<p>MP1</p> <ul style="list-style-type: none"> <li>• Review regular <i>-er</i> verbs such as <i>donner, presenter</i> and accent adding <i>-er</i> verbs such as <i>acheter, preferer</i></li> <li>• Review <i>-ir, -re</i> verbs</li> <li>• Review irregular verbs: <i>avoir, être</i></li> <li>• Review adjectives: agreement and placement of adjectives in the sentence</li> <li>• Review irregular adjectives: <i>beau, nouveau, vieux</i></li> <li>• Review numbers from 1 to a million, including ordinal numbers</li> <li>• Review the partitive</li> <li>• Review pronouns: <i>en</i> and <i>y</i></li> <li>• Review contractions with <i>a</i> and <i>de</i></li> <li>• Review question formation with <i>est-ce que</i>, subject-verb inversion and <i>n’est-ce pas</i></li> <li>• Use of key question words: <i>qui, pourquoi, quand, comment, ou, que</i> with emphasis when used in verb subject inversion-type question</li> <li>• Expressions: <i>je voudrais</i> (as a sign of being polite), expressions with <i>comme</i> (i. e. <i>comme dessert</i>)</li> </ul>

	<ul style="list-style-type: none"> <li>• Firefighters</li> <li>• County</li> <li>• District</li> <li>• Suburb</li> <li>• Rural</li> <li>• Urban</li> <li>• Street</li> <li>• Avenue</li> <li>• Highway</li> <li>• House</li> <li>• Building</li> <li>• Condominium</li> <li>• Economy</li> <li>• Industry</li> <li>• Factory</li> <li>• Inventions</li> <li>• Inventor</li> <li>• Bank</li> <li>• Hospitals</li> <li>• Doctors</li> <li>• Nurses</li> <li>• University</li> <li>• College</li> <li>• School</li> <li>• Church</li> <li>• Hotel</li> <li>• Market</li> <li>• Supermarket</li> <li>• Mall</li> <li>• Store</li> <li>• Shop</li> <li>• Pharmacy</li> </ul>	<p><b>detailing geographic features and use the target language on the labels</b></p> <ul style="list-style-type: none"> <li>• Use the target language on a poster comparing the structure of city government in Bridgeport and in the target language city</li> <li>• Select landmarks from the target language city and create posters representing the selected landmarks. Students will write the explanations in the target language</li> <li>• Research the ethnic composition of the population of the target language city and prepare posters comparing/contrasting the ethnic</li> </ul>		<ul style="list-style-type: none"> <li>• Review <i>il y a, il n'y a pas, ça fait</i> + present</li> <li>• Direct and Indirect object pronouns and placement of the object pronouns in a sentence in both present and <i>passé composé</i></li> <li>• Irregular verbs: <i>offer, ouvrir, couvrir, dormir, suivre, recevoir</i></li> <li>• Review <i>passé composé</i> with <i>avoir</i></li> <li>• Review <i>passé composé</i> with <i>être</i></li> <li>• Expressions: <i>quelqu'un quelquechose</i></li> <li>• Negatives: <i>ne...pas, ne pas...encore, ne...jamais, ne...personne, ne...rien, ne...que</i></li> <li>• Metric versus American measurement system: <i>un kilo de, un litre de</i>, etc.</li> </ul> <p>MP2</p> <ul style="list-style-type: none"> <li>• Reflexive verbs in the present and <i>passé composé</i> with <i>avoir</i> and <i>être</i> verbs</li> <li>• Reflexive pronouns</li> <li>• Expressions: <i>tout, tous, toute, toutes</i></li> <li>• The imperfect (<i>imparfait</i>)</li> <li>• The <i>passé composé</i> and the <i>imparfait</i></li> <li>• The comparative with adjectives and nouns</li> <li>• The superlative with adjectives</li> <li>• Expressions: <i>être en train de</i></li> <li>• The future of regular and irregular verbs</li> <li>• Irregular verbs: <i>courir</i></li> </ul> <p>MP3</p> <ul style="list-style-type: none"> <li>• The subjunctive of regular and irregular verbs</li> <li>• The conditional</li> <li>• Sentences with <i>if</i> clauses</li> <li>• Relative pronouns: <i>qui, que, dont</i></li> <li>• Interrogative pronouns</li> <li>• Demonstrative pronouns</li> </ul>
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	<ul style="list-style-type: none"> <li>• Restaurant</li> <li>• Park</li> <li>• Club</li> <li>• Parking garage</li> <li>• Parking meter</li> <li>• Ethnic groups</li> <li>• Indigenous tribes</li> <li>• Diversity</li> <li>• English</li> <li>• Irish</li> <li>• Polish</li> <li>• Italian</li> <li>• Asian</li> <li>• Hispanic</li> <li>• Immigrant</li> <li>• Emigrant</li> <li>• Pageant</li> <li>• Celebration</li> <li>• Columbus Day</li> <li>• St. Patrick's Day</li> <li>• Three King's Day</li> <li>• Tour</li> <li>• Visit</li> <li>• Go</li> <li>• Take (bus, etc)</li> <li>• Walk</li> <li>• Ask directions</li> <li>• Turn right</li> <li>• Turn left</li> <li>• Go straight</li> <li>• In front</li> <li>• Behind</li> <li>• Beside</li> <li>• Traffic</li> <li>• Traffic light</li> <li>• Pedestrian</li> <li>• Corner</li> </ul>	<p><b>diversity in Bridgeport and in the target language city</b></p> <ul style="list-style-type: none"> <li>• <b>Research the school system and student life in the target language city</b></li> <li>• <b>Prepare skits and role play using the target language (a) students attending school in the target language city, (b) students from Bridgeport and from the target language city talking about school</b></li> </ul>		<p><b>MP4</b></p> <ul style="list-style-type: none"> <li>• Review object pronouns</li> <li>• Review the conditional</li> <li>• Review the subjunctive</li> <li>• Review the <i>passé composé</i> and <i>imparfait</i></li> <li>• Review <i>être en train de</i></li> </ul>
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**Goal 5: COMMUNITIES: participate in multilingual communities within a variety of contexts**

**Standard 1: Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.**

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> <li>Experience the target language culture at the local level by visiting stores, restaurants, and other businesses and organizations that cater to target language customers and interacting with the shopkeepers and customers</li> </ul>	<ul style="list-style-type: none"> <li>City</li> <li>City charter</li> <li>Seal</li> <li>Flag</li> <li>Founders</li> <li>Government</li> <li>Politics</li> <li>Mayor</li> <li>City Hall</li> <li>City Council</li> <li>City Clerk</li> <li>Courthouse</li> <li>Library</li> <li>Post Office</li> <li>Museum</li> <li>Zoo</li> <li>Theater</li> <li>Sports Arena</li> <li>Police</li> <li>Public Works</li> <li>Firefighters</li> <li>County</li> </ul>	<ul style="list-style-type: none"> <li>Visit stores, restaurants and other organizations if available in their neighborhoods that provide goods and services to people from target language countries living in the community</li> <li>Report to their classmates on their experiences meeting members of the target language</li> </ul>	<ul style="list-style-type: none"> <li>Student self reports on contacts with members of the target language community</li> <li>Student questions and comments generated by their experiences in the community with speakers of the target language</li> </ul>	<p>MPI</p> <ul style="list-style-type: none"> <li>Review regular <i>-er</i> verbs such as <i>donner, presenter</i> and accent adding <i>-er</i> verbs such as <i>acheter, preferer</i></li> <li>Review <i>-ir, -re</i> verbs</li> <li>Review irregular verbs: <i>avoir, être</i></li> <li>Review adjectives: agreement and placement of adjectives in the sentence</li> <li>Review irregular adjectives: <i>beau, nouveau, vieux</i></li> <li>Review numbers from 1 to a million, including ordinal numbers</li> <li>Review the partitive</li> <li>Review pronouns: <i>en</i> and <i>y</i></li> <li>Review contractions with <i>a</i> and <i>de</i></li> <li>Review question formation with <i>est-ce que</i>, subject-verb inversion and <i>n'est-ce pas</i></li> <li>Use of key question words: <i>qui, pourquoi, quand, comment, ou, que</i> with emphasis when used in verb subject inversion-type question</li> <li>Expressions: <i>je voudrais</i> (as a sign of being polite), expressions with <i>comme</i> (i. e. <i>comme dessert</i>)</li> <li>Review <i>il y a, il n'y a pas, ça fait</i> + present</li> </ul>

	<ul style="list-style-type: none"> <li>• District</li> <li>• Suburb</li> <li>• Rural</li> <li>• Urban</li> <li>• Street</li> <li>• Avenue</li> <li>• Highway</li> <li>• House</li> <li>• Building</li> <li>• Condominium</li> <li>• Economy</li> <li>• Industry</li> <li>• Factory</li> <li>• Inventions</li> <li>• Inventor</li> <li>• Bank</li> <li>• Hospitals</li> <li>• Doctors</li> <li>• Nurses</li> <li>• University</li> <li>• College</li> <li>• School</li> <li>• Church</li> <li>• Hotel</li> <li>• Market</li> <li>• Supermarket</li> <li>• Mall</li> <li>• Store</li> <li>• Shop</li> <li>• Pharmacy</li> <li>• Restaurant</li> <li>• Park</li> </ul>	<p style="text-align: center;"><b>community and sharing new vocabulary words they have learned</b></p>		<ul style="list-style-type: none"> <li>• Direct and Indirect object pronouns and placement of the object pronouns in a sentence in both present and <i>passé composé</i></li> <li>• Irregular verbs: <i>offer, ouvrir, couvrir, dormir, suivre, recevoir</i></li> <li>• Review <i>passé composé</i> with <i>avoir</i></li> <li>• Review <i>passé composé</i> with <i>être</i></li> <li>• Expressions: <i>quelqu'un quelquechose</i></li> <li>• Negatives: <i>ne...pas, ne pas...encore, ne...jamais, ne...personne, ne...rien, ne...que</i></li> <li>• Metric versus American measurement system: <i>un kilo de, un litre de</i>, etc.</li> </ul> <p><b>MP2</b></p> <ul style="list-style-type: none"> <li>• Reflexive verbs in the present and <i>passé composé</i> with <i>avoir</i> and <i>être</i> verbs</li> <li>• Reflexive pronouns</li> <li>• Expressions: <i>tout, tous, toute, toutes</i></li> <li>• The imperfect (<i>imparfait</i>)</li> <li>• The <i>passé composé</i> and the <i>imparfait</i></li> <li>• The comparative with adjectives and nouns</li> <li>• The superlative with adjectives</li> <li>• Expressions: <i>être en train de</i></li> <li>• The future of regular and irregular verbs</li> <li>• Irregular verbs: <i>courir</i></li> </ul> <p><b>MP3</b></p> <ul style="list-style-type: none"> <li>• The subjunctive of regular and irregular verbs</li> <li>• The conditional</li> <li>• Sentences with if clauses</li> <li>• Relative pronouns: <i>qui, que, dont</i></li> <li>• Interrogative pronouns</li> <li>• Demonstrative pronouns</li> </ul> <p><b>MP4</b></p> <ul style="list-style-type: none"> <li>• Review object pronouns</li> </ul>
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	<ul style="list-style-type: none"> <li>• Club</li> <li>• Parking garage</li> <li>• Parking meter</li> <li>• Ethnic groups</li> <li>• Indigenous tribes</li> <li>• Diversity</li> <li>• English</li> <li>• Irish</li> <li>• Polish</li> <li>• Italian</li> <li>• Asian</li> <li>• Hispanic</li> <li>• Immigrant</li> <li>• Emigrant</li> <li>• Pageant</li> <li>• Celebration</li> <li>• Columbus Day</li> <li>• St. Patrick's Day</li> <li>• Three King's Day</li> <li>• Tour</li> <li>• Visit</li> <li>• Go</li> <li>• Take (bus, etc)</li> <li>• Walk</li> <li>• Ask directions</li> <li>• Turn right</li> <li>• Turn left</li> <li>• Go straight</li> <li>• In front</li> <li>• Behind</li> <li>• Beside</li> <li>• Traffic</li> <li>• Traffic light</li> <li>• Pedestrian</li> <li>• Corner</li> </ul>			<ul style="list-style-type: none"> <li>• Review the conditional</li> <li>• Review the subjunctive</li> <li>• Review the <i>passé composé</i> and <i>imparfait</i></li> <li>• Review <i>être en train de</i></li> </ul>
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### III Enjoy Your Meal

Restaurant Menus, Meal Etiquette, Ethnic Restaurants, Favorite Dishes

#### GOAL 1: COMMUNICATION- in at least one language other than English

**Standard 1:** Students will engage in conversation, provide and obtain information, express feelings and exchange opinions.

**Standard 2:** Students will understand and interpret spoken and written language on a variety of topics.

**Standard 3:** Students will present information, concepts and ideas to listeners or readers on a variety of topics.

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> <li>• Read a menu in the target language and order a complete dinner at a restaurant</li> <li>• Identify different types of meats</li> <li>• Use eating utensils that are culturally appropriate</li> <li>• Observe culturally appropriate meal etiquette</li> <li>• Use correct expression in the target language when requesting or ordering food</li> </ul>	<ul style="list-style-type: none"> <li>• Ask for menu</li> <li>• Appetizers</li> <li>• Salads</li> <li>• Soups</li> <li>• Main Dishes</li> <li>• Sandwich</li> <li>• Desserts</li> <li>• Fruits</li> <li>• Cheeses</li> <li>• Drinks</li> <li>• Plate</li> <li>• Dessert plate</li> <li>• Soup plate or bowl</li> <li>• Glass</li> <li>• Stem glass</li> </ul>	<ul style="list-style-type: none"> <li>• Use transparencies, menus and videos and other visuals to learn and practice vocabulary</li> <li>• Create menus</li> <li>• Work in cooperative groups to create dialogues about visiting a target language</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation(s)</li> <li>• Written responses.</li> <li>• Class presentations</li> <li>• Project based assessments</li> <li>• Listening comprehension</li> <li>• Cooperative learning activities</li> <li>• Reading responses</li> <li>• Teacher assessments</li> </ul>	<p>MP1</p> <ul style="list-style-type: none"> <li>• Review regular <i>-er</i> verbs such as <i>donner, presenter</i> and accent adding <i>-er</i> verbs such as <i>acheter, preferer</i></li> <li>• Review <i>-ir, -re</i> verbs</li> <li>• Review irregular verbs: <i>avoir, être</i></li> <li>• Review adjectives: agreement and placement of adjectives in the sentence</li> <li>• Review irregular adjectives: <i>beau, nouveau, vieux</i></li> <li>• Review numbers from 1 to a million, including ordinal numbers</li> <li>• Review the partitive</li> <li>• Review pronouns: <i>en</i> and <i>y</i></li> <li>• Review contractions with <i>a</i> and <i>de</i></li> <li>• Review question formation with <i>est-ce que</i>, subject-verb inversion and <i>n'est-ce pas</i></li> </ul>

<ul style="list-style-type: none"> <li>• Visit local restaurants that specialize in cuisine associated with the target language</li> <li>• Identify regional specialties within the broad range of target language cuisine</li> <li>• Express likes and dislikes about food</li> </ul>	<ul style="list-style-type: none"> <li>• Cup</li> <li>• Tablespoon</li> <li>• Teaspoon</li> <li>• Knife</li> <li>• Fork</li> <li>• Dessert fork</li> <li>• Napkin'</li> <li>• Meal related expressions such as <i>I'm hungry, I'm thirsty, what would you like?, how much?, the check, please, etc.</i></li> <li>• Expressions related to meal etiquette such as <i>knife on left hand, fork on right hand, etc.</i></li> <li>• Very good</li> <li>• Delicious</li> <li>• Bad</li> <li>• Terrible</li> <li>• Breakfast</li> <li>• Lunch</li> <li>• Dinner</li> <li>• Snack</li> </ul>	<p>restaurant and to present their dialogues</p>	<p>(tests and quizzes)</p>	<ul style="list-style-type: none"> <li>• Use of key question words: <i>qui, pourquoi, quand, comment, ou, que</i> with emphasis when used in verb subject inversion-type question</li> <li>• Expressions: <i>je voudrais</i> (as a sign of being polite), expressions with <i>comme</i> (i. e. <i>comme dessert</i>)</li> <li>• Review <i>il y a, il n'y a pas, ça fait</i> + present</li> <li>• Direct and Indirect object pronouns and placement of the object pronouns in a sentence in both present and <i>passé composé</i></li> <li>• Irregular verbs: <i>offer, ouvrir, couvrir, dormir, suivre, recevoir</i></li> <li>• Review <i>passé composé</i> with <i>avoir</i></li> <li>• Review <i>passé composé</i> with <i>être</i></li> <li>• Expressions: <i>quelqu'un quelquechose</i></li> <li>• Negatives: <i>ne...pas, ne pas...encore, ne...jamais, ne...personne, ne...rien, ne...que</i></li> <li>• Metric versus American measurement system: <i>un kilo de, un litre de</i>, etc.</li> </ul> <p>MP2</p> <ul style="list-style-type: none"> <li>• Reflexive verbs in the present and <i>passé composé</i> with <i>avoir</i> and <i>être</i> verbs</li> <li>• Reflexive pronouns</li> <li>• Expressions: <i>tout, tous, toute, toutes</i></li> <li>• The imperfect (<i>imparfait</i>)</li> <li>• The <i>passé composé</i> and the <i>imparfait</i></li> <li>• The comparative with adjectives and nouns</li> <li>• The superlative with adjectives</li> <li>• Expressions: <i>être en train de</i></li> <li>• The future of regular and irregular verbs</li> <li>• Irregular verbs: <i>courir</i></li> </ul> <p>MP3</p> <ul style="list-style-type: none"> <li>• The subjunctive of regular and irregular verbs</li> <li>• The conditional</li> </ul>
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				<ul style="list-style-type: none"><li>• Sentences with if clauses</li><li>• Relative pronouns: <i>qui, que, dont</i></li><li>• Interrogative pronouns</li><li>• Demonstrative pronouns</li></ul> <b>MP4</b> <ul style="list-style-type: none"><li>• Review object pronouns</li><li>• Review the conditional</li><li>• Review the subjunctive</li><li>• Review the <i>passé composé</i> and <i>imparfait</i></li><li>• Review <i>être en train de</i></li></ul>
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**Goal 2: CULTURES: Gain knowledge and understanding of other cultures**

**Standard 1: Students will demonstrate an understanding of the traditions, products and perspective of the culture studied.**

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> <li>• Demonstrate the sequential presentation of a meal in the target language culture</li> <li>• Learn about special meals associated with holiday celebrations in the target language culture</li> <li>• Identify different types of foods consumed throughout the day within the context of the target language culture</li> </ul>	<ul style="list-style-type: none"> <li>• Ask for menu</li> <li>• Appetizers</li> <li>• Salads</li> <li>• Soups</li> <li>• Main Dishes</li> <li>• Sandwich</li> <li>• Desserts</li> <li>• Fruits</li> <li>• Cheeses</li> <li>• Drinks</li> <li>• Plate</li> <li>• Dessert plate</li> <li>• Soup plate or bowl</li> <li>• Glass</li> <li>• Stem glass</li> <li>• Cup</li> <li>• Tablespoon</li> <li>• Teaspoon</li> <li>• Knife</li> <li>• Fork</li> <li>• Dessert fork</li> <li>• Napkin'</li> <li>• Meal related expressions such as <i>I'm hungry, I'm thirsty, what</i></li> </ul>	<ul style="list-style-type: none"> <li>• Read and interpret menus in the target language</li> <li>• Create menus using their knowledge of the target language and understanding of the culture</li> <li>• Practice ordering meals in the target language working in pairs or small groups</li> <li>• Practice pronouncing vocabulary words and expressions</li> <li>• Research the historical significance of holiday</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluations:               <ul style="list-style-type: none"> <li>* menu presentation</li> <li>* research presentation</li> </ul> </li> <li>• Written responses:               <ul style="list-style-type: none"> <li>* dialogues</li> <li>* menus</li> <li>* reports</li> </ul> </li> <li>• Cooperative learning activities:               <ul style="list-style-type: none"> <li>* Food preparation and tasting</li> </ul> </li> <li>• Teacher assessments (tests and quizzes)</li> </ul>	<p>MPI</p> <ul style="list-style-type: none"> <li>• Review regular <i>-er</i> verbs such as <i>donner, presenter</i> and accent adding <i>-er</i> verbs such as <i>acheter, preferer</i></li> <li>• Review <i>-ir, -re</i> verbs</li> <li>• Review irregular verbs: <i>avoir, être</i></li> <li>• Review adjectives: agreement and placement of adjectives in the sentence</li> <li>• Review irregular adjectives: <i>beau, nouveau, vieux</i></li> <li>• Review numbers from 1 to a million, including ordinal numbers</li> <li>• Review the partitive</li> <li>• Review pronouns: <i>en</i> and <i>y</i></li> <li>• Review contractions with <i>a</i> and <i>de</i></li> <li>• Review question formation with <i>est-ce que</i>, subject-verb inversion and <i>n'est-ce pas</i></li> <li>• Use of key question words: <i>qui, pourquoi, quand, comment, ou, que</i> with emphasis when used in verb subject inversion-type question</li> <li>• Expressions: <i>je voudrais</i> (as a sign of being polite), expressions with <i>comme</i> (i. e. <i>comme dessert</i>)</li> <li>• Review <i>il y a, il n'y a pas, ça fait</i> + present</li> <li>• Direct and Indirect object pronouns and placement of the object pronouns in a sentence in both present and <i>passé compose</i></li> </ul>

