FRENCH 5

Unit 1 Traveling in France

| Estimated Unit Time Frames | Big Ideas | Essential Questions | Concepts (Know) | Competencies (Do) | Lessons/ Suggested Resources | Vocabulary | Standards/ Eligible Content |
|-------------------------------|-----------------|--------------------------|-----------------------------|----------------------|------------------------------------|------------------|--------------------------------|
| 25 days | Interpersonal | Where do young French | Students will know | Students should | Audio –Unit 6 | Tourist | 12.1.S4.B |
| 25 days | Communication, | people stay when they | | be able to | listening | vocabulary for | 12.1.S4.C |
| | Presentational | wish to travel around | how to use the | | comprehension | travel around | 12.1.S4.D |
| | Communication, | France? | Michelin guide | Describe their | | France and | 12.3.S4.A |
| | Comparisons, | | books in French | choices for | Culture readings | reading guide | 12.3.S4.B |
| | Interpretative | How do you use a | | travel | on the big | books | 12.3.S4.C |
| | Communications, | French guidebook? | how to reserve a | arrangements | moments in | | 12.5.S4.C |
| | Cultures, | | hotel room in France | Ü | French history | Vocabulary to | |
| | Connections | How do you make | with specific | Create and | from 1715 to 1870 | reserve a hotel | |
| | | comparisons when | features | perform role- | | room with | |
| | | talking about things and | | plays of hotel | Readings on the | specific | |
| | | people? | how to request | scenes, making | French Revolution | features | |
| | | | services in a hotel | reservations | and lasting | | |
| | | How do you ask specific | in French | and problems | changes from this | Vocabulary to | |
| | | questions about people | | with those | era | request services | |
| | | and things? | how to use the | arrangements | | in a hotel | |
| | | | comparative and the | | Reading passages | | |
| | | How do you express | superlative with | Make | on ways young | Vocabulary to | |
| | | who or what is the best? | nouns, adjectives | comparisons of | French people | compare | |
| | | | and adverbs | people, places, | visit their country | people and | |
| | | How do you indicate | | and objects | | things using the | |
| | | what belongs to you and | how to use the | using the | Unit 6 Speaking | comparative | |
| | | others, asking questions | interrogative | comparative | activities from | and the | |
| | | about these belongings? | pronoun <i>lequel</i> , the | and the | textbook | superlative with | |
| | | | possessive pronouns | superlative | | nouns, adverbs, | |
| | | | (le mien, etc), and | forms with | | and adjectives | |
| | | | | nouns, adverbs, | | | |

| | How do I reserve a hotel | the demonstrative | and adjectives | Writing – | The possessive | |
|------|--------------------------|----------------------|--------------------|----------------------------------|------------------------|--|
| | room and request | pronoun <i>celui</i> | in speaking and | workbook, | pronouns (<i>le</i> | |
| | services there? | pronoun cerui | writing activities | worksheets | mien, etc), the | |
| | SCI VICES CITCIC: | how to discuss their | writing activities | WORKSHEELS | interrogative | |
| | How can we interpret | weekend activities | Ask and answer | Journal writing | pronoun <i>lequel,</i> | |
| | stories written in | weekend activities | oral questions | Journal Writing | and the | |
| | French? | cultural information | using topics and | Teacher-made | demonstrative | |
| | riencii: | about travel around | structures listed | materials | pronoun <i>celui</i> | |
| | How can we understand | France | above | Illateriais | pronoun ceiui | |
| | | riance | above | Dartner checking | Nowyyooohulomy | |
| | conversation in French | how to road and | Discuss roadings | Partner speaking activities from | New vocabulary | |
| | spoken by native | how to read and | Discuss readings | | from readings, | |
| | speakers? | comprehend a | Dood and | other sources | stories, videos | |
|]]. | Han as an an internet | story/fairy tale | Read and | Camaa fa manda | and songs | |
| | How can we interpret | written at a higher | comprehend | Games for review | | |
| | lyrics of French popular | level | some articles in | – dice games with | | |
| | songs? | | a French | verbs, memory | | |
| | | how to comprehend | newspaper | and small group | | |
| | What do I know about | modern | | bingo for | | |
| | the French Revolution | conversation in | comprehend | vocabulary | | |
| 1 | and lasting changes | videos | videos with | | | |
| | which resulted from it? | | modern | Videos Unit 6 – | | |
| | | how to interpret a | conversation | A l'hotel and | | |
| | What do I know about | French newspaper | | La liberation | | |
| | Napoleon and Marie- | | comprehend | | | |
| | Antoinette? | how to comprehend | written | Videos with | | |
| | | song lyrics | stories/fairy | current | | |
| | What is the history of | | tales | conversation | | |
| t | the | | | | | |
| | Marseillaise? | | comprehend | French | | |
| | | | song lyrics | newspapers | | |
| | What events led up to | | | | | |
| t | the French Revolution | | prepare | Songs by current | | |
| | and occurred | | conversations to | French artists | | |
| | afterwards? | | be presented | | | |
| | | | with a partner | Fairy tales and/or | | |
| | How are French | | | stories | | |
| r | newspapers different | | write journal | | | |
| | from US papers? | | entries on | | | |