	<p><i>would you like?, how much?, the check, please, etc.</i></p> <ul style="list-style-type: none"> <li>• <b>Expressions related to meal etiquette such as knife on left hand, fork on right hand, etc.</b></li> <li>• <b>Breakfast</b></li> <li>• <b>Lunch</b></li> <li>• <b>Dinner</b></li> <li>• <b>Snack</b></li> <li>• <b>Very good</b></li> <li>• <b>Delicious</b></li> <li>• <b>Bad</b></li> <li>• <b>Terrible</b></li> <li>• <b>Holidays: important national and religious holiday in the target language culture</b></li> <li>• <b>Foods associated with important holidays in the target language culture</b></li> </ul>	<p><b>celebrations in the target language culture and make presentations or prepare posters</b></p> <ul style="list-style-type: none"> <li>• <b>Play a variety of games (jeopardy, scrabble, hangman, crosswords puzzles, picture word associations) to practice and reinforce vocabulary related to food and meals</b></li> <li>• <b>Create home menus identifying foods associated with the different meals taken during the day in the target language culture</b></li> <li>• <b>Find authentic recipes and prepare dishes associated with the target language culture (if feasible within the school environment) or prepare illustrated poster using the target language</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Irregular verbs: offer, ouvrir, couvrir, dormir, suivre, recevoir</b></li> <li>• <b>Review <i>passé composé</i> with avoir</b></li> <li>• <b>Review <i>passé composé</i> with être</b></li> <li>• <b>Expressions: <i>quelqu'un quelquechose</i></b></li> <li>• <b>Negatives: <i>ne...pas, ne pas...encore, ne...jamais, ne...persone, ne...rien, ne...que</i></b></li> <li>• <b>Metric versus American measurement system: <i>un kilo de, un litre de</i>, etc.</b></li> </ul> <p><b>MP2</b></p> <ul style="list-style-type: none"> <li>• <b>Reflexive verbs in the present and <i>passé composé</i> with avoir and être verbs</b></li> <li>• <b>Reflexive pronouns</b></li> <li>• <b>Expressions: <i>tout, tous, toute, toutes</i></b></li> <li>• <b>The imperfect (<i>imparfait</i>)</b></li> <li>• <b>The <i>passé composé</i> and the <i>imparfait</i></b></li> <li>• <b>The comparative with adjectives and nouns</b></li> <li>• <b>The superlative with adjectives</b></li> <li>• <b>Expressions: <i>être en train de</i></b></li> <li>• <b>The future of regular and irregular verbs</b></li> <li>• <b>Irregular verbs: <i>courir</i></b></li> </ul> <p><b>MP3</b></p> <ul style="list-style-type: none"> <li>• <b>The subjunctive of regular and irregular verbs</b></li> <li>• <b>The conditional</b></li> <li>• <b>Sentences with if clauses</b></li> <li>• <b>Relative pronouns: <i>qui, que, dont</i></b></li> <li>• <b>Interrogative pronouns</b></li> <li>• <b>Demonstrative pronouns</b></li> </ul> <p><b>MP4</b></p> <ul style="list-style-type: none"> <li>• <b>Review object pronouns</b></li> <li>• <b>Review the conditional</b></li> <li>• <b>Review the subjunctive</b></li> <li>• <b>Review the <i>passé composé</i> and <i>imparfait</i></b></li> <li>• <b>Review <i>être en train de</i></b></li> </ul>
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**Goal 3: CONNECTIONS: Make connections with other areas of study and acquire information**

**Standard 1: Students will reinforce and expand the knowledge of other areas of study through the world language.**

**Standard 2: Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources.**

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> <li>• Make connections with the cuisine of the target language culture and foods they studied in Food Science and Family Consumer Science classes</li> <li>• Apply their knowledge of systems of weights and measures from Mathematics classes to convert weights and measures used in the target language countries to standard weights and measures used in the United States</li> </ul>	<ul style="list-style-type: none"> <li>• Food related vocabulary borrowed from the target language: i. e. <i>menu, quesadilla, ricotta</i>, etc.</li> <li>• Weights and measures used in target language countries (English vs. metric system)</li> <li>• Basic ingredients: meats, vegetables, fruits, spices</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze traditional recipes from the target language culture for ingredients and nutritional value</li> <li>• Compare traditional everyday menu from the target language culture with traditional everyday menu in the U.S.</li> <li>• Prepare typical “everyday” recipes from the target language culture (if feasible within the</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation(s)</li> <li>• Written responses.</li> <li>• Class presentations</li> <li>• Project based assessments</li> <li>• Cooperative learning activities</li> <li>• Teacher assessments (tests and quizzes)</li> </ul>	<p><b>MPI</b></p> <ul style="list-style-type: none"> <li>• Review regular <i>-er</i> verbs such as <i>donner, presenter</i> and accent adding <i>-er</i> verbs such as <i>acheter, preferer</i></li> <li>• Review <i>-ir, -re</i> verbs</li> <li>• Review irregular verbs: <i>avoir, être</i></li> <li>• Review adjectives: agreement and placement of adjectives in the sentence</li> <li>• Review irregular adjectives: <i>beau, nouveau, vieux</i></li> <li>• Review numbers from 1 to a million, including ordinal numbers</li> <li>• Review the partitive</li> <li>• Review pronouns: <i>en</i> and <i>y</i></li> <li>• Review contractions with <i>a</i> and <i>de</i></li> <li>• Review question</li> </ul>

		<p><b>school and/or home environments), conduct a “tasting session” and identify their favorites</b></p>		<p>formation with <i>est-ce que</i>, subject-verb inversion and <i>n'est-ce pas</i></p> <ul style="list-style-type: none"> <li>• Use of key question words: <i>qui, pourquoi, quand, comment, ou, que</i> with emphasis when used in verb subject inversion-type question</li> <li>• Expressions: <i>je voudrais</i> (as a sign of being polite), expressions with <i>comme</i> (i. e. <i>comme dessert</i>)</li> <li>• Review <i>il y a, il n'y a pas, ça fait + present</i></li> <li>• Direct and Indirect object pronouns and placement of the object pronouns in a sentence in both present and <i>passé composé</i></li> <li>• Irregular verbs: <i>offer, ouvrir, couvrir, dormir, suivre, recevoir</i></li> <li>• Review <i>passé composé</i> with <i>avoir</i></li> <li>• Review <i>passé composé</i> with <i>être</i></li> <li>• Expressions: <i>quelqu'un quelquechose</i></li> <li>• Negatives: <i>ne...pas, ne pas...encore, ne...jamais, ne...personne, ne...rien, ne...que</i></li> <li>• Metric versus American measurement system: <i>un kilo de, un litre de</i>, etc.</li> </ul> <p><b>MP2</b></p> <ul style="list-style-type: none"> <li>• Reflexive verbs in the present and <i>passé</i></li> </ul>
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				<p><i>composé</i> with <i>avoir</i> and <i>être</i> verbs</p> <ul style="list-style-type: none"> <li>• Reflexive pronouns</li> <li>• Expressions: <i>tout, tous, toute, toutes</i></li> <li>• The imperfect (<i>imparfait</i>)</li> <li>• The <i>passé composé</i> and the <i>imparfait</i></li> <li>• The comparative with adjectives and nouns</li> <li>• The superlative with adjectives</li> <li>• Expressions: <i>être en train de</i></li> <li>• The future of regular and irregular verbs</li> <li>• Irregular verbs: <i>courir</i></li> </ul> <p>MP3</p> <ul style="list-style-type: none"> <li>• The subjunctive of regular and irregular verbs</li> <li>• The conditional</li> <li>• Sentences with <i>if</i> clauses</li> <li>• Relative pronouns: <i>qui, que, dont</i></li> <li>• Interrogative pronouns</li> <li>• Demonstrative pronouns</li> </ul> <p>MP4</p> <ul style="list-style-type: none"> <li>• Review object pronouns</li> <li>• Review the conditional</li> <li>• Review the subjunctive</li> <li>• Review the <i>passé composé</i> and <i>imparfait</i></li> <li>• Review <i>être en train de</i></li> </ul>
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**Goal 4: COMPARISONS: Understand the nature of language and cultures through comparisons**

**Standard 1: Students will demonstrate an understanding of the nature of language through comparisons of that world language and their own.**

**Standard 2: Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.**

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> <li>• Compare differences / similarities of target language cuisine and American cuisine</li> <li>• Compare and contrast the experience of shopping for groceries in a target language country and in the U. S.</li> <li>• Distinguish between traditional food and fast food</li> <li>• Compare fast food in the U. S. vs. fast food in a target language country</li> <li>• Compare traditional food preparation in the target language culture to fast food preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Different types of food retailers in target language countries</li> <li>• Weights and measures used in target language countries (English vs. metric system)</li> <li>• Basic ingredients: meats, vegetables, fruits, spices</li> </ul>	<ul style="list-style-type: none"> <li>• Visit specialty stores that carry products associated with the target language culture</li> <li>• Role play interacting with shopkeepers in target language countries</li> <li>• Compare recipes from target language culture with American recipes</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation(s)</li> <li>• Written responses.</li> <li>• Class presentations</li> <li>• Project based assessments</li> <li>• Cooperative learning activities</li> <li>• Teacher assessments (tests and quizzes)</li> </ul>	<p>MP1</p> <ul style="list-style-type: none"> <li>• Review regular <i>-er</i> verbs such as <i>donner, presenter</i> and accent adding <i>-er</i> verbs such as <i>acheter, preferer</i></li> <li>• Review <i>-ir, -re</i> verbs</li> <li>• Review irregular verbs: <i>avoir, être</i></li> <li>• Review adjectives: agreement and placement of adjectives in the sentence</li> <li>• Review irregular adjectives: <i>beau, nouveau, vieux</i></li> <li>• Review numbers from 1 to a million, including ordinal numbers</li> <li>• Review the partitive</li> <li>• Review pronouns: <i>en</i> and <i>y</i></li> <li>• Review contractions with <i>a</i> and <i>de</i></li> <li>• Review question formation with <i>est-ce que</i>, subject-verb inversion and <i>n'est-ce pas</i></li> <li>• Use of key question words: <i>qui, pourquoi, quand, comment, ou, que</i> with emphasis when used in verb subject inversion-type question</li> <li>• Expressions: <i>je voudrais</i> (as a sign of being polite), expressions with <i>comme</i> (i. e. <i>comme dessert</i>)</li> <li>• Review <i>il y a, il n'y a pas, ça fait + present</i></li> </ul>

				<ul style="list-style-type: none"> <li>• Direct and Indirect object pronouns and placement of the object pronouns in a sentence in both present and <i>passé composé</i></li> <li>• Irregular verbs: <i>offrir, ouvrir, couvrir, dormir, suivre, recevoir</i></li> <li>• Review <i>passé composé</i> with <i>avoir</i></li> <li>• Review <i>passé composé</i> with <i>être</i></li> <li>• Expressions: <i>quelqu'un quelquechose</i></li> <li>• Negatives: <i>ne...pas, ne pas...encore, ne...jamais, ne...personne, ne...rien, ne...que</i></li> <li>• Metric versus American measurement system: <i>un kilo de, un litre de</i>, etc.</li> </ul> <p><b>MP2</b></p> <ul style="list-style-type: none"> <li>• Reflexive verbs in the present and <i>passé composé</i> with <i>avoir</i> and <i>être</i> verbs</li> <li>• Reflexive pronouns</li> <li>• Expressions: <i>tout, tous, toute, toutes</i></li> <li>• The imperfect (<i>imparfait</i>)</li> <li>• The <i>passé composé</i> and the <i>imparfait</i></li> <li>• The comparative with adjectives and nouns</li> <li>• The superlative with adjectives</li> <li>• Expressions: <i>être en train de</i></li> <li>• The future of regular and irregular verbs</li> <li>• Irregular verbs: <i>courir</i></li> </ul> <p><b>MP3</b></p> <ul style="list-style-type: none"> <li>• The subjunctive of regular and irregular verbs</li> <li>• The conditional</li> <li>• Sentences with if clauses</li> <li>• Relative pronouns: <i>qui, que, dont</i></li> <li>• Interrogative pronouns</li> <li>• Demonstrative pronouns</li> </ul> <p><b>MP4</b></p> <ul style="list-style-type: none"> <li>• Review object pronouns</li> <li>• Review the conditional</li> <li>• Review the subjunctive</li> <li>• Review the <i>passé composé</i> and <i>imparfait</i></li> </ul>
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**Goal 5: COMMUNITIES: participate in multilingual communities within a variety of contexts**

**Standard 1: Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.**

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> <li>• Order food from local restaurants serving the target language community</li> <li>• Shop for products associated with the cuisine of the target language culture from local markets</li> <li>• Prepare recipes from target language culture and share with their classmates</li> </ul>	<ul style="list-style-type: none"> <li>• Ask for menu</li> <li>• Appetizers</li> <li>• Salads</li> <li>• Soups</li> <li>• Main Dishes</li> <li>• Sandwich</li> <li>• Desserts</li> <li>• Fruits</li> <li>• Cheeses</li> <li>• Drinks</li> <li>• Plate</li> <li>• Dessert plate</li> <li>• Soup plate or bowl</li> <li>• Glass</li> <li>• Stem glass</li> <li>• Cup</li> <li>• Tablespoon</li> <li>• Teaspoon</li> <li>• Knife</li> <li>• Fork</li> <li>• Dessert fork</li> <li>• Napkin'</li> <li>• Meal related expressions such as <i>I'm hungry, I'm</i></li> </ul>	<ul style="list-style-type: none"> <li>• Visit local restaurants, food markets that cater to target language customers</li> <li>• Study menus from target language restaurants</li> <li>• Conduct food sampling sessions with foods imported from target language countries</li> <li>• Check labels of imported for ingredients and nutrition information</li> </ul>	<ul style="list-style-type: none"> <li>• Student performance on class trip to target language restaurant, or</li> <li>• Student written or oral reflection on personal experiences at a target language restaurant</li> <li>• Posters comparing ingredients of similar food items that are exported versus imported brand (i.e. chocolate, cookies, cheeses)</li> <li>• Tasting home-made foods prepared by students using recipes from the target language culture</li> </ul>	<p>MP1</p> <ul style="list-style-type: none"> <li>• Review regular <i>-er</i> verbs such as <i>donner, presenter</i> and accent adding <i>-er</i> verbs such as <i>acheter, preferer</i></li> <li>• Review <i>-ir, -re</i> verbs</li> <li>• Review irregular verbs: <i>avoir, être</i></li> <li>• Review adjectives: agreement and placement of adjectives in the sentence</li> <li>• Review irregular adjectives: <i>beau, nouveau, vieux</i></li> <li>• Review numbers from 1 to a million, including ordinal numbers</li> <li>• Review the partitive</li> <li>• Review pronouns: <i>en</i> and <i>y</i></li> <li>• Review contractions with <i>a</i> and <i>de</i></li> <li>• Review question formation with <i>est-ce que</i>, subject-verb inversion and <i>n'est-ce pas</i></li> <li>• Use of key question words: <i>qui, pourquoi, quand, comment, ou, que</i> with emphasis when used in verb subject inversion-type question</li> <li>• Expressions: <i>je voudrais</i> (as a sign of being polite), expressions with <i>comme</i> (i. e. <i>comme dessert</i>)</li> <li>• Review <i>il y a, il n'y a pas, ça fait</i> + present</li> <li>• Direct and Indirect object pronouns and placement of the object pronouns in a sentence in both present and <i>passé composé</i></li> </ul>

	<p><i>thirsty, what would you like?, how much?, the check, please, etc.</i></p> <ul style="list-style-type: none"> <li>• <b>Expressions related to meal etiquette such as knife on left hand, fork on right hand, etc.</b></li> <li>• <b>Breakfast</b></li> <li>• <b>Lunch</b></li> <li>• <b>Dinner</b></li> <li>• <b>Snack</b></li> <li>• <b>Very good</b></li> <li>• <b>Delicious</b></li> <li>• <b>Bad</b></li> <li>• <b>Terrible</b></li> <li>• <b>Holidays: important national and religious holiday in the target language culture</b></li> <li>• <b>Foods associated with important holidays in the target language culture</b></li> <li>• <b>Different types of food retailers in target language countries</b></li> <li>• <b>Weights and measures used in target language countries (English vs. metric system)</b></li> <li>• <b>Basic ingredients: meats, vegetables, fruits, spices</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Role playing activities related to ordering a meal and shopping for groceries in a target language country</b></li> <li>• <b>Teacher assessments (tests and quizzes)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Irregular verbs: <i>offer, ouvrir, couvrir, dormir, suivre, recevoir</i></b></li> <li>• <b>Review <i>passé composé</i> with <i>avoir</i></b></li> <li>• <b>Review <i>passé composé</i> with <i>être</i></b></li> <li>• <b>Expressions: <i>quelqu'un quelquechose</i></b></li> <li>• <b>Negatives: <i>ne...pas, ne pas...encore, ne...jamais, ne...personne, ne...rien, ne...que</i></b></li> <li>• <b>Metric versus American measurement system: <i>un kilo de, un litre de</i>, etc.</b></li> </ul> <p><b>MP2</b></p> <ul style="list-style-type: none"> <li>• <b>Reflexive verbs in the present and <i>passé composé</i> with <i>avoir</i> and <i>être</i> verbs</b></li> <li>• <b>Reflexive pronouns</b></li> <li>• <b>Expressions: <i>tout, tous, toute, toutes</i></b></li> <li>• <b>The imperfect (<i>imparfait</i>)</b></li> <li>• <b>The <i>passé composé</i> and the <i>imparfait</i></b></li> <li>• <b>The comparative with adjectives and nouns</b></li> <li>• <b>The superlative with adjectives</b></li> <li>• <b>Expressions: <i>être en train de</i></b></li> <li>• <b>The future of regular and irregular verbs</b></li> <li>• <b>Irregular verbs: <i>courir</i></b></li> </ul> <p><b>MP3</b></p> <ul style="list-style-type: none"> <li>• <b>The subjunctive of regular and irregular verbs</b></li> <li>• <b>The conditional</b></li> <li>• <b>Sentences with if clauses</b></li> <li>• <b>Relative pronouns: <i>qui, que, dont</i></b></li> <li>• <b>Interrogative pronouns</b></li> <li>• <b>Demonstrative pronouns</b></li> </ul> <p><b>MP4</b></p> <ul style="list-style-type: none"> <li>• <b>Review object pronouns</b></li> <li>• <b>Review the conditional</b></li> <li>• <b>Review the subjunctive</b></li> <li>• <b>Review the <i>passé composé</i> and <i>imparfait</i></b></li> <li>• <b>Review <i>être en train de</i></b></li> </ul>
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## IV Travel

Travel Arrangements, Itineraries, Foreign Currency, National Celebrations, Major Destination Cities

### CONTENT STANDARD 1: COMMUNICATION- Communicate in Languages other than English

#### GOAL 1: COMMUNICATION- in at least one language other than English

**Standard 1:** Students will engage in conversation, provide and obtain information, express feelings and exchange opinions.

**Standard 2:** Students will understand and interpret spoken and written language on a variety of topics.

**Standard 3:** Students will present information, concepts and ideas to listeners or readers on a variety of topics.

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> <li>• Plan and role play making arrangements for a trip to a target language country (i. e. travel agency, plane and hotel reservations, tickets, itinerary, etc.)</li> <li>• Know and discuss basic geography, weather, time differences, currency of the target country/countries</li> <li>• Identify celebrations in target country/countries</li> <li>• Plan and describe</li> </ul>	<ul style="list-style-type: none"> <li>• Passport</li> <li>• Modes of transportation</li> <li>• Types of currency</li> <li>• Articles of clothing</li> <li>• Weather terms</li> <li>• Place names</li> <li>• Celebrations</li> <li>• Question words</li> <li>• Shopping vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Use flashcards, videos and other visual aids to learn vocabulary</li> <li>• Investigate travel documents requirements for target country and will “apply” for travel documents</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation(s)</li> <li>• Written responses.</li> <li>• Class presentations</li> <li>• Project based assessments</li> <li>• Listening comprehension</li> <li>• Cooperative learning activities</li> <li>• Reading</li> </ul>	<p>MP1</p> <ul style="list-style-type: none"> <li>• Review regular <i>-er</i> verbs such as <i>donner, presenter</i> and accent adding <i>-er</i> verbs such as <i>acheter, preferer</i></li> <li>• Review <i>-ir, -re</i> verbs</li> <li>• Review irregular verbs: <i>avoir, être</i></li> <li>• Review adjectives: agreement and placement of adjectives in the sentence</li> <li>• Review irregular adjectives: <i>beau, nouveau, vieux</i></li> <li>• Review numbers from 1 to a million, including ordinal numbers</li> <li>• Review the partitive</li> <li>• Review pronouns: <i>en</i> and <i>y</i></li> <li>• Review contractions with <i>a</i> and <i>de</i></li> </ul>

<p>clothing for their visit to the destination country</p> <ul style="list-style-type: none"> <li>• Identify local weather conditions</li> <li>• Ask for directions</li> <li>• Bargain and buy souvenirs</li> <li>• Read and interpret maps in target language</li> <li>• Plan travel kit</li> <li>• Read a train schedule in target language</li> <li>• Ask for information and directions from hotel clerks, taxi and bus drivers</li> </ul>	<ul style="list-style-type: none"> <li>• Geographical terms</li> </ul>	<ul style="list-style-type: none"> <li>• Research, prepare and discuss travel itinerary for target country</li> <li>• Investigate specific places of interest to visit in target country and will make presentations to their classmates in target language</li> <li>• Discuss clothing and travel kit needs for their trip</li> <li>• Create and present dialogues asking for directions and information in the target country</li> <li>• Enact shopping for souvenirs in the target country</li> </ul>	<p>responses</p> <ul style="list-style-type: none"> <li>• Teacher assessments (tests and quizzes)</li> </ul>	<ul style="list-style-type: none"> <li>• Review question formation with <i>est-ce que</i>, subject-verb inversion and <i>n'est-ce pas</i></li> <li>• Use of key question words: <i>qui, pourquoi, quand, comment, ou, que</i> with emphasis when used in verb subject inversion-type question</li> <li>• Expressions: <i>je voudrais</i> (as a sign of being polite), expressions with <i>comme</i> (i. e. <i>comme dessert</i>)</li> <li>• Review <i>il y a, il n'y a pas, ça fait</i> + present</li> <li>• Direct and Indirect object pronouns and placement of the object pronouns in a sentence in both present and <i>passé composé</i></li> <li>• Irregular verbs: <i>offrir, ouvrir, couvrir, dormir, suivre, recevoir</i></li> <li>• Review <i>passé composé</i> with <i>avoir</i></li> <li>• Review <i>passé composé</i> with <i>être</i></li> <li>• Expressions: <i>quelqu'un quelque chose</i></li> <li>• Negatives: <i>ne...pas, ne pas...encore, ne...jamais, ne...persone, ne...rien, ne...que</i></li> <li>• Metric versus American measurement system: <i>un kilo de, un litre de</i>, etc.</li> </ul> <p>MP2</p> <ul style="list-style-type: none"> <li>• Reflexive verbs in the present and <i>passé composé</i> with <i>avoir</i> and <i>être</i> verbs</li> <li>• Reflexive pronouns</li> <li>• Expressions: <i>tout, tous, toute, toutes</i></li> <li>• The imperfect (<i>imparfait</i>)</li> <li>• The <i>passé composé</i> and the <i>imparfait</i></li> <li>• The comparative with adjectives and nouns</li> <li>• The superlative with adjectives</li> <li>• Expressions: <i>être en train de</i></li> <li>• The future of regular and irregular verbs</li> <li>• Irregular verbs: <i>courir</i></li> </ul> <p>MP3</p>
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				<ul style="list-style-type: none"><li>• <b>The subjunctive of regular and irregular verbs</b></li><li>• <b>The conditional</b></li><li>• <b>Sentences with if clauses</b></li><li>• <b>Relative pronouns: <i>qui, que, dont</i></b></li><li>• <b>Interrogative pronouns</b></li><li>• <b>Demonstrative pronouns</b></li></ul> <p><b>MP4</b></p> <ul style="list-style-type: none"><li>• <b>Review object pronouns</b></li><li>• <b>Review the conditional</b></li><li>• <b>Review the subjunctive</b></li><li>• <b>Review the <i>passé composé</i> and <i>imparfait</i></b></li><li>• <b>Review <i>être en train de</i></b></li></ul>
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**Goal 2: CULTURES: Gain knowledge and understanding of other cultures**

**Standard 1: Students will demonstrate an understanding of the traditions, products and perspective of the culture studied.**

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> <li>• Present oral report about national holidays of the target language countries</li> <li>• Discuss the differences and similarities of the national holidays between the target languages and the U.S.</li> <li>• Identify the historical sites of the target language countries</li> <li>• Learn the cultural norms and traditions of the target language countries</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary related to holiday celebration in target language countries</li> <li>• Geographical terms</li> <li>• Adjectives: old, new, historical, wonderful, expensive, cheap, etc.</li> <li>• Verbs: to go, to visit, to make (reservation), to buy, etc.</li> <li>• Vocabulary related to cultural norms and traditions of target language countries</li> </ul>	<ul style="list-style-type: none"> <li>• Research the national holidays of the target language countries using a variety of media</li> <li>• Prepare and present dialogues about the national holidays of target language countries</li> <li>• Discuss in groups the differences and similarities between selected national holidays of target language countries and</li> </ul>	<ul style="list-style-type: none"> <li>• Class presentations</li> <li>• Project based assessments</li> <li>• Cooperative learning activities</li> <li>• Teacher assessments (tests and quizzes)</li> </ul>	<p>MPI</p> <ul style="list-style-type: none"> <li>• Review regular <i>-er</i> verbs such as <i>donner, presenter</i> and accent adding <i>-er</i> verbs such as <i>acheter, preferer</i></li> <li>• Review <i>-ir, -re</i> verbs</li> <li>• Review irregular verbs: <i>avoir, être</i></li> <li>• Review adjectives: agreement and placement of adjectives in the sentence</li> <li>• Review irregular adjectives: <i>beau, nouveau, vieux</i></li> <li>• Review numbers from 1 to a million, including ordinal numbers</li> <li>• Review the partitive</li> <li>• Review pronouns: <i>en</i> and <i>y</i></li> <li>• Review contractions with <i>a</i> and <i>de</i></li> <li>• Review question formation with <i>est-ce que</i>, subject-verb inversion and <i>n'est-ce pas</i></li> <li>• Use of key question words: <i>qui, pourquoi, quand, comment, ou, que</i> with emphasis when used in verb subject inversion-type question</li> <li>• Expressions: <i>je voudrais</i> (as a sign of being polite), expressions with <i>comme</i> (i. e. <i>comme dessert</i>)</li> <li>• Review <i>il y a, il n'y a pas, ça fait</i> + present</li> <li>• Direct and Indirect object pronouns and placement of the object pronouns in a sentence in both present and <i>passé compose</i></li> </ul>

		<p><b>the U. S.</b></p> <ul style="list-style-type: none"> <li>• <b>Research the historical sites of the target language countries and prepare posters about them using the target language</b></li> </ul>	<ul style="list-style-type: none"> <li>• Irregular verbs: <i>offer, ouvrir, couvrir, dormir, suivre, recevoir</i></li> <li>• Review <i>passé composé</i> with <i>avoir</i></li> <li>• Review <i>passé composé</i> with <i>être</i></li> <li>• Expressions: <i>quelqu'un quelquechose</i></li> <li>• Negatives: <i>ne...pas, ne pas...encore, ne...jamais, ne...personne, ne...rien, ne...que</i></li> <li>• Metric versus American measurement system: <i>un kilo de, un litre de</i>, etc.</li> </ul> <p><b>MP2</b></p> <ul style="list-style-type: none"> <li>• Reflexive verbs in the present and <i>passé composé</i> with <i>avoir</i> and <i>être</i> verbs</li> <li>• Reflexive pronouns</li> <li>• Expressions: <i>tout, tous, toute, toutes</i></li> <li>• The imperfect (<i>imparfait</i>)</li> <li>• The <i>passé composé</i> and the <i>imparfait</i></li> <li>• The comparative with adjectives and nouns</li> <li>• The superlative with adjectives</li> <li>• Expressions: <i>être en train de</i></li> <li>• The future of regular and irregular verbs</li> <li>• Irregular verbs: <i>courir</i></li> </ul> <p><b>MP3</b></p> <ul style="list-style-type: none"> <li>• The subjunctive of regular and irregular verbs</li> <li>• The conditional</li> <li>• Sentences with if clauses</li> <li>• Relative pronouns: <i>qui, que, dont</i></li> <li>• Interrogative pronouns</li> <li>• Demonstrative pronouns</li> </ul> <p><b>MP4</b></p> <ul style="list-style-type: none"> <li>• Review object pronouns</li> <li>• Review the conditional</li> <li>• Review the subjunctive</li> <li>• Review the <i>passé composé</i> and <i>imparfait</i></li> <li>• Review <i>être en train de</i></li> </ul>
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**Goal 3: CONNECTIONS: Make connections with other areas of study and acquire information**

**Standard 1: Students will reinforce and expand the knowledge of other areas of study through the world language.**

**Standard 2: Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources.**

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> <li>• Use technology skills to gather information about how to contact a travel agency, make a hotel reservation, etc.</li> <li>• Connect Social Studies content related to target language countries such as geography, weather, national holidays, etc.</li> <li>• Use math skills to calculate cost of buying airfare tickets, souvenirs, and hotel in the currency of the target language countries</li> </ul>	<ul style="list-style-type: none"> <li>• Number</li> <li>• Currency units</li> <li>• Place names</li> <li>• Vocabulary related to weather and climate</li> <li>• Vocabulary related to holiday celebration in target language countries</li> <li>• Geographical terms</li> <li>• Adjectives: old, new, historical, wonderful, expensive, cheap, etc.</li> <li>• Verbs: to go, to visit, to make (reservation), to buy, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn currency conversion information with help from their teacher</li> <li>• Role play changing money at the bank and shopping in target language countries</li> <li>• Use internet, TV, and print media to gather Social Studies content related to target</li> </ul>	<ul style="list-style-type: none"> <li>• Class presentations</li> <li>• Cooperative learning activities</li> <li>• Project based assessments</li> <li>• Teacher assessments (tests and quizzes)</li> </ul>	<p><b>MPI</b></p> <ul style="list-style-type: none"> <li>• Review regular <i>-er</i> verbs such as <i>donner, presenter</i> and accent adding <i>-er</i> verbs such as <i>acheter, preferer</i></li> <li>• Review <i>-ir, -re</i> verbs</li> <li>• Review irregular verbs: <i>avoir, être</i></li> <li>• Review adjectives: agreement and placement of adjectives in the sentence</li> <li>• Review irregular adjectives: <i>beau, nouveau, vieux</i></li> <li>• Review numbers from 1 to a million, including ordinal numbers</li> <li>• Review the partitive</li> <li>• Review pronouns: <i>en</i> and <i>y</i></li> <li>• Review contractions with <i>a</i> and <i>de</i></li> <li>• Review question formation with <i>est-ce que</i>, subject-verb</li> </ul>

		<p>language countries such as geography, weather, national holidays, etc.</p> <ul style="list-style-type: none"> <li>• Use the Social Studies content information they have learned to create a travel brochure with information about the target language country / countries</li> <li>• Use internet and print media to gather information about how to make travel reservations</li> </ul>		<p>inversion and <i>n'est-ce pas</i></p> <ul style="list-style-type: none"> <li>• Use of key question words: <i>qui, pourquoi, quand, comment, ou, que</i> with emphasis when used in verb subject inversion-type question</li> <li>• Expressions: <i>je voudrais</i> (as a sign of being polite), expressions with <i>comme</i> (i. e. <i>comme dessert</i>)</li> <li>• Review <i>il y a, il n'y a pas, ça fait</i> + present</li> <li>• Direct and Indirect object pronouns and placement of the object pronouns in a sentence in both present and <i>passé composé</i></li> <li>• Irregular verbs: <i>offer, ouvrir, couvrir, dormir, suivre, recevoir</i></li> <li>• Review <i>passé composé</i> with <i>avoir</i></li> <li>• Review <i>passé composé</i> with <i>être</i></li> <li>• Expressions: <i>quelqu'un quelquechose</i></li> <li>• Negatives: <i>ne...pas, ne pas...encore, ne...jamais, ne...persone, ne...rien, ne...que</i></li> <li>• Metric versus American measurement system: <i>un kilo de, un litre de</i>, etc.</li> </ul> <p>MP2</p> <ul style="list-style-type: none"> <li>• Reflexive verbs in the present and <i>passé composé</i> with <i>avoir</i> and <i>être</i> verbs</li> </ul>
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				<ul style="list-style-type: none"> <li>• Reflexive pronouns</li> <li>• Expressions: <i>tout, tous, toute, toutes</i></li> <li>• The imperfect (<i>imparfait</i>)</li> <li>• The passé composé and the imparfait</li> <li>• The comparative with adjectives and nouns</li> <li>• The superlative with adjectives</li> <li>• Expressions: <i>être en train de</i></li> <li>• The future of regular and irregular verbs</li> <li>• Irregular verbs: <i>courir</i></li> </ul> <p>MP3</p> <ul style="list-style-type: none"> <li>• The subjunctive of regular and irregular verbs</li> <li>• The conditional</li> <li>• Sentences with if clauses</li> <li>• Relative pronouns: <i>qui, que, dont</i></li> <li>• Interrogative pronouns</li> <li>• Demonstrative pronouns</li> </ul> <p>MP4</p> <ul style="list-style-type: none"> <li>• Review object pronouns</li> <li>• Review the conditional</li> <li>• Review the subjunctive</li> <li>• Review the <i>passé composé</i> and <i>imparfait</i></li> <li>• Review <i>être en train de</i></li> </ul>
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**Goal 4: COMPARISONS: Understand the nature of language and cultures through comparisons**

**Standard 1: Students will demonstrate an understanding of the nature of language through comparisons of that world language and their own.**

**Standard 2: Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.**

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> <li>• Compare and contrast the currencies of the target language countries and the U.S.</li> <li>• Compare and contrast the geography, weather, and time differences of the target language countries and the U.S.</li> <li>• Compare and contrast the prices of airplane tickets, train ticket, bus fare, hotel accommodations, souvenirs, and meals of the target language countries and the U.S.</li> <li>• Compare and contrast preferred modes of transportation in target language countries with those preferred in the U. S.</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers</li> <li>• Currency</li> <li>• Modes of transportation</li> <li>• Weather related vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Role play exchanging U. S. dollars for the currency of target language countries and comparing the currencies</li> <li>• Write and perform dialogues about shopping in target language countries comparing the cost of the items in the target language currency with</li> </ul>	<ul style="list-style-type: none"> <li>• Class presentations</li> <li>• Cooperative learning activities</li> <li>• Project based assessments</li> <li>• Teacher assessments (tests and quizzes)</li> </ul>	<p>MP1</p> <ul style="list-style-type: none"> <li>• Review regular <i>-er</i> verbs such as <i>donner, presenter</i> and accent adding <i>-er</i> verbs such as <i>acheter, preferer</i></li> <li>• Review <i>-ir, -re</i> verbs</li> <li>• Review irregular verbs: <i>avoir, être</i></li> <li>• Review adjectives: agreement and placement of adjectives in the sentence</li> <li>• Review irregular adjectives: <i>beau, nouveau, vieux</i></li> <li>• Review numbers from 1 to a million, including ordinal numbers</li> <li>• Review the partitive</li> <li>• Review pronouns: <i>en</i> and <i>y</i></li> <li>• Review contractions with <i>a</i> and <i>de</i></li> <li>• Review question formation with <i>est-ce que</i>, subject-verb inversion and <i>n'est-ce pas</i></li> <li>• Use of key question words: <i>qui, pourquoi, quand, comment, ou, que</i> with emphasis when used in verb subject inversion-type question</li> <li>• Expressions: <i>je voudrais</i> (as a sign of being polite), expressions with <i>comme</i> (i. e. <i>comme dessert</i>)</li> <li>• Review <i>il y a, il n'y a pas, ça fait</i> + present</li> <li>• Direct and Indirect object pronouns and placement of the</li> </ul>

		<p><b>the cost in U. S. dollars</b></p> <ul style="list-style-type: none"> <li>• <b>Prepare and present comparisons of weather conditions in target language countries and the U. S.</b></li> <li>• <b>Create skits about using various modes of transportation in target language countries and in the U. S.</b></li> </ul>		<p><b>object pronouns in a sentence in both present and <i>passé composé</i></b></p> <ul style="list-style-type: none"> <li>• <b>Irregular verbs: <i>offrir, ouvrir, couvrir, dormir, suivre, recevoir</i></b></li> <li>• <b>Review <i>passé composé</i> with <i>avoir</i></b></li> <li>• <b>Review <i>passé composé</i> with <i>être</i></b></li> <li>• <b>Expressions: <i>quelqu'un quelque chose</i></b></li> <li>• <b>Negatives: <i>ne...pas, ne pas...encore, ne...jamais, ne...personne, ne...rien, ne...que</i></b></li> <li>• <b>Metric versus American measurement system: <i>un kilo de, un litre de</i>, etc.</b></li> </ul> <p><b>MP2</b></p> <ul style="list-style-type: none"> <li>• <b>Reflexive verbs in the present and <i>passé composé</i> with <i>avoir</i> and <i>être</i> verbs</b></li> <li>• <b>Reflexive pronouns</b></li> <li>• <b>Expressions: <i>tout, tous, toute, toutes</i></b></li> <li>• <b>The imperfect (<i>imparfait</i>)</b></li> <li>• <b>The <i>passé composé</i> and the <i>imparfait</i></b></li> <li>• <b>The comparative with adjectives and nouns</b></li> <li>• <b>The superlative with adjectives</b></li> <li>• <b>Expressions: <i>être en train de</i></b></li> <li>• <b>The future of regular and irregular verbs</b></li> <li>• <b>Irregular verbs: <i>courir</i></b></li> </ul> <p><b>MP3</b></p> <ul style="list-style-type: none"> <li>• <b>The subjunctive of regular and irregular verbs</b></li> <li>• <b>The conditional</b></li> <li>• <b>Sentences with if clauses</b></li> <li>• <b>Relative pronouns: <i>qui, que, dont</i></b></li> <li>• <b>Interrogative pronouns</b></li> <li>• <b>Demonstrative pronouns</b></li> </ul> <p><b>MP4</b></p> <ul style="list-style-type: none"> <li>• <b>Review object pronouns</b></li> <li>• <b>Review the conditional</b></li> <li>• <b>Review the subjunctive</b></li> <li>• <b>Review the <i>passé composé</i> and <i>imparfait</i></b></li> <li>• <b>Review <i>être en train de</i></b></li> </ul>
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**Goal 5: COMMUNITIES: participate in multilingual communities within a variety of contexts**