| | What can understand in a French newspaper? | | assigned topics or with assigned structures | Le Mysterieux Homme en Bleu – story | | | | |
|--|--|--|---|---|--|--|--|--|
| | | | | Une Etrange Aventure – a story | | | | |
| | | | | | | | | |

Unit 1 Review and Assessment

Unit 2 Staying Healthy

| Estimated Unit | Big Ideas | Essential Questions | Concepts | Competencies | Lessons/ | Vocabulary | Standards/ |
|----------------|-----------------|----------------------------|---------------------|--------------------|-------------------|------------------|------------------|
| Time Frames | | | (Know) | (Do) | Suggested | | Eligible Content |
| | | | | | Resources | | |
| 27 days | Interpersonal | How is the French | Students will know | Students should | Audio –Unit 7 | Terms used to | 12.1.S4.A |
| • | Communication, | medical system different | | be able to | listening | make a doctor's | 12.1.S4.B |
| | Presentational | than the American? | Some basic facts | | comprehension | appointment | 12.1.S4.C |
| | Communication, | | about how the | Describe | | and those used | 12.1.S4.D |
| | Comparisons, | How do I express what is | French medical | physical | Culture readings | in a doctor's | 12.3.S4.A |
| | Interpretative | wrong with me | system functions | ailments and | on the big | office | 12.3.S4.B |
| | Communications, | physically in French? | | discuss | moments in | | 12.3.S4.C |
| | Cultures, | | Differences between | remedies | French history | Vocabulary for | 12.5.S4.C |
| | Connections | How do I make a | the French and | | from 1870 to the | a variety of | |
| | | medical appointment in | American medical | Create and | present | physical | |
| | | French? | systems | perform role- | | ailments and | |
| | | | | plays of visits to | Reading about | remedies | |
| | | What expressions would | why mineral water | a doctor, dentist | Charles de Gaulle | | |
| | | one be likely to hear in a | is important to the | and hospital | and his role in | Vocabulary and | |
| | | doctor's office, at a | French | | French history | expressions to | |
| | | hospital or at the dentist | | Use the | | express beliefs, | |
| | | in France? | how to make a | subjunctive | Reading passages | emotions, | |
| | | | medical | mood in French | about French | doubt, and | |
| | | How do I express the | appointment | to express | medical system | certitude | |
| | | emotions and | | beliefs, | and French | | |
| | | | | emotions, | | | |