**Standard 1: Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.**

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> <li>• Visit local restaurants, and cultural facilities associated with the target language countries</li> <li>• Use their knowledge of traveling in the target language countries to communicate with immigrants from target language countries or Americans who have visited the target language countries and ask questions about traveling in the target language countries</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers</li> <li>• Currency</li> <li>• Place names</li> <li>• Weather</li> <li>• National holidays</li> <li>• Adjectives/ old, new, historical, wonderful, expensive, cheap, etc.</li> <li>• Verbs/ to go, to visit, to make (reservation), to buy, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan field trip to facilities associated with the target language countries with help from their teacher</li> <li>• Visit available, reachable schools, restaurants, and cultural facilities of the target language countries</li> <li>• Invite guests, natives from the target language countries/ or Americans who have visited the target language countries, to talk with students regarding the travel in the target language countries</li> </ul>	<ul style="list-style-type: none"> <li>• Oral/ written presentation about students' findings from their visits to different facilities associated with the target language countries</li> <li>• Teacher's observations of student communication with the guest speakers</li> </ul>	<p>MP1</p> <ul style="list-style-type: none"> <li>• Review regular <i>-er</i> verbs such as <i>donner, presenter</i> and accent adding <i>-er</i> verbs such as <i>acheter, preferer</i></li> <li>• Review <i>-ir, -re</i> verbs</li> <li>• Review irregular verbs: <i>avoir, être</i></li> <li>• Review adjectives: agreement and placement of adjectives in the sentence</li> <li>• Review irregular adjectives: <i>beau, nouveau, vieux</i></li> <li>• Review numbers from 1 to a million, including ordinal numbers</li> <li>• Review the partitive</li> <li>• Review pronouns: <i>en</i> and <i>y</i></li> <li>• Review contractions with <i>a</i> and <i>de</i></li> <li>• Review question formation with <i>est-ce que</i>, subject-verb inversion and <i>n'est-ce pas</i></li> <li>• Use of key question words: <i>qui, pourquoi, quand, comment, ou, que</i> with emphasis when used in verb subject inversion-type question</li> <li>• Expressions: <i>je voudrais</i> (as a sign of being polite), expressions with <i>comme</i> (i. e. <i>comme dessert</i>)</li> <li>• Review <i>il y a, il n'y a pas, ça fait</i> + present</li> <li>• Direct and Indirect object pronouns and placement of the object pronouns in a sentence in both present and <i>passé composé</i></li> <li>• Irregular verbs: <i>offer, ouvrir, couvrir, dormir, suivre, recevoir</i></li> <li>• Review <i>passé composé</i> with <i>avoir</i></li> <li>• Review <i>passé composé</i> with <i>être</i></li> <li>• Expressions: <i>quelqu'un</i></li> </ul>

				<p><i>quelquechose</i></p> <ul style="list-style-type: none"> <li>• Negatives: <i>ne...pas, ne pas...encore, ne...jamais, ne...persone, ne...rien, ne...que</i></li> <li>• Metric versus American measurement system: <i>un kilo de, un litre de</i>, etc.</li> </ul> <p><b>MP2</b></p> <ul style="list-style-type: none"> <li>• Reflexive verbs in the present and <i>passé composé</i> with <i>avoir</i> and <i>être</i> verbs</li> <li>• Reflexive pronouns</li> <li>• Expressions: <i>tout, tous, toute, toutes</i></li> <li>• The imperfect (<i>imparfait</i>)</li> <li>• The <i>passé composé</i> and the <i>imparfait</i></li> <li>• The comparative with adjectives and nouns</li> <li>• The superlative with adjectives</li> <li>• Expressions: <i>être en train de</i></li> <li>• The future of regular and irregular verbs</li> <li>• Irregular verbs: <i>courir</i></li> </ul> <p><b>MP3</b></p> <ul style="list-style-type: none"> <li>• The subjunctive of regular and irregular verbs</li> <li>• The conditional</li> <li>• Sentences with if clauses</li> <li>• Relative pronouns: <i>qui, que, dont</i></li> <li>• Interrogative pronouns</li> <li>• Demonstrative pronouns</li> </ul> <p><b>MP4</b></p> <ul style="list-style-type: none"> <li>• Review object pronouns</li> <li>• Review the conditional</li> <li>• Review the subjunctive</li> <li>• Review the <i>passé composé</i> and <i>imparfait</i></li> <li>• Review <i>être en train de</i></li> </ul>
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# V Special Celebrations

Weddings, Birthdays, New Year, National Patriotic Holidays, Unique Festivals

## CONTENT STANDARD 1: COMMUNICATION- Communicate in languages other than English

### GOAL 1: COMMUNICATION- in at least one language other than English

**Standard 1:** Students will engage in conversation, provide and obtain information, express feelings and exchange opinions.

**Standard 2:** Students will understand and interpret spoken and written language on a variety of topics.

**Standard 3:** Students will present information, concepts and ideas to listeners or readers on a variety of topics.

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> <li>Identify major personal and national celebration in the target language culture</li> <li>Investigate and discuss personal celebrations such as weddings and birthdays in the target culture</li> <li>Identify and discuss national holidays associated with target language countries</li> <li>Identify and discuss celebrations that are</li> </ul>	<p><b>Holidays:</b></p> <ul style="list-style-type: none"> <li>New Year</li> <li>Epiphany (<i>Fête des Rois</i>)</li> <li><i>Mardi Gras</i></li> <li>Easter</li> <li>Bastille Day</li> <li>Labor Day</li> <li>All Saints (<i>La Toussaint</i>)</li> <li>Armistice Day</li> <li>Christmas</li> </ul> <p><b>Festivals:</b></p>	<ul style="list-style-type: none"> <li>Name and discuss personal and national holiday celebrations in the United States</li> <li>Learn to express the names of U. S. celebrations in the target language using</li> </ul>	<ul style="list-style-type: none"> <li>Oral assessments</li> <li>Written responses</li> <li>Class presentations</li> <li>Listening comprehension</li> <li>Project based assessments</li> <li>Cooperative learning activities</li> <li>Teacher</li> </ul>	<p>MP1</p> <ul style="list-style-type: none"> <li>Review regular <i>-er</i> verbs such as <i>donner, presenter</i> and accent adding <i>-er</i> verbs such as <i>acheter, preferer</i></li> <li>Review <i>-ir, -re</i> verbs</li> <li>Review irregular verbs: <i>avoir, être</i></li> <li>Review adjectives: agreement and placement of adjectives in the sentence</li> <li>Review irregular adjectives: <i>beau, nouveau, vieux</i></li> <li>Review numbers from 1 to a million, including ordinal numbers</li> <li>Review the partitive</li> <li>Review pronouns: <i>en</i> and <i>y</i></li> <li>Review contractions with <i>a</i> and <i>de</i></li> <li>Review question formation</li> </ul>

<p><b>unique to the target culture</b></p>	<ul style="list-style-type: none"> <li>• <i>La Saint-Jean</i></li> <li>• Harvest celebrations</li> </ul> <p><b>Personal Celebrations:</b></p> <ul style="list-style-type: none"> <li>• Baptism</li> <li>• Confirmation</li> <li>• Engagement</li> <li>• Wedding</li> <li>• Birthday</li> <li>• Coming of Age celebrations</li> </ul> <p><b>Verbs:</b></p> <ul style="list-style-type: none"> <li>• To celebrate</li> <li>• To enjoy</li> <li>• To become engaged</li> <li>• To marry</li> <li>• To decorate</li> <li>• To eat</li> <li>• To wish</li> <li>• To remember</li> </ul> <p><b>Nouns:</b></p> <ul style="list-style-type: none"> <li>• Celebration</li> <li>• Birth</li> <li>• Baptism</li> <li>• Confirmation</li> <li>• Wedding</li> <li>• Marriage</li> </ul>	<p><b>flash cards and vocabulary games</b></p> <ul style="list-style-type: none"> <li>• Describe favorite holiday celebrations</li> <li>• Research different personal and national celebrations in target language countries</li> <li>• Use flash cards and vocabulary games to learn the names of national and personal celebrations in the target language</li> <li>• Select particular celebrations from target language countries, prepare oral presentations with illustrations for their</li> </ul>	<p><b>assessments (tests and quizzes)</b></p>	<p>with <i>est-ce que</i>, subject-verb inversion and <i>n'est-ce pas</i></p> <ul style="list-style-type: none"> <li>• Use of key question words: <i>qui, pourquoi, quand, comment, ou, que</i> with emphasis when used in verb subject inversion-type question</li> <li>• Expressions: <i>je voudrais</i> (as a sign of being polite), expressions with <i>comme</i> (i. e. <i>comme dessert</i>)</li> <li>• Review <i>il y a, il n'y a pas, ça fait</i> + present</li> <li>• Direct and Indirect object pronouns and placement of the object pronouns in a sentence in both present and <i>passé composé</i></li> <li>• Irregular verbs: <i>offrir, ouvrir, couvrir, dormir, suivre, recevoir</i></li> <li>• Review <i>passé composé</i> with <i>avoir</i></li> <li>• Review <i>passé composé</i> with <i>être</i></li> <li>• Expressions: <i>quelqu'un quelquechose</i></li> <li>• Negatives: <i>ne...pas, ne pas...encore, ne...jamais, ne...personne, ne...rien, ne...que</i></li> <li>• Metric versus American measurement system: <i>un kilo de, un litre de</i>, etc.</li> </ul> <p><b>MP2</b></p> <ul style="list-style-type: none"> <li>• Reflexive verbs in the present and <i>passé composé</i> with <i>avoir</i> and <i>être</i> verbs</li> <li>• Reflexive pronouns</li> <li>• Expressions: <i>tout, tous, toute, toutes</i></li> <li>• The imperfect (<i>imparfait</i>)</li> <li>• The <i>passé composé</i> and the <i>imparfait</i></li> <li>• The comparative with adjectives and nouns</li> <li>• The superlative with adjectives</li> <li>• Expressions: <i>être en train de</i></li> <li>• The future of regular and irregular verbs</li> <li>• Irregular verbs: <i>courir</i></li> </ul> <p><b>MP3</b></p> <ul style="list-style-type: none"> <li>• The subjunctive of regular and</li> </ul>
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		<b>classmates</b>		<b>irregular verbs</b> <ul style="list-style-type: none"><li>• The conditional</li><li>• Sentences with if clauses</li><li>• Relative pronouns: <i>qui, que, dont</i></li><li>• Interrogative pronouns</li><li>• Demonstrative pronouns</li></ul> <b>MP4</b> <ul style="list-style-type: none"><li>• Review object pronouns</li><li>• Review the conditional</li><li>• Review the subjunctive</li><li>• Review the <i>passé composé</i> and <i>imparfait</i></li><li>• Review <i>être en train de</i></li></ul>
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**Goal 2: CULTURES: Gain knowledge and understanding of other cultures**

**Standard 1: Students will demonstrate an understanding of the traditions, products and perspective of the culture studied.**

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> <li>• Describe major national holidays associated with target language countries</li> <li>• Discuss perception of national holiday celebrations in target language countries (i. e. Do they celebrate Independence Day with a military parade or a picnic?)</li> <li>• Describe personal celebrations in target language countries</li> <li>• Discuss perceptions of personal celebrations in target language countries (i. e. Do birthday celebrations matter?)</li> </ul>	<p><b>Holidays:</b></p> <ul style="list-style-type: none"> <li>• New Year</li> <li>• Epiphany (<i>Fête des Rois</i>)</li> <li>• <i>Mardi Gras</i></li> <li>• Easter</li> <li>• Bastille Day</li> <li>• Labor Day</li> <li>• All Saints (<i>La Toussaint</i>)</li> <li>• Armistice Day</li> <li>• Christmas</li> </ul> <p><b>Festivals:</b></p> <ul style="list-style-type: none"> <li>• <i>La Saint-Jean</i></li> <li>• Harvest festivals</li> </ul> <p><b>Personal Celebrations:</b></p> <ul style="list-style-type: none"> <li>• Baptism</li> <li>• Confirmation</li> <li>• Engagement</li> <li>• Wedding</li> <li>• Birthday</li> <li>• Coming of Age celebrations</li> </ul> <p><b>Verbs:</b></p> <ul style="list-style-type: none"> <li>• To celebrate</li> <li>• To enjoy</li> <li>• To become engaged</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and discuss attitudes towards national holidays in target language countries</li> <li>• Research and dramatize unique holiday celebrations from target language countries</li> <li>• Interview students from target language countries (if present at the school) to learn about personal celebrations and attitudes towards those celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Project based assessments</li> <li>• Listening comprehension</li> <li>• Cooperative learning activities</li> <li>• Oral assessments</li> <li>• Writing responses</li> <li>• Class presentations</li> <li>• Teacher assessments (tests and quizzes)</li> </ul>	<p>MP1</p> <ul style="list-style-type: none"> <li>• Review regular <i>-er</i> verbs such as <i>donner</i>, <i>présenter</i> and accent adding <i>-er</i> verbs such as <i>acheter</i>, <i>preferer</i></li> <li>• Review <i>-ir</i>, <i>-re</i> verbs</li> <li>• Review irregular verbs: <i>avoir</i>, <i>être</i></li> <li>• Review adjectives: agreement and placement of adjectives in the sentence</li> <li>• Review irregular adjectives: <i>beau</i>, <i>nouveau</i>, <i>vieux</i></li> <li>• Review numbers from 1 to a million, including ordinal numbers</li> <li>• Review the partitive</li> <li>• Review pronouns: <i>en</i> and <i>y</i></li> <li>• Review contractions with <i>a</i> and <i>de</i></li> <li>• Review question formation with <i>est-ce que</i>, subject-verb inversion and <i>n'est-ce pas</i></li> <li>• Use of key question words: <i>qui</i>, <i>pourquoi</i>, <i>quand</i>, <i>comment</i>, <i>ou</i>, <i>que</i> with emphasis when used in verb subject inversion-type question</li> <li>• Expressions: <i>je voudrais</i> (as a sign of being polite), expressions with <i>comme</i> (i. e. <i>comme dessert</i>)</li> <li>• Review <i>il y a</i>, <i>il n'y a pas</i>, <i>ça fait</i> + present</li> <li>• Direct and Indirect object pronouns and placement of the object pronouns in a sentence in both present and <i>passé composé</i></li> </ul>

	<ul style="list-style-type: none"> <li>• To marry</li> <li>• To decorate</li> <li>• To eat</li> <li>• To wish</li> <li>• To remember</li> </ul> <p><b>Nouns:</b></p> <ul style="list-style-type: none"> <li>• Celebration</li> <li>• Birth</li> <li>• Baptism</li> <li>• Confirmation</li> <li>• Wedding</li> <li>• Marriage</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and share with classmates what they have learned about personal celebrations in target language countries</li> </ul>		<ul style="list-style-type: none"> <li>• Irregular verbs: <i>offer, ouvrir, couvrir, dormir, suivre, recevoir</i></li> <li>• Review <i>passé composé</i> with <i>avoir</i></li> <li>• Review <i>passé composé</i> with <i>être</i></li> <li>• Expressions: <i>quelqu'un quelquechose</i></li> <li>• Negatives: <i>ne...pas, ne pas...encore, ne...jamais, ne...personne, ne...rien, ne...que</i></li> <li>• Metric versus American measurement system: <i>un kilo de, un litre de</i>, etc.</li> </ul> <p><b>MP2</b></p> <ul style="list-style-type: none"> <li>• Reflexive verbs in the present and <i>passé composé</i> with <i>avoir</i> and <i>être</i> verbs</li> <li>• Reflexive pronouns</li> <li>• Expressions: <i>tout, tous, toute, toutes</i></li> <li>• The imperfect (<i>imparfait</i>)</li> <li>• The <i>passé composé</i> and the <i>imparfait</i></li> <li>• The comparative with adjectives and nouns</li> <li>• The superlative with adjectives</li> <li>• Expressions: <i>être en train de</i></li> <li>• The future of regular and irregular verbs</li> <li>• Irregular verbs: <i>courir</i></li> </ul> <p><b>MP3</b></p> <ul style="list-style-type: none"> <li>• The subjunctive of regular and irregular verbs</li> <li>• The conditional</li> <li>• Sentences with <i>if</i> clauses</li> <li>• Relative pronouns: <i>qui, que, dont</i></li> <li>• Interrogative pronouns</li> <li>• Demonstrative pronouns</li> </ul> <p><b>MP4</b></p> <ul style="list-style-type: none"> <li>• Review object pronouns</li> <li>• Review the conditional</li> <li>• Review the subjunctive</li> <li>• Review the <i>passé composé</i> and <i>imparfait</i></li> <li>• Review <i>être en train de</i></li> </ul>
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**Goal 3: CONNECTIONS: Make connections with other areas of study and acquire information**

**Standard 1: Students will reinforce and expand the knowledge of other areas of study through the world language.**

**Standard 2: Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources.**

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> <li>Apply research skills to understand and explain the origins and meaning of national patriotic holidays in target language countries (i. e. Independence Day, Bastille Day, etc.)</li> <li>Apply basic science concepts to explain how the seasons and weather conditions influence cultural festivities in target language countries (i.e. Vintage festivals, Corn harvest celebrations, etc.)</li> <li>Utilize basic color and design concepts from Art and Art History classes to create posters or produce objects related to traditional celebrations in target language countries</li> </ul>	<p><b>Holidays:</b></p> <ul style="list-style-type: none"> <li>New Year</li> <li>Epiphany (<i>Fête des Rois</i>)</li> <li><i>Mardi Gras</i></li> <li>Easter</li> <li>Bastille Day</li> <li>Labor Day</li> <li>All Saints (<i>La Toussaint</i>)</li> <li>Armistice Day</li> <li>Christmas</li> </ul> <p><b>Festivals:</b></p> <ul style="list-style-type: none"> <li><i>La Saint-Jean</i></li> <li>Harvest festivals</li> </ul> <p><b>Personal Celebrations:</b></p> <ul style="list-style-type: none"> <li>Baptism</li> <li>Confirmation</li> <li>Engagement</li> <li>Wedding</li> <li>Birthday</li> <li>Coming of Age celebrations</li> </ul>	<ul style="list-style-type: none"> <li>Investigate the origins and meaning of selected national celebrations in target language countries using a variety of media and consulting with Social Studies teachers when necessary</li> <li>Make class presentations explaining the origins and meaning of selected national celebrations</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation(s)</li> <li>Written responses</li> <li>Class presentations</li> <li>Listening comprehension</li> <li>Project based assessments</li> <li>Cooperative learning activities</li> <li>Reading responses</li> <li>Teacher assessments (tests and quizzes)</li> </ul>	<p><b>MPI</b></p> <ul style="list-style-type: none"> <li>Review regular <i>-er</i> verbs such as <i>donner, presenter</i> and accent adding <i>-er</i> verbs such as <i>acheter, preferer</i></li> <li>Review <i>-ir, -re</i> verbs</li> <li>Review irregular verbs: <i>avoir, être</i></li> <li>Review adjectives: agreement and placement of adjectives in the sentence</li> <li>Review irregular adjectives: <i>beau, nouveau, vieux</i></li> <li>Review numbers from 1 to a million, including ordinal numbers</li> <li>Review the partitive</li> <li>Review pronouns: <i>en</i> and <i>y</i></li> <li>Review contractions with <i>a</i> and <i>de</i></li> <li>Review question formation with <i>est-ce que</i>, subject-verb inversion and <i>n'est-ce pas</i></li> <li>Use of key question words: <i>qui, pourquoi, quand, comment, ou, que</i> with emphasis when used in verb subject inversion-type question</li> <li>Expressions: <i>je voudrais</i> (as a sign of being polite), expressions with <i>comme</i> (i. e. <i>comme dessert</i>)</li> <li>Review <i>il y a, il n'y a pas, ça fait + present</i></li> <li>Direct and Indirect object</li> </ul>

<p>using a variety of media (i. e. Carnival masks, toys, etc.)</p>	<p><b>Verbs:</b></p> <ul style="list-style-type: none"> <li>• To celebrate</li> <li>• To enjoy</li> <li>• To become engaged</li> <li>• To marry</li> <li>• To decorate</li> <li>• To eat</li> <li>• To wish</li> <li>• To remember</li> </ul> <p><b>Nouns:</b></p> <ul style="list-style-type: none"> <li>• Celebration</li> <li>• Birth</li> <li>• Baptism</li> <li>• Confirmation</li> <li>• Wedding</li> <li>• Marriage</li> </ul>	<p>and will illustrate their presentations with posters, transparencies or Power Point</p> <ul style="list-style-type: none"> <li>• Investigate the influence of climate on the development of cultural festivities in target language countries</li> <li>• Create posters using the target language to explain the effect of climate on the development of certain cultural festivities</li> <li>• Research traditional artistic artifacts associated with festival in target language countries and use artistic</li> </ul>		<p>pronouns and placement of the object pronouns in a sentence in both present and <i>passé composé</i></p> <ul style="list-style-type: none"> <li>• Irregular verbs: <i>offrir, ouvrir, couvrir, dormir, suivre, recevoir</i></li> <li>• Review <i>passé composé</i> with <i>avoir</i></li> <li>• Review <i>passé composé</i> with <i>être</i></li> <li>• Expressions: <i>quelqu'un quelquechose</i></li> <li>• Negatives: <i>ne...pas, ne pas...encore, ne...jamais, ne...persone, ne...rien, ne...que</i></li> <li>• Metric versus American measurement system: <i>un kilo de, un litre de</i>, etc.</li> </ul> <p><b>MP2</b></p> <ul style="list-style-type: none"> <li>• Reflexive verbs in the present and <i>passé composé</i> with <i>avoir</i> and <i>être</i> verbs</li> <li>• Reflexive pronouns</li> <li>• Expressions: <i>tout, tous, toute, toutes</i></li> <li>• The imperfect (<i>imparfait</i>)</li> <li>• The <i>passé composé</i> and the <i>imparfait</i></li> <li>• The comparative with adjectives and nouns</li> <li>• The superlative with adjectives</li> <li>• Expressions: <i>être en train de</i></li> <li>• The future of regular and irregular verbs</li> <li>• Irregular verbs: <i>courir</i></li> </ul> <p><b>MP3</b></p> <ul style="list-style-type: none"> <li>• The subjunctive of regular and irregular verbs</li> <li>• The conditional</li> <li>• Sentences with if clauses</li> <li>• Relative pronouns: <i>qui, que, dont</i></li> <li>• Interrogative pronouns</li> <li>• Demonstrative pronouns</li> </ul> <p><b>MP4</b></p> <ul style="list-style-type: none"> <li>• Review object pronouns</li> <li>• Review the conditional</li> <li>• Review the subjunctive</li> <li>• Review the <i>passé composé</i> and <i>imparfait</i></li> <li>• Review <i>être en train de</i></li> </ul>
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		<p><b>skills to create versions of the artifacts or represent the items on posters</b></p> <ul style="list-style-type: none"><li>• <b>Use the target language to prepare labels explaining the meaning and function of the artifacts in the context of the festivals with which they are associated</b></li></ul>		
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**Goal 4: COMPARISONS: Understand the nature of language and cultures through comparisons**

**Standard 1: Students will demonstrate an understanding of the nature of language through comparisons of that world language and their own.**

**Standard 2: Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.**

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> <li>• Compare holiday celebrations in target language countries with similar celebrations in the United States (i. e. celebrations associated with the winter season such as Christmas, Kwanzaa, New Year, Three Kings, Easter, etc.)</li> <li>• Contrast celebrations in different target language countries (i. e. Mother’s Day, Labor Day, etc.)</li> <li>• Compare and contrast own personal family holiday celebration traditions with holiday celebrations in target language countries</li> </ul>	<p><b>Holidays:</b></p> <ul style="list-style-type: none"> <li>• New Year</li> <li>• Epiphany (<i>Fête des Rois</i>)</li> <li>• <i>Mardi Gras</i></li> <li>• Easter</li> <li>• Bastille Day</li> <li>• Labor Day</li> <li>• All Saints (<i>La Toussaint</i>)</li> <li>• Armistice Day</li> <li>• Christmas</li> </ul> <p><b>Festivals:</b></p> <ul style="list-style-type: none"> <li>• <i>La Saint-Jean</i></li> <li>• Harvest festivals</li> </ul> <p><b>Personal Celebrations:</b></p> <ul style="list-style-type: none"> <li>• Baptism</li> <li>• Confirmation</li> <li>• Engagement</li> <li>• Wedding</li> <li>• Birthday</li> <li>• Coming of Age celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Select holiday celebrations from target language countries to investigate and compare with similar celebrations in the United States with the advice of their teacher</li> <li>• Research selected holidays from target language countries and the U. S.</li> <li>• Prepare and make presentations explaining the similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation(s)</li> <li>• Written responses.</li> <li>• Class presentations</li> <li>• Project based assessments</li> <li>• Listening comprehension</li> <li>• Cooperative learning activities</li> <li>• Reading responses</li> <li>• Teacher assessments (tests and quizzes)</li> </ul>	<p><b>MPI</b></p> <ul style="list-style-type: none"> <li>• Review regular <i>-er</i> verbs such as <i>donner, presenter</i> and accent adding <i>-er</i> verbs such as <i>acheter, preferer</i></li> <li>• Review <i>-ir, -re</i> verbs</li> <li>• Review irregular verbs: <i>avoir, être</i></li> <li>• Review adjectives: agreement and placement of adjectives in the sentence</li> <li>• Review irregular adjectives: <i>beau, nouveau, vieux</i></li> <li>• Review numbers from 1 to a million, including ordinal numbers</li> <li>• Review the partitive</li> <li>• Review pronouns: <i>en</i> and <i>y</i></li> <li>• Review contractions with <i>a</i> and <i>de</i></li> <li>• Review question formation with <i>est-ce que</i>, subject-verb inversion and <i>n’est-ce pas</i></li> <li>• Use of key question words: <i>qui, pourquoi, quand, comment, ou, que</i> with emphasis when used in verb subject inversion-type question</li> <li>• Expressions: <i>je voudrais</i> (as a sign of being polite), expressions with <i>comme</i> (i. e. <i>comme dessert</i>)</li> <li>• Review <i>il y a, il n’y a pas, ça fait</i> + present</li> <li>• Direct and Indirect object pronouns and placement of the</li> </ul>

	<p><b>Verbs:</b></p> <ul style="list-style-type: none"> <li>• To celebrate</li> <li>• To enjoy</li> <li>• To become engaged</li> <li>• To marry</li> <li>• To decorate</li> <li>• To eat</li> <li>• To wish</li> <li>• To remember</li> </ul> <p><b>Nouns:</b></p> <ul style="list-style-type: none"> <li>• Celebration</li> <li>• Birth</li> <li>• Baptism</li> <li>• Confirmation</li> <li>• Wedding</li> <li>• Marriage</li> </ul>	<p>between the selected holiday celebrations from target language countries and the U. S.</p> <ul style="list-style-type: none"> <li>• Investigate similarities and differences in the way people in different target language countries celebrate the same holiday (i. e. Christmas in France vs. Christmas in Martinique)</li> <li>• Prepare posters contrasting how a selected holiday is celebrated in different target language countries</li> <li>• Create skits comparing and contrasting their own celebrations of personal holidays (i. e. birthdays) with the same personal holiday in a target language country</li> </ul>		<p>object pronouns in a sentence in both present and <i>passé composé</i></p> <ul style="list-style-type: none"> <li>• Irregular verbs: <i>offrir, ouvrir, couvrir, dormir, suivre, recevoir</i></li> <li>• Review <i>passé composé</i> with <i>avoir</i></li> <li>• Review <i>passé composé</i> with <i>être</i></li> <li>• Expressions: <i>quelqu'un quelquechose</i></li> <li>• Negatives: <i>ne...pas, ne pas...encore, ne...jamais, ne...personne, ne...rien, ne...que</i></li> <li>• Metric versus American measurement system: <i>un kilo de, un litre de</i>, etc.</li> </ul> <p>MP2</p> <ul style="list-style-type: none"> <li>• Reflexive verbs in the present and <i>passé composé</i> with <i>avoir</i> and <i>être</i> verbs</li> <li>• Reflexive pronouns</li> <li>• Expressions: <i>tout, tous, toute, toutes</i></li> <li>• The imperfect (<i>imparfait</i>)</li> <li>• The <i>passé composé</i> and the <i>imparfait</i></li> <li>• The comparative with adjectives and nouns</li> <li>• The superlative with adjectives</li> <li>• Expressions: <i>être en train de</i></li> <li>• The future of regular and irregular verbs</li> <li>• Irregular verbs: <i>courir</i></li> </ul> <p>MP3</p> <ul style="list-style-type: none"> <li>• The subjunctive of regular and irregular verbs</li> <li>• The conditional</li> <li>• Sentences with if clauses</li> <li>• Relative pronouns: <i>qui, que, dont</i></li> <li>• Interrogative pronouns</li> <li>• Demonstrative pronouns</li> </ul> <p>MP4</p> <ul style="list-style-type: none"> <li>• Review object pronouns</li> <li>• Review the conditional</li> <li>• Review the subjunctive</li> <li>• Review the <i>passé composé</i> and <i>imparfait</i></li> <li>• Review <i>être en train de</i></li> </ul>
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**Goal 5: COMMUNITIES: participate in multilingual communities within a variety of contexts**

**Standard 1: Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.**

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> <li>• Observe local festivals and celebrations associated with the target language culture (i. e.</li> <li>• Bastille Day, <i>La Toussaint</i>, etc.)</li> <li>• Use knowledge about holiday celebrations in target language countries to work with students who are native to target language countries (if present in the school) organizing a school-wide celebration of a festival from the target language country (i. e. New Year, Carnival, Spring Festival, Three Kings Day, etc.)</li> </ul>	<p><b>Holidays:</b></p> <ul style="list-style-type: none"> <li>• New Year</li> <li>• Epiphany (<i>Fête des Rois</i>)</li> <li>• <i>Mardi Gras</i></li> <li>• Easter</li> <li>• Bastille Day</li> <li>• Labor Day</li> <li>• All Saints (<i>La Toussaint</i>)</li> <li>• Armistice Day</li> <li>• Christmas</li> </ul> <p><b>Festivals:</b></p> <ul style="list-style-type: none"> <li>• <i>La Saint-Jean</i></li> </ul> <p><b>Harvest</b></p> <p><b>Personal Celebrations:</b></p> <ul style="list-style-type: none"> <li>• Baptism</li> <li>• Confirmation</li> <li>• Engagement</li> <li>• Wedding</li> <li>• Birthday</li> <li>• Coming of Age celebrations</li> </ul> <p><b>Verbs:</b></p> <ul style="list-style-type: none"> <li>• To celebrate</li> </ul>	<ul style="list-style-type: none"> <li>• Attend local festivals and celebrations associated with the target language culture through organized field trips</li> <li>• Team up with students from target language countries (if present in the school) to organize a school-wide celebration of a holiday in a target language country</li> </ul>	<ul style="list-style-type: none"> <li>• Student self reporting of participation in target language celebrations at the local community level</li> <li>• Class presentations of participation in target language celebrations at the local community level</li> <li>• Teacher assessments based on observation of student activities</li> </ul>	<p>MP1</p> <ul style="list-style-type: none"> <li>• Review regular <i>-er</i> verbs such as <i>donner, presenter</i> and accent adding <i>-er</i> verbs such as <i>acheter, preferer</i></li> <li>• Review <i>-ir, -re</i> verbs</li> <li>• Review irregular verbs: <i>avoir, être</i></li> <li>• Review adjectives: agreement and placement of adjectives in the sentence</li> <li>• Review irregular adjectives: <i>beau, nouveau, vieux</i></li> <li>• Review numbers from 1 to a million, including ordinal numbers</li> <li>• Review the partitive</li> <li>• Review pronouns: <i>en</i> and <i>y</i></li> <li>• Review contractions with <i>a</i> and <i>de</i></li> <li>• Review question formation with <i>est-ce que</i>, subject-verb inversion and <i>n'est-ce pas</i></li> <li>• Use of key question words: <i>qui, pourquoi, quand, comment, ou, que</i> with emphasis when used in verb subject inversion-type question</li> <li>• Expressions: <i>je voudrais</i> (as a sign of being polite), expressions with <i>comme</i> (i. e. <i>comme dessert</i>)</li> <li>• Review <i>il y a, il n'y a pas, ça fait</i> + present</li> <li>• Direct and Indirect object pronouns and placement of the object pronouns in a sentence in both present and</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>To enjoy</b></li> <li>• <b>To become engaged</b></li> <li>• <b>To marry</b></li> <li>• <b>To decorate</b></li> <li>• <b>To eat</b></li> <li>• <b>To wish</b></li> <li>• <b>To remember</b></li> </ul> <p><b>Nouns:</b></p> <ul style="list-style-type: none"> <li>• <b>Celebration</b></li> <li>• <b>Birth</b></li> <li>• <b>Baptism</b></li> <li>• <b>Confirmation</b></li> <li>• <b>Wedding</b></li> <li>• <b>Marriage</b></li> </ul>			<p><i>passé composé</i></p> <ul style="list-style-type: none"> <li>• <b>Irregular verbs: offer, ouvrir, couvrir, dormir, suivre, recevoir</b></li> <li>• <b>Review <i>passé composé</i> with avoir</b></li> <li>• <b>Review <i>passé composé</i> with être</b></li> <li>• <b>Expressions: <i>quelqu'un quelque chose</i></b></li> <li>• <b>Negatives: <i>ne...pas, ne pas...encore, ne...jamais, ne...personne, ne...rien, ne...que</i></b></li> <li>• <b>Metric versus American measurement system: <i>un kilo de, un litre de</i>, etc.</b></li> </ul> <p><b>MP2</b></p> <ul style="list-style-type: none"> <li>• <b>Reflexive verbs in the present and <i>passé composé</i> with avoir and être verbs</b></li> <li>• <b>Reflexive pronouns</b></li> <li>• <b>Expressions: <i>tout, tous, toute, toutes</i></b></li> <li>• <b>The imperfect (<i>imparfait</i>)</b></li> <li>• <b>The <i>passé composé</i> and the <i>imparfait</i></b></li> <li>• <b>The comparative with adjectives and nouns</b></li> <li>• <b>The superlative with adjectives</b></li> <li>• <b>Expressions: <i>être en train de</i></b></li> <li>• <b>The future of regular and irregular verbs</b></li> <li>• <b>Irregular verbs: <i>courir</i></b></li> </ul> <p><b>MP3</b></p> <ul style="list-style-type: none"> <li>• <b>The subjunctive of regular and irregular verbs</b></li> <li>• <b>The conditional</b></li> <li>• <b>Sentences with if clauses</b></li> <li>• <b>Relative pronouns: <i>qui, que, dont</i></b></li> <li>• <b>Interrogative pronouns</b></li> <li>• <b>Demonstrative pronouns</b></li> </ul> <p><b>MP4</b></p> <ul style="list-style-type: none"> <li>• <b>Review object pronouns</b></li> <li>• <b>Review the conditional</b></li> <li>• <b>Review the subjunctive</b></li> <li>• <b>Review the <i>passé composé</i> and <i>imparfait</i></b></li> </ul>
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# VI Media

## Television, Radio, Cinema, Newspapers, Magazines, Internet

### GOAL 1: COMMUNICATION- in at least one language other than English

**Standard 1:** Students will engage in conversation, provide and obtain information, express feelings and exchange opinions.

**Standard 2:** Students will understand and interpret spoken and written language on a variety of topics.

**Standard 3:** Students will present information, concepts and ideas to listeners or readers on a variety of topics.

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> <li>Identify favorite TV channels and programs</li> <li>Talk about or discuss specific TV programs</li> <li>Discuss favorite movies and tell what they like about them</li> <li>Identify favorite magazines, read articles and give summary</li> <li>Navigate target language websites and tell what they like or don't like about a target language website</li> <li>Identify newspaper article about a current event,</li> </ul>	<b>Television:</b> <ul style="list-style-type: none"> <li>Channels</li> <li>Programs</li> <li>Comedy</li> <li>Series</li> <li>Movies</li> <li>Soap operas</li> <li>Time</li> <li>News</li> <li>Sports</li> <li>Cooking</li> <li>Reality TV shows</li> <li>Cartoons</li> </ul> <b>Movies:</b> <ul style="list-style-type: none"> <li>Popcorn</li> </ul>	<ul style="list-style-type: none"> <li>Visit the library and explore TV channels in the target language</li> <li>Select a TV program that appeals to them, watch it, and discuss what they learned and what they like</li> <li>Write and present comedy skit about something they learned from watching a TV program</li> <li>Present movie reviews to class, discuss in target language, select favorites and tell reason for selection</li> <li>Explore target language</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation(s)</li> <li>Written responses</li> <li>Class presentations</li> <li>Project based assessments</li> <li>Listening comprehension</li> <li>Cooperative learning activities</li> <li>Reading responses</li> <li>Teacher</li> </ul>	<b>MP1</b> <ul style="list-style-type: none"> <li>Review regular <i>-er</i> verbs such as <i>donner, presenter</i> and accent adding <i>-er</i> verbs such as <i>acheter, preferer</i></li> <li>Review <i>-ir, -re</i> verbs</li> <li>Review irregular verbs: <i>avoir, être</i></li> <li>Review adjectives: agreement and placement of adjectives in the sentence</li> <li>Review irregular adjectives: <i>beau, nouveau, vieux</i></li> <li>Review numbers from 1 to a million, including ordinal numbers</li> <li>Review the partitive</li> <li>Review pronouns: <i>en</i> and <i>y</i></li> <li>Review contractions</li> </ul>

<p><b>read and discuss content</b></p>	<ul style="list-style-type: none"> <li>• Tickets</li> <li>• Refreshment</li> <li>• Actors</li> <li>• Theme</li> <li>• Setting</li> <li>• Drama</li> <li>• Comedy</li> <li>• Action</li> <li>• Horror</li> <li>• Animated</li> <li>• Money</li> <li>• Time</li> </ul> <p><b>Newspapers:</b></p> <ul style="list-style-type: none"> <li>• Sections</li> <li>• Real estate</li> <li>• Classified</li> <li>• Sports</li> <li>• Weather</li> <li>• Business</li> <li>• Leisure</li> </ul> <p><b>Magazines:</b></p> <ul style="list-style-type: none"> <li>• Sports</li> <li>• Auto</li> <li>• Fashion</li> <li>• Entertainment</li> <li>• Home</li> <li>• Cooking</li> </ul> <p><b>Internet:</b></p> <ul style="list-style-type: none"> <li>• Search engine</li> <li>• Mouse</li> <li>• Keyboard</li> <li>• Screen</li> <li>• Computer</li> </ul>	<p><b>websites, identify and discuss how the sites can help them practice the language</b></p> <ul style="list-style-type: none"> <li>• Explore current topics through newspaper and magazine in the target language, discuss and make presentations</li> <li>• Send e-mail in target language to a friend discussing a movie or TV program they watched recently</li> </ul>	<p><b>assessments (tests, quizzes)</b></p>	<p>with <i>a</i> and <i>de</i></p> <ul style="list-style-type: none"> <li>• Review question formation with <i>est-ce que</i>, subject-verb inversion and <i>n'est-ce pas</i></li> <li>• Use of key question words: <i>qui, pourquoi, quand, comment, ou, que</i> with emphasis when used in verb subject inversion-type question</li> <li>• Expressions: <i>je voudrais</i> (as a sign of being polite), expressions with <i>comme</i> (i. e. <i>comme dessert</i>)</li> <li>• Review <i>il y a, il n'y a pas, ça fait</i> + present</li> <li>• Direct and Indirect object pronouns and placement of the object pronouns in a sentence in both present and <i>passé composé</i></li> <li>• Irregular verbs: <i>offer, ouvrir, couvrir, dormir, suivre, recevoir</i></li> <li>• Review <i>passé composé</i> with <i>avoir</i></li> <li>• Review <i>passé composé</i> with <i>être</i></li> <li>• Expressions: <i>quelqu'un quelquechose</i></li> <li>• Negatives: <i>ne...pas, ne pas...encore, ne...jamais, ne...personne, ne...rien, ne...que</i></li> <li>• Metric versus American measurement system: <i>un kilo de, un litre de</i>, etc.</li> </ul> <p><b>MP2</b></p> <ul style="list-style-type: none"> <li>• Reflexive verbs in the present and <i>passé composé</i> with <i>avoir</i> and <i>être</i> verbs</li> </ul>
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	<ul style="list-style-type: none"> <li>• <b>Operator</b></li> <li>• <b>E-mail</b></li> <li>• <b>Chat-room</b></li> <li>• <b>Blog</b></li> </ul>			<ul style="list-style-type: none"> <li>• <b>Reflexive pronouns</b></li> <li>• <b>Expressions: <i>tout, tous, toute, toutes</i></b></li> <li>• <b>The imperfect (<i>imparfait</i>)</b></li> <li>• <b>The passé composé and the imparfait</b></li> <li>• <b>The comparative with adjectives and nouns</b></li> <li>• <b>The superlative with adjectives</b></li> <li>• <b>Expressions: <i>être en train de</i></b></li> <li>• <b>The future of regular and irregular verbs</b></li> <li>• <b>Irregular verbs: <i>courir</i></b></li> </ul> <p><b>MP3</b></p> <ul style="list-style-type: none"> <li>• <b>The subjunctive of regular and irregular verbs</b></li> <li>• <b>The conditional</b></li> <li>• <b>Sentences with if clauses</b></li> <li>• <b>Relative pronouns: <i>qui, que, dont</i></b></li> <li>• <b>Interrogative pronouns</b></li> <li>• <b>Demonstrative pronouns</b></li> </ul> <p><b>MP4</b></p> <ul style="list-style-type: none"> <li>• <b>Review object pronouns</b></li> <li>• <b>Review the conditional</b></li> <li>• <b>Review the subjunctive</b></li> <li>• <b>Review the <i>passé composé</i> and <i>imparfait</i></b></li> <li>• <b>Review <i>être en train de</i></b></li> </ul>
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**Goal 2: CULTURES - Gain knowledge and understanding of other cultures**