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| sentiments of myself | how to explain one's | doubt, certainty | attitudes towards | Vocabulary to | |
| and others? | maladies | in | health | use to visit a | |
| | | speaking and | | dentist and in a | |
| How do I know when to | medical expressions | writing activities | Unit 7 Speaking | hospital | |
| use the subjunctive | used in a doctor's | | activities from | | |
| mood with French | office | Ask and answer | textbook | Forms of the | |
| verbs? | | oral questions | | past | |
| | differences between | using topics and | Writing – | subjunctive | |
| What are some of the | the subjunctive and | structures listed | workbook, | | |
| expressions used to | indicative moods | above | worksheets | | |
| express doubt, | | | | New vocabulary | |
| possibility, and certainty | that the subjunctive | Discuss readings | Journal writing | from readings, | |
| in French? | is used to express | Comprehend | | stories, videos, | |
| | feelings, judgments | conversations | Teacher-made | songs and film | |
| How do you form the | and emotions | and situations | materials | | |
| past subjunctive? | | from audio | | | |
| | that the subjunctive | (listening) | Partner speaking | | |
| | is used to express | | activities from | | |
| What is the mission of | what is desirable, | comprehend | other sources | | |
| the organization | possible, doubtful, | videos with | | | |
| Medecins Sans | or uncertain | modern | Games for review | | |
| Frontieres | | conversation | dice games with | | |
| | that the indicative is | | verbs, memory | | |
| How can we interpret | used to describe | comprehend | and small group | | |
| stories written in | facts and what is | written stories | bingo for | | |
| French? | considered to be | | vocabulary | | |
| | certain | comprehend | | | |
| How can we understand | | song lyrics | Videos Unit 7 – | | |
| conversation in French | how to talk | | Nicholas est | | |
| spoken by native | understand a doctor | comprehend a | <i>malade</i> and | | |
| speakers? | | French film | Medicins sans | | |
| | how to discuss their | | Frontieres | | |
| How can we interpret | weekend activities | prepare | | | |
| lyrics of French popular | | conversations to | Videos with | | |
| songs? | cultural information | be presented | current | | |
| | about travel around | with a partner | conversation | | |
| | France | | | | |
| | | | | | |

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| What do I know about | how to read and | write journal | Songs by current | | |
| 20 th century French | comprehend a | entries on | French artists | | |
| history? | story/fairy tale | assigned topics | | | |
| | written at a higher | or with assigned | En Voyage –story | | |
| What do I know about | level | structures | by Guy de | | |
| Charles de Gaulle, Marie | | | Maupassant | | |
| Curie, Jena Moulin, and | how to comprehend | | | | |
| Simone Veil? | modern | | Une Etrange | | |
| | conversation in | | Aventure – a story | | |
| What did the 2 world | videos | | | | |
| wars effect France in the | | | Film - | | |
| 20 th century? | how to comprehend | | Au Revoir les | | |
| | song lyrics | | Enfants | | |
| What was life like for | | | | | |
| French Jews during the | New vocabulary | | Teacher-made | | |
| Nazi occupation during | from the videos, | | materials for | | |
| World War II? | film and readings | | study of the film | | |
| | | | • | | |
| What was the fate of | What life was like in | | | | |
| some of the French | occupied France | | | | |
| Jews? | during World War II | | | | |
| | | | | | |
| What was the role of the | The fate of French | | | | |
| Resistance movement | Jews and members | | | | |
| during | of the Resistance | | | | |
| World War II? | during the war | | | | |
| | | | | | |
| | The role of | | | | |
| | collaborators during | | | | |
| | WWII | | | | |
| | | | | | |
| | The importance of | | | | |
| | the French film | | | | |
| | industry | | | | |
| | , | | | | |
| | That the French | | | | |
| | equivalent of an | | | | |
| 1 | 1 - 1 | I. | | l | |