**Standard 1: Students will demonstrate an understanding of the traditions, products and perspective of the culture studied.**

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment	Structures
<ul style="list-style-type: none"> <li>• Discuss TV program preferences in target language countries</li> <li>• Discuss the role of newspapers in target language countries</li> <li>• Discuss distribution of newspapers and magazines in target language countries</li> <li>• Discuss views about movies in target language countries</li> <li>• Talk about use of the Internet in selected target language countries</li> </ul>	<p><b>Television:</b></p> <ul style="list-style-type: none"> <li>• Channels</li> <li>• Programs</li> <li>• Comedy</li> <li>• Series</li> <li>• Movies</li> <li>• Soap operas</li> <li>• Time</li> <li>• News</li> <li>• Sports</li> <li>• Cooking</li> <li>• Reality TV shows</li> <li>• Cartoons</li> </ul> <p><b>Movies:</b></p> <ul style="list-style-type: none"> <li>• Popcorn</li> <li>• Tickets</li> <li>• Refreshment</li> <li>• Actors</li> <li>• Theme</li> <li>• Setting</li> <li>• Drama</li> <li>• Comedy</li> <li>• Action</li> <li>• Horror</li> <li>• Animated</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate TV audience program preferences in target language countries</li> <li>• Investigate the role of newspapers in target language countries</li> <li>• Investigate distribution of newspapers and magazines in target language countries</li> <li>• Create a 5 page magazine in the target language</li> <li>• Review Internet usage in target language countries and draw conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation(s)</li> <li>• Written responses</li> <li>• Class presentations</li> <li>• Project-based assessments</li> <li>• Listening comprehension</li> <li>• Cooperative learning activities</li> <li>• Reading responses</li> <li>• Teacher assessments (tests, quizzes)</li> </ul>	<p>MP1</p> <ul style="list-style-type: none"> <li>• Review regular <i>-er</i> verbs such as <i>donner, presenter</i> and accent adding <i>-er</i> verbs such as <i>acheter, preferer</i></li> <li>• Review <i>-ir, -re</i> verbs</li> <li>• Review irregular verbs: <i>avoir, être</i></li> <li>• Review adjectives: agreement and placement of adjectives in the sentence</li> <li>• Review irregular adjectives: <i>beau, nouveau, vieux</i></li> <li>• Review numbers from 1 to a million, including ordinal numbers</li> <li>• Review the partitive</li> <li>• Review pronouns: <i>en</i> and <i>y</i></li> <li>• Review contractions with <i>a</i> and <i>de</i></li> <li>• Review question formation with <i>est-ce que</i>, subject-verb inversion and <i>n'est-ce pas</i></li> <li>• Use of key question words: <i>qui, pourquoi, quand, comment, ou, que</i> with emphasis when used in verb subject inversion-type question</li> <li>• Expressions: <i>je voudrais</i> (as a sign of being polite), expressions with <i>comme</i> (i. e. <i>comme dessert</i>)</li> <li>• Review <i>il y a, il n'y a pas, ça fait</i> + present</li> <li>• Direct and Indirect object pronouns and placement of the object pronouns in a sentence in both present and <i>passé composé</i></li> <li>• Irregular verbs: <i>offer, ouvrir, couvrir, dormir, suivre,</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Money</li> <li>• Time</li> </ul> <p><b>Newspapers:</b></p> <ul style="list-style-type: none"> <li>• Sections</li> <li>• Real estate</li> <li>• Classified</li> <li>• Sports</li> <li>• Weather</li> <li>• Business</li> <li>• Leisure</li> </ul> <p><b>Magazines:</b></p> <ul style="list-style-type: none"> <li>• Sports</li> <li>• Auto</li> <li>• Fashion</li> <li>• Entertainment</li> <li>• Home</li> <li>• Cooking</li> </ul> <p><b>Internet:</b></p> <ul style="list-style-type: none"> <li>• Search engine</li> <li>• Mouse</li> <li>• Keyboard</li> <li>• Screen</li> <li>• Computer</li> <li>• Operator</li> <li>• E-mail</li> <li>• Chat-room</li> <li>• Blog</li> </ul>			<p><i>recevoir</i></p> <ul style="list-style-type: none"> <li>• Review <i>passé composé</i> with <i>avoir</i></li> <li>• Review <i>passé composé</i> with <i>être</i></li> <li>• Expressions: <i>quelqu'un quelquechose</i></li> <li>• Negatives: <i>ne...pas, ne pas...encore, ne...jamais, ne...personne, ne...rien, ne...que</i></li> <li>• Metric versus American measurement system: <i>un kilo de, un litre de</i>, etc.</li> </ul> <p><b>MP2</b></p> <ul style="list-style-type: none"> <li>• Reflexive verbs in the present and <i>passé composé</i> with <i>avoir</i> and <i>être</i> verbs</li> <li>• Reflexive pronouns</li> <li>• Expressions: <i>tout, tous, toute, toutes</i></li> <li>• The imperfect (<i>imparfait</i>)</li> <li>• The <i>passé composé</i> and the <i>imparfait</i></li> <li>• The comparative with adjectives and nouns</li> <li>• The superlative with adjectives</li> <li>• Expressions: <i>être en train de</i></li> <li>• The future of regular and irregular verbs</li> <li>• Irregular verbs: <i>courir</i></li> </ul> <p><b>MP3</b></p> <ul style="list-style-type: none"> <li>• The subjunctive of regular and irregular verbs</li> <li>• The conditional</li> <li>• Sentences with <i>if</i> clauses</li> <li>• Relative pronouns: <i>qui, que, dont</i></li> <li>• Interrogative pronouns</li> <li>• Demonstrative pronouns</li> </ul> <p><b>MP4</b></p> <ul style="list-style-type: none"> <li>• Review object pronouns</li> <li>• Review the conditional</li> <li>• Review the subjunctive</li> <li>• Review the <i>passé composé</i> and <i>imparfait</i></li> <li>• Review <i>être en train de</i></li> </ul>
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**Goal 3: CONNECTIONS – Make connections with other areas of study and acquire information**

**Standard 1: Students will reinforce and expand the knowledge of other areas of study through the world language.**

**Standard 2: Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources.**

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> <li>• Discuss current events they have learned about through TV, print and/or Internet in target language media (i. e. price of gas, environmental issues, world politics)</li> <li>• Discuss current environmental issues they investigated through TV, print and/or Internet in target language media and relate to subject area classes</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary related to current events</li> <li>• Vocabulary related to environmental issue</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate current events through a variety of target language media</li> <li>• Investigate environmental issues through a variety of target language media</li> <li>• Prepare and enact debates about current events and environmental issues</li> <li>• Investigate the historical background of current events and environmental</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation(s)</li> <li>• Written responses</li> <li>• Class presentations</li> <li>• Project- based assessments</li> <li>• Listening comprehension</li> <li>• Cooperative learning activities</li> <li>• Reading responses</li> <li>• Teacher assessments (tests, quizzes)</li> </ul>	<p>MP1</p> <ul style="list-style-type: none"> <li>• Review regular <i>-er</i> verbs such as <i>donner, presenter</i> and accent adding <i>-er</i> verbs such as <i>acheter, preferer</i></li> <li>• Review <i>-ir, -re</i> verbs</li> <li>• Review irregular verbs: <i>avoir, être</i></li> <li>• Review adjectives: agreement and placement of adjectives in the sentence</li> <li>• Review irregular adjectives: <i>beau, nouveau, vieux</i></li> <li>• Review numbers from 1 to a million, including ordinal numbers</li> <li>• Review the partitive</li> <li>• Review pronouns: <i>en</i> and <i>y</i></li> <li>• Review contractions with <i>a</i> and <i>de</i></li> <li>• Review question formation with <i>est-ce que</i>, subject-verb inversion and <i>n'est-ce pas</i></li> <li>• Use of key question words: <i>qui, pourquoi, quand, comment, ou, que</i> with emphasis when used in verb subject inversion-type question</li> <li>• Expressions: <i>je voudrais</i> (as a sign of being polite), expressions with <i>comme</i> (i. e. <i>comme dessert</i>)</li> <li>• Review <i>il y a, il n'y a pas, ça fait</i> + present</li> <li>• Direct and Indirect object pronouns and placement of the object pronouns in a sentence in both present and <i>passé</i></li> </ul>

		<p><b>issues and illustrate with posters and timelines</b></p>		<p><i>compose</i></p> <ul style="list-style-type: none"> <li>• Irregular verbs: <i>offer, ouvrir, couvrir, dormir, suivre, recevoir</i></li> <li>• Review <i>passé composé</i> with <i>avoir</i></li> <li>• Review <i>passé composé</i> with <i>être</i></li> <li>• Expressions: <i>quelqu'un quelque chose</i></li> <li>• Negatives: <i>ne...pas, ne pas...encore, ne...jamais, ne...personne, ne...rien, ne...que</i></li> <li>• Metric versus American measurement system: <i>un kilo de, un litre de</i>, etc.</li> </ul> <p><b>MP2</b></p> <ul style="list-style-type: none"> <li>• Reflexive verbs in the present and <i>passé composé</i> with <i>avoir</i> and <i>être</i> verbs</li> <li>• Reflexive pronouns</li> <li>• Expressions: <i>tout, tous, toute, toutes</i></li> <li>• The imperfect (<i>imparfait</i>)</li> <li>• The <i>passé composé</i> and the <i>imparfait</i></li> <li>• The comparative with adjectives and nouns</li> <li>• The superlative with adjectives</li> <li>• Expressions: <i>être en train de</i></li> <li>• The future of regular and irregular verbs</li> <li>• Irregular verbs: <i>courir</i></li> </ul> <p><b>MP3</b></p> <ul style="list-style-type: none"> <li>• The subjunctive of regular and irregular verbs</li> <li>• The conditional</li> <li>• Sentences with if clauses</li> <li>• Relative pronouns: <i>qui, que, dont</i></li> <li>• Interrogative pronouns</li> <li>• Demonstrative pronouns</li> </ul> <p><b>MP4</b></p> <ul style="list-style-type: none"> <li>• Review object pronouns</li> <li>• Review the conditional</li> <li>• Review the subjunctive</li> <li>• Review the <i>passé composé</i> and <i>imparfait</i></li> <li>• Review <i>être en train de</i></li> </ul>
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**Goal 4: COMPARISONS – Understand the nature of language and cultures through comparisons**

**Standard 1: Students will demonstrate an understanding of the nature of language through comparisons of that world language and their own.**

**Standard 2: Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.**

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> <li>• Compare and contrast use of different media in target language countries and in the U. S.</li> <li>• Compare and contrast media freedom in target language countries and in the U. S.</li> <li>• Compare and contrast movies made in target language countries with movies made in the U. S.</li> <li>• Compare and contrast attendance at movie theaters in target language countries and in the U. S.</li> </ul>	<p><b>Television:</b></p> <ul style="list-style-type: none"> <li>• Channels</li> <li>• Programs</li> <li>• Comedy</li> <li>• Series</li> <li>• Movies</li> <li>• Soap operas</li> <li>• Time</li> <li>• News</li> <li>• Sports</li> <li>• Cooking</li> <li>• Reality TV shows</li> <li>• Cartoons</li> </ul> <p><b>Movies:</b></p> <ul style="list-style-type: none"> <li>• Popcorn</li> <li>• Tickets</li> <li>• Refreshment</li> <li>• Actors</li> <li>• Theme</li> <li>• Setting</li> <li>• Drama</li> <li>• Comedy</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a TV program in target language, discuss and compare with similar programs in U. S. television, for example: news, comedy, sports</li> <li>• Research, discuss and make presentations about the concept of “media freedom” in target language countries and</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation(s)</li> <li>• Written responses</li> <li>• Class presentations</li> <li>• Project-based assessments</li> <li>• Listening comprehension</li> <li>• Cooperative learning activities</li> <li>• Reading responses</li> <li>• Teacher assessments (tests, quizzes)</li> </ul>	<p><b>MPI</b></p> <ul style="list-style-type: none"> <li>• Review regular <i>-er</i> verbs such as <i>donner, presenter</i> and accent adding <i>-er</i> verbs such as <i>acheter, preferer</i></li> <li>• Review <i>-ir, -re</i> verbs</li> <li>• Review irregular verbs: <i>avoir, être</i></li> <li>• Review adjectives: agreement and placement of adjectives in the sentence</li> <li>• Review irregular adjectives: <i>beau, nouveau, vieux</i></li> <li>• Review numbers from 1 to a million, including ordinal numbers</li> <li>• Review the partitive</li> <li>• Review pronouns: <i>en</i> and <i>y</i></li> <li>• Review contractions with <i>a</i> and <i>de</i></li> <li>• Review question formation with <i>est-ce que</i>, subject-verb inversion and <i>n'est-ce pas</i></li> <li>• Use of key question words: <i>qui, pourquoi, quand, comment, ou, que</i> with emphasis when used in verb subject inversion-type question</li> <li>• Expressions: <i>je voudrais</i> (as a sign of being polite), expressions with <i>comme</i> (i. e. <i>comme dessert</i>)</li> <li>• Review <i>il y a, il n'y a pas, ça fait</i> + present</li> <li>• Direct and Indirect object</li> </ul>

	<ul style="list-style-type: none"> <li>• Action</li> <li>• Horror</li> <li>• Animated</li> <li>• Money</li> <li>• Time</li> </ul> <p>Newspapers:</p> <ul style="list-style-type: none"> <li>• Sections</li> <li>• Real estate</li> <li>• Classified</li> <li>• Sports</li> <li>• Weather</li> <li>• Business</li> <li>• Leisure</li> </ul> <p>Magazines:</p> <ul style="list-style-type: none"> <li>• Sports</li> <li>• Auto</li> <li>• Fashion</li> <li>• Entertainment</li> <li>• Home</li> <li>• Cooking</li> </ul> <p>Internet:</p> <ul style="list-style-type: none"> <li>• Search engine</li> <li>• Mouse</li> <li>• Keyboard</li> <li>• Screen</li> <li>• Computer</li> <li>• Operator</li> <li>• E-mail</li> <li>• Chat-room</li> <li>• Blog</li> </ul> <p>Freedom of the press Constitution Law Legal rights</p>	<p>compare with the concept of “media freedom” in the U. S.</p> <ul style="list-style-type: none"> <li>• View at least one movie filmed by a target language producer and compare and contrast with an American movie (i. e. similar themes, how are they handled in the film, are there differences, similarities?)</li> <li>• Prepare a Venn diagram contrasting the similarities and differences between the concept of freedom of the press in the U. S. and in a target language country</li> </ul>		<p>pronouns and placement of the object pronouns in a sentence in both present and <i>passé composé</i></p> <ul style="list-style-type: none"> <li>• Irregular verbs: <i>offrir, ouvrir, couvrir, dormir, suivre, recevoir</i></li> <li>• Review <i>passé composé</i> with <i>avoir</i></li> <li>• Review <i>passé composé</i> with <i>être</i></li> <li>• Expressions: <i>quelqu’un quelquechose</i></li> <li>• Negatives: <i>ne...pas, ne pas...encore, ne...jamais, ne...persone, ne...rien, ne...que</i></li> <li>• Metric versus American measurement system: <i>un kilo de, un litre de</i>, etc.</li> </ul> <p>MP2</p> <ul style="list-style-type: none"> <li>• Reflexive verbs in the present and <i>passé composé</i> with <i>avoir</i> and <i>être</i> verbs</li> <li>• Reflexive pronouns</li> <li>• Expressions: <i>tout, tous, toute, toutes</i></li> <li>• The imperfect (<i>imparfait</i>)</li> <li>• The <i>passé composé</i> and the <i>imparfait</i></li> <li>• The comparative with adjectives and nouns</li> <li>• The superlative with adjectives</li> <li>• Expressions: <i>être en train de</i></li> <li>• The future of regular and irregular verbs</li> <li>• Irregular verbs: <i>courir</i></li> </ul> <p>MP3</p> <ul style="list-style-type: none"> <li>• The subjunctive of regular and irregular verbs</li> <li>• The conditional</li> <li>• Sentences with if clauses</li> <li>• Relative pronouns: <i>qui, que, dont</i></li> <li>• Interrogative pronouns</li> <li>• Demonstrative pronouns</li> </ul> <p>MP4</p> <ul style="list-style-type: none"> <li>• Review object pronouns</li> <li>• Review the conditional</li> <li>• Review the subjunctive</li> <li>• Review the <i>passé composé</i> and <i>imparfait</i></li> <li>• Review <i>être en train de</i></li> </ul>
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**Goal 5: COMMUNITIES –Participate in multilingual communities within a variety of contexts**

**Standard 1: Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.**

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> <li>• Discuss news and information about the local target language community available through local target language media (i. e. radio, TV, community newspapers)</li> <li>• Communicate with pen pals in target language countries and discuss movies, magazines, etc.</li> </ul>	<p><b>Television:</b></p> <ul style="list-style-type: none"> <li>• Channels</li> <li>• Programs</li> <li>• Comedy</li> <li>• Series</li> <li>• Movies</li> <li>• Soap operas</li> <li>• Time</li> <li>• News</li> <li>• Sports</li> <li>• Cooking</li> <li>• Reality TV shows</li> <li>• Cartoons</li> </ul> <p><b>Movies:</b></p> <ul style="list-style-type: none"> <li>• Popcorn</li> <li>• Tickets</li> <li>• Refreshment</li> <li>• Actors</li> <li>• Theme</li> <li>• Setting</li> <li>• Drama</li> <li>• Comedy</li> <li>• Action</li> <li>• Horror</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to, view, or read local media available in target language</li> <li>• Visit local target language media outlets through organized field trips</li> <li>• Correspond via e-mail with pen pals via in target language countries about magazine articles or movies</li> </ul>	<ul style="list-style-type: none"> <li>• Class presentations about local target language media outlets</li> <li>• Listening comprehension</li> <li>• Cooperative learning activities</li> </ul>	<p>MP1</p> <ul style="list-style-type: none"> <li>• Review regular <i>-er</i> verbs such as <i>donner, presenter</i> and accent adding <i>-er</i> verbs such as <i>acheter, preferer</i></li> <li>• Review <i>-ir, -re</i> verbs</li> <li>• Review irregular verbs: <i>avoir, être</i></li> <li>• Review adjectives: agreement and placement of adjectives in the sentence</li> <li>• Review irregular adjectives: <i>beau, nouveau, vieux</i></li> <li>• Review numbers from 1 to a million, including ordinal numbers</li> <li>• Review the partitive</li> <li>• Review pronouns: <i>en</i> and <i>y</i></li> <li>• Review contractions with <i>a</i> and <i>de</i></li> <li>• Review question formation with <i>est-ce que</i>, subject-verb inversion and <i>n'est-ce pas</i></li> <li>• Use of key question words: <i>qui, pourquoi, quand, comment, ou, que</i> with emphasis when used in verb subject</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Animated</b></li> <li>• <b>Money</b></li> <li>• <b>Time</b></li> </ul> <p><b>Newspapers:</b></p> <ul style="list-style-type: none"> <li>• <b>Sections</b></li> <li>• <b>Real estate</b></li> <li>• <b>Classified</b></li> <li>• <b>Sports</b></li> <li>• <b>Weather</b></li> <li>• <b>Business</b></li> <li>• <b>Leisure</b></li> </ul> <p><b>Magazines:</b></p> <ul style="list-style-type: none"> <li>• <b>Sports</b></li> <li>• <b>Auto</b></li> <li>• <b>Fashion</b></li> <li>• <b>Entertainment</b></li> <li>• <b>Home</b></li> <li>• <b>Cooking</b></li> </ul> <p><b>Internet:</b></p> <ul style="list-style-type: none"> <li>• <b>Search engine</b></li> <li>• <b>Mouse</b></li> <li>• <b>Keyboard</b></li> <li>• <b>Screen</b></li> <li>• <b>Computer</b></li> <li>• <b>Operator</b></li> <li>• <b>E-mail</b></li> <li>• <b>Chat-room</b></li> <li>• <b>Blog</b></li> </ul>			<p>inversion-type question</p> <ul style="list-style-type: none"> <li>• Expressions: <i>je voudrais</i> (as a sign of being polite), expressions with <i>comme</i> (i. e. <i>comme dessert</i>)</li> <li>• Review <i>il y a, il n'y a pas, ça fait</i> + present</li> <li>• Direct and Indirect object pronouns and placement of the object pronouns in a sentence in both present and <i>passé composé</i></li> <li>• Irregular verbs: <i>offrir, ouvrir, couvrir, dormir, suivre, recevoir</i></li> <li>• Review <i>passé composé</i> with <i>avoir</i></li> <li>• Review <i>passé composé</i> with <i>être</i></li> <li>• Expressions: <i>quelqu'un quelque chose</i></li> <li>• Negatives: <i>ne...pas, ne pas...encore, ne...jamais, ne...personne, ne...rien, ne...que</i></li> <li>• Metric versus American measurement system: <i>un kilo de, un litre de</i>, etc.</li> </ul> <p><b>MP2</b></p> <ul style="list-style-type: none"> <li>• Reflexive verbs in the present and <i>passé composé</i> with <i>avoir</i> and <i>être</i> verbs</li> <li>• Reflexive pronouns</li> <li>• Expressions: <i>tout, tous, toute, toutes</i></li> <li>• The imperfect (<i>imparfait</i>)</li> <li>• The <i>passé composé</i> and the <i>imparfait</i></li> <li>• The comparative with adjectives and nouns</li> <li>• The superlative with adjectives</li> <li>• Expressions: <i>être en</i></li> </ul>
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				<p><i>train de</i></p> <ul style="list-style-type: none"> <li>• The future of regular and irregular verbs</li> <li>• Irregular verbs: <i>courir</i></li> </ul> <p><b>MP3</b></p> <ul style="list-style-type: none"> <li>• The subjunctive of regular and irregular verbs</li> <li>• The conditional</li> <li>• Sentences with if clauses</li> <li>• Relative pronouns: <i>qui, que, dont</i></li> <li>• Interrogative pronouns</li> <li>• Demonstrative pronouns</li> </ul> <p><b>MP4</b></p> <ul style="list-style-type: none"> <li>• Review object pronouns</li> <li>• Review the conditional</li> <li>• Review the subjunctive</li> <li>• Review the <i>passé composé</i> and <i>imparfait</i></li> <li>• Review <i>être en train de</i></li> </ul>
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# VII The Future

Self Identity, Career Goals, Community Service, Environmental Issues, Predictions about the Future

## CONTENT STANDARD 1: COMMUNICATION- Communicate in Languages other than English

### GOAL 1: COMMUNICATION- in at least one language other than English

**Standard 1:** Students will engage in conversation, provide and obtain information, express feelings and exchange opinions.

**Standard 2:** Students will understand and interpret spoken and written language on a variety of topics.

**Standard 3:** Students will present information, concepts and ideas to listeners or readers on a variety of topics.

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<p><b><u>Personal focus objectives</u></b></p> <ul style="list-style-type: none"> <li>Express hopes, dreams and uncertainty about the future</li> <li>Discuss careers that students are interested in</li> </ul> <p><b><u>Environmental focus objectives</u></b></p> <ul style="list-style-type: none"> <li>Discuss environmental issues and their impact on the future</li> </ul>	<p><b>Employment:</b></p> <ul style="list-style-type: none"> <li>Work</li> <li>Application</li> <li>Salary</li> <li>Schedule</li> <li>Working hours</li> <li>Supervisor</li> <li>Manager</li> </ul> <p><b>Careers:</b></p> <ul style="list-style-type: none"> <li>Teacher</li> <li>Lawyer</li> <li>Doctor</li> <li>Dentist</li> </ul>	<ul style="list-style-type: none"> <li>Prepare collages and present orally their vision of the future regarding themselves, future careers and family</li> <li>Investigate careers they are interested in</li> <li>Role play people in different careers</li> <li>Prepare their résumé projecting</li> </ul>	<ul style="list-style-type: none"> <li><b>Oral evaluation(s)</b></li> <li><b>Written responses</b></li> <li><b>Class presentations</b></li> <li><b>Project- based assessments</b></li> <li><b>Listening comprehension</b></li> <li><b>Cooperative learning activities</b></li> <li><b>Reading</b></li> </ul>	<p><b>MPI</b></p> <ul style="list-style-type: none"> <li>Review regular <i>-er</i> verbs such as <i>donner, presenter</i> and accent adding <i>-er</i> verbs such as <i>acheter, preferer</i></li> <li>Review <i>-ir, -re</i> verbs</li> <li>Review irregular verbs: <i>avoir, être</i></li> <li>Review adjectives: agreement and placement of adjectives in the sentence</li> <li>Review irregular adjectives: <i>beau, nouveau, vieux</i></li> <li>Review numbers from 1 to a million, including ordinal numbers</li> <li>Review the partitive</li> <li>Review pronouns: <i>en</i> and <i>y</i></li> <li>Review contractions with <i>a</i> and <i>de</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Nurse</li> <li>• Medical technician</li> <li>• Engineer</li> <li>• Technician</li> <li>• Electrician</li> <li>• Plumber</li> </ul> <p>Verbs:</p> <ul style="list-style-type: none"> <li>• To travel</li> <li>• To visit</li> <li>• To study</li> <li>• To sleep</li> <li>• To dream</li> <li>• To hope</li> <li>• To wish</li> <li>• To do</li> <li>• To think</li> <li>• To have</li> <li>• To play</li> </ul> <p>Hobbies:</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Gardening</li> <li>• Music (listening and/or playing)</li> <li>• Sports (playing and/or practice)</li> <li>• Traveling</li> </ul> <p>Environmental:</p> <ul style="list-style-type: none"> <li>• Environment</li> <li>• Pollution</li> <li>• Contamination</li> <li>• Conservation</li> </ul>	<p>their career 5 years after graduating from college</p> <ul style="list-style-type: none"> <li>• Use a variety of media to investigate concerns about the environment and predictions about their impact on the future (i. e. global warming, etc.)</li> <li>• Prepare and present their findings about future impact of concerns about the environment to their classmates using the target language</li> </ul>	<p>responses</p> <ul style="list-style-type: none"> <li>• Teacher assessments (tests, quizzes)</li> </ul>	<ul style="list-style-type: none"> <li>• Review question formation with <i>est-ce que</i>, subject-verb inversion and <i>n'est-ce pas</i></li> <li>• Use of key question words: <i>qui, pourquoi, quand, comment, ou, que</i> with emphasis when used in verb subject inversion-type question</li> <li>• Expressions: <i>je voudrais</i> (as a sign of being polite), expressions with <i>comme</i> (i. e. <i>comme dessert</i>)</li> <li>• Review <i>il y a, il n'y a pas, ça fait</i> + present</li> <li>• Direct and Indirect object pronouns and placement of the object pronouns in a sentence in both present and <i>passé composé</i></li> <li>• Irregular verbs: <i>offrir, ouvrir, couvrir, dormir, suivre, recevoir</i></li> <li>• Review <i>passé composé</i> with <i>avoir</i></li> <li>• Review <i>passé composé</i> with <i>être</i></li> <li>• Expressions: <i>quelqu'un, quelque chose</i></li> <li>• Negatives: <i>ne...pas, ne pas...encore, ne...jamais, ne...personne, ne...rien, ne...que</i></li> <li>• Metric versus American measurement system: <i>un kilo de, un litre de</i>, etc.</li> </ul> <p>MP2</p> <ul style="list-style-type: none"> <li>• Reflexive verbs in the present and <i>passé composé</i> with <i>avoir</i> and <i>être</i> verbs</li> <li>• Reflexive pronouns</li> <li>• Expressions: <i>tout, tous, toute, toutes</i></li> <li>• The imperfect (<i>imparfait</i>)</li> <li>• The <i>passé composé</i> and the <i>imparfait</i></li> <li>• The comparative with adjectives and nouns</li> <li>• The superlative with adjectives</li> <li>• Expressions: <i>être en train de</i></li> <li>• The future of regular and irregular verbs</li> <li>• Irregular verbs: <i>courir</i></li> </ul>
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**Goal 2: CULTURES: Gain knowledge and understanding of other cultures**

**Standard 1: Students will demonstrate an understanding of the traditions, products and perspective of the culture studied.**

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<p><u>Personal focus objectives</u></p> <ul style="list-style-type: none"> <li>• Discuss popular career choices among young people in the target language countries</li> <li>• Discuss factors that influence career choices (i. e. role of family, school, friends, etc.) in target language countries and in the U. S.</li> </ul> <p><u>Environmental focus objectives</u></p> <ul style="list-style-type: none"> <li>• Describe how the target language countries deal with environmental issues (i. e. oil spills, global warming, recycling, etc.)</li> <li>• Identify and discuss predictions from target language countries related to world-wide concerns impacting the environment (i. e. energy policies, food production and distribution, impact of</li> </ul>	<p><b>Employment:</b></p> <ul style="list-style-type: none"> <li>• Work</li> <li>• Application</li> <li>• Salary</li> <li>• Schedule</li> <li>• Working hours</li> <li>• Supervisor</li> <li>• Manager</li> </ul> <p><b>Careers:</b></p> <ul style="list-style-type: none"> <li>• Teacher</li> <li>• Lawyer</li> <li>• Doctor</li> <li>• Dentist</li> <li>• Nurse</li> <li>• Medical technician</li> <li>• Engineer</li> <li>• Technician</li> <li>• Electrician</li> <li>• Plumber</li> </ul> <p><b>Verbs:</b></p> <ul style="list-style-type: none"> <li>• To travel</li> <li>• To visit</li> <li>• To study</li> <li>• To sleep</li> <li>• To dream</li> <li>• To hope</li> </ul>	<ul style="list-style-type: none"> <li>• Research popular career choices among young people in target language countries and conduct discussions about the different careers</li> <li>• Investigate factors that influence career choices in target language countries and in the U.S. using a variety of sources (i. e. media, interviews, etc.)</li> <li>• Use the Internet, TV,</li> </ul>	<ul style="list-style-type: none"> <li>• Oral/ written presentation(s)</li> <li>• Project based assessment(s)</li> <li>• Listening comprehension</li> <li>• Teacher prepared assessments (tests and quizzes)</li> </ul>	<p>MP1</p> <ul style="list-style-type: none"> <li>• Review regular <i>-er</i> verbs such as <i>donner</i>, <i>presenter</i> and accent adding <i>-er</i> verbs such as <i>acheter</i>, <i>preferer</i></li> <li>• Review <i>-ir</i>, <i>-re</i> verbs</li> <li>• Review irregular verbs: <i>avoir</i>, <i>être</i></li> <li>• Review adjectives: agreement and placement of adjectives in the sentence</li> <li>• Review irregular adjectives: <i>beau</i>, <i>nouveau</i>, <i>vieux</i></li> <li>• Review numbers from 1 to a million, including ordinal numbers</li> <li>• Review the partitive</li> <li>• Review pronouns: <i>en</i> and <i>y</i></li> <li>• Review contractions with <i>a</i> and <i>de</i></li> <li>• Review question formation with <i>est-ce que</i>, subject-verb inversion and <i>n'est-ce pas</i></li> <li>• Use of key question words: <i>qui</i>, <i>pourquoi</i>, <i>quand</i>, <i>comment</i>, <i>ou</i>, <i>que</i> with emphasis when used in verb subject inversion-type question</li> <li>• Expressions: <i>je voudrais</i> (as a sign of being polite), expressions with <i>comme</i> (i. e. <i>comme dessert</i>)</li> <li>• Review <i>il y a</i>, <i>il n'y a pas</i>, <i>ça fait</i> + present</li> <li>• Direct and Indirect object pronouns and placement of the object pronouns in a</li> </ul>

<p>new media, etc.)</p>	<ul style="list-style-type: none"> <li>• To wish</li> <li>• To do</li> <li>• To think</li> <li>• To have</li> <li>• To play</li> </ul> <p><b>Hobbies:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Gardening</li> <li>• Music (listening and/or playing)</li> <li>• Sports (playing and/or practice)</li> <li>• Traveling</li> </ul> <p><b>Environmental:</b></p> <ul style="list-style-type: none"> <li>• Environment</li> <li>• Pollution</li> <li>• Contamination</li> <li>• Conservation</li> </ul>	<p>and print media to gather information about issues related to the environment in the target language countries</p> <ul style="list-style-type: none"> <li>• Analyze how environmental issues are addressed in target language countries and prepare posters presenting the issues from the point of view of the target language culture (i. e. views on recycling)</li> <li>• Use a variety of media from target language countries to identify predictions about the future related to world-wide concerns (i. e. energy, food the role of the Internet, etc.) and role play “experts” from target language countries making predictions</li> </ul>	<p>sentence in both present and <i>passé composé</i></p> <ul style="list-style-type: none"> <li>• Irregular verbs: <i>offrir, ouvrir, couvrir, dormir, suivre, recevoir</i></li> <li>• Review <i>passé composé</i> with <i>avoir</i></li> <li>• Review <i>passé composé</i> with <i>être</i></li> <li>• Expressions: <i>quelqu’un quelquechose</i></li> <li>• Negatives: <i>ne...pas, ne pas...encore, ne...jamais, ne...personne, ne...rien, ne...que</i></li> <li>• Metric versus American measurement system: <i>un kilo de, un litre de</i>, etc.</li> </ul> <p><b>MP2</b></p> <ul style="list-style-type: none"> <li>• Reflexive verbs in the present and <i>passé composé</i> with <i>avoir</i> and <i>être</i> verbs</li> <li>• Reflexive pronouns</li> <li>• Expressions: <i>tout, tous, toute, toutes</i></li> <li>• The imperfect (<i>imparfait</i>)</li> <li>• The <i>passé composé</i> and the <i>imparfait</i></li> <li>• The comparative with adjectives and nouns</li> <li>• The superlative with adjectives</li> <li>• Expressions: <i>être en train de</i></li> <li>• The future of regular and irregular verbs</li> <li>• Irregular verbs: <i>courir</i></li> </ul> <p><b>MP3</b></p> <ul style="list-style-type: none"> <li>• The subjunctive of regular and irregular verbs</li> <li>• The conditional</li> <li>• Sentences with if clauses</li> <li>• Relative pronouns: <i>qui, que, dont</i></li> <li>• Interrogative pronouns</li> <li>• Demonstrative pronouns</li> </ul> <p><b>MP4</b></p> <ul style="list-style-type: none"> <li>• Review object pronouns</li> <li>• Review the conditional</li> <li>• Review the subjunctive</li> <li>• Review the <i>passé composé</i> and <i>imparfait</i></li> <li>• Review <i>être en train de</i></li> </ul>
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**Goal 3: CONNECTIONS: Make connections with other areas of study and acquire information**

**Standard 1: Students will reinforce and expand the knowledge of other areas of study through the world language.**

**Standard 2: Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources.**

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<p><u>Personal focus objectives</u></p> <ul style="list-style-type: none"> <li>Use technology skills to gather information about careers in the U. S. and in target language countries</li> <li>Investigate the benefits of knowing a second language for their future career plans</li> </ul> <p><u>Environmental focus objectives</u></p> <ul style="list-style-type: none"> <li>Analyze environmental issues of concern in target language countries and their potential impact on the future</li> </ul>	<p><b>Employment:</b></p> <ul style="list-style-type: none"> <li>Work</li> <li>Application</li> <li>Salary</li> <li>Schedule</li> <li>Working hours</li> <li>Supervisor</li> <li>Manager</li> </ul> <p><b>Careers:</b></p> <ul style="list-style-type: none"> <li>Teacher</li> <li>Lawyer</li> <li>Doctor</li> <li>Dentist</li> <li>Nurse</li> <li>Medical technician</li> <li>Engineer</li> <li>Technician</li> <li>Electrician</li> <li>Plumber</li> </ul> <p><b>Verbs:</b></p> <ul style="list-style-type: none"> <li>To travel</li> <li>To visit</li> </ul>	<ul style="list-style-type: none"> <li>Gather information about careers using a variety of media</li> <li>Interview people in different careers to learn about education requirements, responsibilities and opportunities in their field</li> <li>Speak with world languages teachers and other professionals to learn about</li> </ul>	<ul style="list-style-type: none"> <li>Oral/ written presentation(s)</li> <li>Project based assessment(s)</li> <li>Listening comprehension</li> <li>Teacher prepared assessments (tests and quizzes)</li> </ul>	<p><b>MPI</b></p> <ul style="list-style-type: none"> <li>Review regular <i>-er</i> verbs such as <i>donner, presenter</i> and accent adding <i>-er</i> verbs such as <i>acheter, preferer</i></li> <li>Review <i>-ir, -re</i> verbs</li> <li>Review irregular verbs: <i>avoir, être</i></li> <li>Review adjectives: agreement and placement of adjectives in the sentence</li> <li>Review irregular adjectives: <i>beau, nouveau, vieux</i></li> <li>Review numbers from 1 to a million, including ordinal numbers</li> <li>Review the partitive</li> <li>Review pronouns: <i>en</i> and <i>y</i></li> <li>Review contractions with <i>a</i> and <i>de</i></li> <li>Review question formation with <i>est-ce que</i>, subject-verb inversion and <i>n'est-ce pas</i></li> <li>Use of key question words: <i>qui, pourquoi, quand, comment, ou, que</i> with emphasis when used in verb subject inversion-type question</li> <li>Expressions: <i>je voudrais</i> (as a sign of being polite), expressions with <i>comme</i> (i. e. <i>comme dessert</i>)</li> <li>Review <i>il y a, il n'y a pas, ça fait</i> + present</li> <li>Direct and Indirect object</li> </ul>