| | | | Oscar for films is <i>le</i> Cesar | | | | | | |
|-------------------------------|--|---|---|--|--|--|---|--|--|
| | Unit 2 Review and Assessment | | | | | | | | |
| | | | Unit 3 In the | | | | | | |
| Estimated Unit Time Frames | Big Ideas | Essential Questions | Concepts (Know) | Competencies (Do) | Lessons/ Suggested Resources | Vocabulary | Standards/ Eligible Content | | |
| 36 days | Interpersonal Communication, Presentational Communication, Comparisons, Interpretative Communications, Cultures, Connections | How did French cities develop historically? What are some of the advantages and disadvantages of urban life in France? What types of street artists might one see in Paris and other large cities? How do I make arrangements to meet with friends? What expressions do I use to explain my living situation and to describe my neighborhood? | The types of housing available in French cities and suburbs How to describe their housing arrangement and neighborhood How to make arrangements to meet friends to go places in the city Types of street which can be found in French cities | Students should be able to Describe where one could live in a city Create and perform role-plays to make arrangements to meet people in the city Correctly form the conditional in the present and past, as well as the pluperfect tense of verbs | Audio –Unit 8 listening comprehension Culture readings on role of France within the European Union Reading about L'abbe Pierre, Coluche and the Restos du Coeur Reading passages with views of French citizens on France's role in Europe | Terms to discuss life in the city and the country Vocabulary to arrange to meet with friends Vocabulary for describing types of places (neighborhoods and dwellings) one could live in a city Vocabulary to for places and services in a city | 12.1.54.B 12.1.54.C 12.1.54.D 12.3.54.A 12.3.54.B 12.3.54.C 12.5.54.C | | |

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|--------------------------------|------------------------|-------------------|----------------------------|------------------|---|
| How do I know which | The sequences of | Use the | Reading passages | Vocabulary to | |
| tense to use with SI | tenses uses with SI | conditional in | about the | discuss street | |
| clauses | clauses | French to | Maghreb , 20 th | artists | |
| in French? | | express | century and | | |
| | How to use the | hypothetical | present | Verb forms in | |
| How do I narrate in the | present with the | situations in the | immigration in | the past and | |
| past in French? | future or imperative | past, future, and | France, and the | present | |
| | to express a | present | influence of Arabs | conditional and | |
| How can we interpret a | possibility with a | (possibility) | from north Africa | the pluperfect | |
| novel written in French? | future event | | French culture | | |
| | | Ask and answer | | New vocabulary | |
| How can we understand | How to use the | oral questions | Reading on racism | from readings, | |
| conversation in French | imperfect tense with | using topics and | in France and | stories, videos, | |
| spoken by native | the conditional to | structures listed | attempts to | songs and film | |
| speakers? | express a | above | combat the | | |
| | hypothetical | | problem | | |
| How can we interpret | situation likely to be | Discuss readings | | | |
| lyrics of French popular | contrary to reality | | Unit 8 Speaking | | |
| songs? | | Comprehend | activities from | | |
| | How to use the | conversations | textbook | | |
| What do I know about | pluperfect tense | and situations | | | |
| the role of France within | with the past | from audio | Writing – | | |
| the European Union? | conditional to | (listening) | workbook, | | |
| What are some of the | express a | | worksheets | | |
| influences from and | hypothetical | comprehend | | | |
| issues of immigration in | situation in the past | videos with | Journal writing | | |
| France in the 20 th | | modern | | | |
| century and the | How to form the | conversation | Teacher-made | | |
| present? | pluperfect and the | | materials | | |
| | past conditional | comprehend | | | |
| | | written stories | Partner speaking | | |
| | that the conditional | | activities from | | |
| | is used with SI (if) | read and | other sources | | |
| | clauses to describe | comprehend a | | | |
| | what one would do, | novel | Teacher-made | | |
| | what would happen | | materials for work | | |
| | later, and to make | | with novel | | |
| | polite requests | | | | |

| Big Ideas | novel and readings Unit 3 Review and it 4 Persona Concepts | | Simenon | Vocabulary | Standards/ |
|-----------|---|---|--|------------|------------|
| | effects of immigration in France how to read and comprehend a novel written in French how to comprehend modern conversation in videos how to comprehend song lyrics New vocabulary from the videos, | song lyrics prepare conversations to be presented with a partner write journal entries on assigned topics or with assigned structures | en Ville and Pour Haiti Videos with current conversation Songs by current French artists Les Peches —story by Andre Theuriet Ethiopie - song L'affaire Saint- Fiacre- Novel — Georges | | |
| | cultural information concerning the role of France with the European Union and | increase their vocabulary from novel, readings comprehend | Games for review with vocabulary Videos Unit 8 – Un Rendez-vous | | |