	<ul style="list-style-type: none"> <li>• To study</li> <li>• To sleep</li> <li>• To dream</li> <li>• To hope</li> <li>• To wish</li> <li>• To do</li> <li>• To think</li> <li>• To have</li> <li>• To play</li> </ul> <p><b>Hobbies:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Gardening</li> <li>• Music (listening and/or playing)</li> <li>• Sports (playing and/or practice)</li> <li>• Traveling</li> </ul> <p><b>Environmental:</b></p> <ul style="list-style-type: none"> <li>• Environment</li> <li>• Pollution</li> <li>• Contamination</li> <li>• Conservation</li> </ul>	<p><b>the benefits of knowing a second language for their future career plans</b></p> <ul style="list-style-type: none"> <li>• <b>Role play people in different careers, including people whose careers require mastery of the target language</b></li> <li>• <b>Create posters explaining environmental concerns in target language countries and their potential impact on the future</b></li> </ul>	<p><b>pronouns and placement of the object pronouns in a sentence in both present and <i>passé composé</i></b></p> <ul style="list-style-type: none"> <li>• <b>Irregular verbs: <i>offer, ouvrir, couvrir, dormir, suivre, recevoir</i></b></li> <li>• <b>Review <i>passé composé</i> with <i>avoir</i></b></li> <li>• <b>Review <i>passé composé</i> with <i>être</i></b></li> <li>• <b>Expressions: <i>quelqu'un quelquechose</i></b></li> <li>• <b>Negatives: <i>ne...pas, ne pas...encore, ne...jamais, ne...persone, ne...rien, ne...que</i></b></li> <li>• <b>Metric versus American measurement system: <i>un kilo de, un litre de</i>, etc.</b></li> </ul> <p><b>MP2</b></p> <ul style="list-style-type: none"> <li>• <b>Reflexive verbs in the present and <i>passé composé</i> with <i>avoir</i> and <i>être</i> verbs</b></li> <li>• <b>Reflexive pronouns</b></li> <li>• <b>Expressions: <i>tout, tous, toute, toutes</i></b></li> <li>• <b>The imperfect (<i>imparfait</i>)</b></li> <li>• <b>The <i>passé composé</i> and the <i>imparfait</i></b></li> <li>• <b>The comparative with adjectives and nouns</b></li> <li>• <b>The superlative with adjectives</b></li> <li>• <b>Expressions: <i>être en train de</i></b></li> <li>• <b>The future of regular and irregular verbs</b></li> <li>• <b>Irregular verbs: <i>courir</i></b></li> </ul> <p><b>MP3</b></p> <ul style="list-style-type: none"> <li>• <b>The subjunctive of regular and irregular verbs</b></li> <li>• <b>The conditional</b></li> <li>• <b>Sentences with if clauses</b></li> <li>• <b>Relative pronouns: <i>qui, que, dont</i></b></li> <li>• <b>Interrogative pronouns</b></li> <li>• <b>Demonstrative pronouns</b></li> </ul> <p><b>MP4</b></p> <ul style="list-style-type: none"> <li>• <b>Review object pronouns</b></li> <li>• <b>Review the conditional</b></li> <li>• <b>Review the subjunctive</b></li> <li>• <b>Review the <i>passé composé</i> and <i>imparfait</i></b></li> <li>• <b>Review <i>être en train de</i></b></li> </ul>
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**Goal 4: COMPARISONS: Understand the nature of language and cultures through comparisons**

**Standard 1: Students will demonstrate an understanding of the nature of language through comparisons of that world language and their own.**

**Standard 2: Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.**

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<p><u>Personal focus objectives</u></p> <ul style="list-style-type: none"> <li>• Compare and contrast the popular career choices among youth of the target language countries and the U.S.</li> <li>• Compare and contrast requirements, responsibilities and opportunities in the U. S. and in target language countries for careers students are interested in (i. e. becoming a lawyer, an engineer, etc.)</li> </ul> <p><u>Environmental focus objectives</u></p> <ul style="list-style-type: none"> <li>• Compare and contrast environmental issues in the target language countries and the U.S.</li> <li>• Compare and contrast</li> </ul>	<p><b>Employment:</b></p> <ul style="list-style-type: none"> <li>• Work</li> <li>• Application</li> <li>• Salary</li> <li>• Schedule</li> <li>• Working hours</li> <li>• Supervisor</li> <li>• Manager</li> </ul> <p><b>Careers:</b></p> <ul style="list-style-type: none"> <li>• Teacher</li> <li>• Lawyer</li> <li>• Doctor</li> <li>• Dentist</li> <li>• Nurse</li> <li>• Medical technician</li> <li>• Engineer</li> <li>• Technician</li> <li>• Electrician</li> <li>• Plumber</li> </ul> <p><b>Verbs:</b></p> <ul style="list-style-type: none"> <li>• To travel</li> <li>• To visit</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss similarities and differences in popular careers among youth of the target language countries and youth in the U. S. (pairs / groups)</li> <li>• Investigate similarities and differences between target language countries and the U. S. regarding education requirements, responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher’s observation of students’ discussion</li> <li>• Oral/ written presentation(s)</li> <li>• Teacher prepared assessments(tests and quizzes)</li> </ul>	<p>MP1</p> <ul style="list-style-type: none"> <li>• Review regular <i>-er</i> verbs such as <i>donner, presenter</i> and accent adding <i>-er</i> verbs such as <i>acheter, preferer</i></li> <li>• Review <i>-ir, -re</i> verbs</li> <li>• Review irregular verbs: <i>avoir, être</i></li> <li>• Review adjectives: agreement and placement of adjectives in the sentence</li> <li>• Review irregular adjectives: <i>beau, nouveau, vieux</i></li> <li>• Review numbers from 1 to a million, including ordinal numbers</li> <li>• Review the partitive</li> <li>• Review pronouns: <i>en</i> and <i>y</i></li> <li>• Review contractions with <i>a</i> and <i>de</i></li> <li>• Review question formation with <i>est-ce que</i>, subject-verb inversion and <i>n’est-ce pas</i></li> <li>• Use of key question words: <i>qui, pourquoi, quand, comment, ou, que</i> with emphasis when used in verb subject inversion-type question</li> <li>• Expressions: <i>je voudrais</i> (as a sign of being polite), expressions with <i>comme</i> (i. e. <i>comme dessert</i>)</li> <li>• Review <i>il y a, il n’y a pas, ça fait</i> + present</li> <li>• Direct and Indirect object</li> </ul>

<p>the prediction from the target language countries and from the U.S. about the future impact of environmental concerns</p>	<ul style="list-style-type: none"> <li>• To study</li> <li>• To sleep</li> <li>• To dream</li> <li>• To hope</li> <li>• To wish</li> <li>• To do</li> <li>• To think</li> <li>• To have</li> <li>• To play</li> </ul> <p><b>Hobbies:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Gardening</li> <li>• Music (listening and/or playing)</li> <li>• Sports (playing and/or practice)</li> <li>• Traveling</li> </ul> <p><b>Environmental:</b></p> <ul style="list-style-type: none"> <li>• Environment</li> <li>• Pollution</li> <li>• Contamination</li> <li>• Conservation</li> </ul>	<p>and opportunities for careers the students are interested and will use the target language to prepare Venn diagrams of their findings</p> <ul style="list-style-type: none"> <li>• Use a variety of media to identify environmental issues and predictions about the future from the target language countries and the U.S. and will compare and contrast their findings in pair/group discussions</li> <li>• Create posters summarizing the outcome of discussions comparing and contrasting environmental issues and their impact on the future using the target language</li> </ul>		<p>pronouns and placement of the object pronouns in a sentence in both present and <i>passé composé</i></p> <ul style="list-style-type: none"> <li>• Irregular verbs: <i>offrir, ouvrir, couvrir, dormir, suivre, recevoir</i></li> <li>• Review <i>passé composé</i> with <i>avoir</i></li> <li>• Review <i>passé composé</i> with <i>être</i></li> <li>• Expressions: <i>quelqu'un quelquechose</i></li> <li>• Negatives: <i>ne...pas, ne pas...encore, ne...jamais, ne...personne, ne...rien, ne...que</i></li> <li>• Metric versus American measurement system: <i>un kilo de, un litre de</i>, etc.</li> </ul> <p><b>MP2</b></p> <ul style="list-style-type: none"> <li>• Reflexive verbs in the present and <i>passé composé</i> with <i>avoir</i> and <i>être</i> verbs</li> <li>• Reflexive pronouns</li> <li>• Expressions: <i>tout, tous, toute, toutes</i></li> <li>• The imperfect (<i>imparfait</i>)</li> <li>• The <i>passé composé</i> and the <i>imparfait</i></li> <li>• The comparative with adjectives and nouns</li> <li>• The superlative with adjectives</li> <li>• Expressions: <i>être en train de</i></li> <li>• The future of regular and irregular verbs</li> <li>• Irregular verbs: <i>courir</i></li> </ul> <p><b>MP3</b></p> <ul style="list-style-type: none"> <li>• The subjunctive of regular and irregular verbs</li> <li>• The conditional</li> <li>• Sentences with if clauses</li> <li>• Relative pronouns: <i>qui, que, dont</i></li> <li>• Interrogative pronouns</li> <li>• Demonstrative pronouns</li> </ul> <p><b>MP4</b></p> <ul style="list-style-type: none"> <li>• Review object pronouns</li> <li>• Review the conditional</li> <li>• Review the subjunctive</li> <li>• Review the <i>passé composé</i> and <i>imparfait</i></li> <li>• Review <i>être en train de</i></li> </ul>
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**Goal 5: COMMUNITIES: participate in multilingual communities within a variety of contexts**

**Standard 1: Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.**

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<p><b><u>Personal focus objective</u></b></p> <ul style="list-style-type: none"> <li>• Discuss hopes, dreams, and career plans with young people in the local community who speak the target language or with pen pals from target language countries</li> </ul> <p><b><u>Environmental focus objective</u></b></p> <ul style="list-style-type: none"> <li>• Discuss concerns about the environment and the future with members of the local community who speak the target language or with concerned students in target language countries via e-mail</li> </ul>	<p><b>Employment:</b></p> <ul style="list-style-type: none"> <li>• Work</li> <li>• Application</li> <li>• Salary</li> <li>• Schedule</li> <li>• Working hours</li> <li>• Supervisor</li> <li>• Manager</li> </ul> <p><b>Careers:</b></p> <ul style="list-style-type: none"> <li>• Teacher</li> <li>• Lawyer</li> <li>• Doctor</li> <li>• Dentist</li> <li>• Nurse</li> <li>• Medical technician</li> <li>• Engineer</li> <li>• Technician</li> <li>• Electrician</li> <li>• Plumber</li> </ul> <p><b>Verbs:</b></p> <ul style="list-style-type: none"> <li>• To travel</li> <li>• To visit</li> <li>• To study</li> <li>• To sleep</li> </ul>	<ul style="list-style-type: none"> <li>• Exchange ideas about hopes, dreams and career plans with young people from the local community who speak the target language or with pen pals from target language countries via e-mail</li> <li>• Exchange information with members of the local community who speak the target language or with concerned</li> </ul>	<ul style="list-style-type: none"> <li>• Oral/ written presentation in the target language about students' findings from discussions with young people in the community who speak the target language or e-mail exchanges with pen pals in target language countries</li> <li>• Presentation board of environmental issues and predictions about the future using the target language</li> </ul>	<p><b>MPI</b></p> <ul style="list-style-type: none"> <li>• Review regular <i>-er</i> verbs such as <i>donner, presenter</i> and accent adding <i>-er</i> verbs such as <i>acheter, preferer</i></li> <li>• Review <i>-ir, -re</i> verbs</li> <li>• Review irregular verbs: <i>avoir, être</i></li> <li>• Review adjectives: agreement and placement of adjectives in the sentence</li> <li>• Review irregular adjectives: <i>beau, nouveau, vieux</i></li> <li>• Review numbers from 1 to a million, including ordinal numbers</li> <li>• Review the partitive</li> <li>• Review pronouns: <i>en</i> and <i>y</i></li> <li>• Review contractions with <i>a</i> and <i>de</i></li> <li>• Review question formation with <i>est-ce que</i>, subject-verb inversion and <i>n'est-ce pas</i></li> <li>• Use of key question words: <i>qui, pourquoi, quand, comment, ou, que</i> with emphasis when used in verb subject inversion-type question</li> <li>• Expressions: <i>je voudrais</i> (as a sign of being polite), expressions with <i>comme</i> (i. e. <i>comme dessert</i>)</li> <li>• Review <i>il y a, il n'y a pas, ça fait + present</i></li> <li>• Direct and Indirect object pronouns and placement of the object pronouns in a sentence in both present and <i>passé</i></li> </ul>

	<ul style="list-style-type: none"> <li>• To dream</li> <li>• To hope</li> <li>• To wish</li> <li>• To do</li> <li>• To think</li> <li>• To have</li> <li>• To play</li> </ul> <p><b>Hobbies:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Gardening</li> <li>• Music (listening and/or playing)</li> <li>• Sports (playing and/or practice)</li> <li>• Traveling</li> </ul> <p><b>Environmental:</b></p> <ul style="list-style-type: none"> <li>• Environment</li> <li>• Pollution</li> <li>• Contamination</li> <li>• Conservation</li> </ul>	<p><b>students in target language countries about environmental issues and their impact on the future of the planet</b></p>	<p><i>compose</i></p> <ul style="list-style-type: none"> <li>• Irregular verbs: <i>offer, ouvrir, couvrir, dormir, suivre, recevoir</i></li> <li>• Review <i>passé composé</i> with <i>avoir</i></li> <li>• Review <i>passé composé</i> with <i>être</i></li> <li>• Expressions: <i>quelqu'un quelque chose</i></li> <li>• Negatives: <i>ne...pas, ne pas...encore, ne...jamais, ne...personne, ne...rien, ne...que</i></li> <li>• Metric versus American measurement system: <i>un kilo de, un litre de</i>, etc.</li> </ul> <p><b>MP2</b></p> <ul style="list-style-type: none"> <li>• Reflexive verbs in the present and <i>passé composé</i> with <i>avoir</i> and <i>être</i> verbs</li> <li>• Reflexive pronouns</li> <li>• Expressions: <i>tout, tous, toute, toutes</i></li> <li>• The imperfect (<i>imparfait</i>)</li> <li>• The <i>passé composé</i> and the <i>imparfait</i></li> <li>• The comparative with adjectives and nouns</li> <li>• The superlative with adjectives</li> <li>• Expressions: <i>être en train de</i></li> <li>• The future of regular and irregular verbs</li> <li>• Irregular verbs: <i>courir</i></li> </ul> <p><b>MP3</b></p> <ul style="list-style-type: none"> <li>• The subjunctive of regular and irregular verbs</li> <li>• The conditional</li> <li>• Sentences with <i>if</i> clauses</li> <li>• Relative pronouns: <i>qui, que, dont</i></li> <li>• Interrogative pronouns</li> <li>• Demonstrative pronouns</li> </ul> <p><b>MP4</b></p> <ul style="list-style-type: none"> <li>• Review object pronouns</li> <li>• Review the conditional</li> <li>• Review the subjunctive</li> <li>• Review the <i>passé composé</i> and <i>imparfait</i></li> <li>• Review <i>être en train de</i></li> </ul>
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**WORLD LANGUAGES  
ASSOCIATIONS,  
RESOURCES  
AND  
BIBLIOGRAPHY**

## WORLD LANGUAGES AND EDUCATIONAL WEBSITES

### TEACHING AND ASSESSING STANDARDS

American Council on the Teaching of Foreign Languages: [www.actfl.org](http://www.actfl.org)

### PROFESSIONAL ASSOCIATIONS

AATF – American Association of Teachers of French: [www.frenchteachers.org](http://www.frenchteachers.org)

AATI – American Association of Teachers of Italian: [www.aati-online.org](http://www.aati-online.org)

AATSP – American Association of Teachers of Spanish and Portuguese: [www.aatsp.org](http://www.aatsp.org)

ACL – The American Classical League: [www.aclassics.org](http://www.aclassics.org)

ATJ – Association of Teachers of Japanese: [www.colorado.edu/ealld/atj](http://www.colorado.edu/ealld/atj)

CLTA - Chinese Language Teachers Association: [www.clta-us.org](http://www.clta-us.org)

CT COLT – Connecticut Council of Language Teachers: <http://ctcolt.org>

### RESOURCES

#### Chinese

Chinese Language Resources: [www.tussah.com/lara/chinese.htm](http://www.tussah.com/lara/chinese.htm)

Chinese Resources (University of Minnesota): [www.carla.umn.edu/resources/teaching/chinese\\_mn.html](http://www.carla.umn.edu/resources/teaching/chinese_mn.html)

Global Chinese Language and Culture Center (Taiwan): [http://edu.ocac.gov.tw/home\\_en.htm](http://edu.ocac.gov.tw/home_en.htm)

## French

Alliance Française: [www.alliancefr.org](http://www.alliancefr.org)

## Italian

Italian Language Resources: [www.fas.harvard.edu/~rll/resources/italian/language\\_resources.html](http://www.fas.harvard.edu/~rll/resources/italian/language_resources.html)

## Latin

Web Resources for High School Latin Teachers: <http://chss2.montclair.edu/classics/webresources/forlatteacher.html>

## Japanese

Keiko Schneider's Bookmarks: [www.sabotenweb.com/bookmarks](http://www.sabotenweb.com/bookmarks)

## Portuguese

Centro Virtual Camões: [www.instituto-camoes.pt](http://www.instituto-camoes.pt)

Portuguese Language Resources: [www.fas.harvard.edu/~rll/resources/portuguese/language\\_resources.html](http://www.fas.harvard.edu/~rll/resources/portuguese/language_resources.html)

## Spanish

America Reads Spanish: [www.americareadsspanish.org](http://www.americareadsspanish.org)

(Website sponsored by the Spanish Institute of Foreign Trade and the Spanish Association of Publishers Guilds to increase awareness of Spanish language books and authors in the U. S.)

## RESOURCE CENTERS FOR WORLD LANGUAGES

**American Association of Applied Linguistics (AAAL)**

P. O. Box 21686  
Eagan, MN 55121-0686  
612-953-0805

**American Council of Teachers of Foreign Languages (ACTFL)**

6 Executive Plaza  
Yonkers, NY 10701-6801  
914-963-8830

**JNCL-NCLIS Joint National Committee for Languages/National Council for Languages and International Studies**

4646 40<sup>th</sup> St. N. W., Suite 310  
Washington, D.C. 20016  
202-966-8310

**Modern Language Association (MLA)**

10 Astor Place  
New York, NY 10003  
212-475-9500

**National Center for Language Education and Research (CLEAR)**

A712 Wells Hall  
Michigan, MI 48824  
517-432-2286

## SELECTED REFERENCE MATERIALS

### Books:

Ballman, Terry L., Liskin-Gasparro, Judith E. and Mandell, Paul B. 2001. *The Communicative Classroom: AATSP Professional Development Handbook Vol. III*. Boston: Heinle and Heinle.

Belz, Julie. A. and Thorne, Steven L. 2006. *AAUSC 2005: Internet-mediated Intercultural Foreign Language Education*. Boston: Heinle and Heinle.

Hadley, Alice Omaggio. 2001. *Teaching Language in Context*. Boston: Heinle and Heinle.

Lomika, Lara and Cooke-Plagwitz, Jessamine. 2004. *Heinle Professional Series 2003: Teaching with Technology*. Boston: Heinle and Heinle.

Shrum, Judith L. and Glisan, Eileen W. 2005. *Teacher's Handbook: Contextualized Language Instruction*. Boston: Heinle and Heinle.

### Articles:

Armstrong, P. W., and Rogers, J. D. (1997). Basic skills revisited: The effects of foreign language instruction on reading, math and language arts. "Learning Languages, 2" (3), 20-31.

Garfinkel, A. and Tabor, K. E. (1991). Elementary school foreign languages and English reading achievement: A new view of the relationship. "Foreign Language Annals, 24" 375-382.

Robison, Robert E. (1997). Issues and Trends in Foreign Language Instruction. "Curriculum Report, 26" (5).

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Bloom, Benjamin. 1984. *Taxonomy of Educational Objectives*. Boston: Allyn and Bacon.

Díaz, Carlos, F., ed. 2001. *Multicultural Education for the 21<sup>st</sup> Century*. New York: Addison-Wesley Longman.

State of Connecticut State Board of Education. 1999. *World Languages: A Guide to K-12 Program Development*. Hartford, CT.