| 27 days | Interpersonal | What do friendship and | Students will know | Students will | Audio –Unit 9 | Terms to | 12.1.S4.A |
|---------|-----------------|--|-------------------------|-----------------------|---------------------|------------------|-----------|
| , | Communication, | family life mean to the | | should be able | listening | discuss the | 12.1.S4.B |
| | Presentational | French? | A little history of the | to | comprehension | various phases | 12.1.S4.C |
| | Communication, | | French Antilles | | | of life | 12.1.S4.D |
| | Comparisons, | What kinds of things do | | Describe their | Culture readings | | 12.3.S4.A |
| | Interpretative | young French people do | The roles three | close | about the French | Vocabulary to | 12.3.S4.B |
| | Communications, | to assist those less | famous people from | Relationships | Antilles | describe | 12.3.S4.C |
| | Cultures, | fortunate? | this region played in | And the | (Caribbean | friendships and | 12.5.S4.C |
| | Connections | | French/Francophone | relationships of | islands) and their | personal | |
| | | How do you talk about friends and | history | others | history | relationships | |
| | | acquaintances? | Some art history of | Create and | Reading about | Relative | |
| | | | Haiti | perform role- | Empress | pronouns QUI, | |
| | | How do you | | plays to make | Josephine, Aime | QUE, LEQUEL, | |
| | | congratulate and | How to describe the | | Cesaire (poet and | DONT and | |
| | | comfort others at the | aspects of friendship | Correctly use | politician), and | forms with CE | |
| | | appropriate times? | | forms of the | Toussaint | | |
| | | | How to express their | relative | Louverture | Vocabulary to | |
| | | How do you describe | feelings about | pronouns <i>QUI</i> , | | congratulate | |
| | | people and things | others | QUE, DONT, and | Reading passages | and console | |
| | | precisely and | | LEQUEL | about art in Haiti | others | |
| | | completely? | How to describe the | | | | |
| | | | sentiments of others | Ask and answer | Reading passage | Vocabulary to | |
| | | How do you explain how | | oral questions | on weddings in | express positive | |
| | | people get along with | How to describe the | using topics and | France | and negative | |
| | | one another? | rapport between | structures listed | | sentiments | |
| | | | others | above | Reading passage | towards others | |
| | | How do the French | | | on types of social | | |
| | | celebrate weddings? | How to congratulate | Discuss readings | services a young | Vocabulary to | |
| | | l | someone and | | person could | describe the | |
| | | How does one describe | console someone | Describe the | perform | rapport | |
| | | the various phases of | | changing | | between others | |
| | | the life cycle? | How to use reflexive | relationship | Linit O Consolvin - | Mariaiaiah | |
| | | \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\ | verbs to express | between the | Unit 9 Speaking | Verbs which | |
| | | What do I know about | reciprocity | father and son | activities from | can be used | |
| | | the French Antilles and | The distinction | in the film | textbook | reflexively to | |
| | | their history? | The distinction | Gloire de mon | | express | |
| | | | between the relative | Pere | | reciprocity | |

| Miles was the literal | | T | \A/wikin = | T | |
|----------------------------|-------------------------------------|----------------------------------|---|-----------------|--|
| What were the historical | pronouns <i>QUI</i> and | Camamanahl | Writing – | \\\\ a d di:= - | |
| roles of Empress | QUE and recall when | Comprehend | workbook, | Wedding | |
| Josephine, Toussaint | to use them | conversations | worksheets | vocabulary | |
| Louverture and | | and situations | | | |
| Aime Cesaire? | The construction – | from audio | Journal writing | New vocabulary | |
| | Preposition with a | (listening) | | from readings, | |
| | relative pronoun | | Teacher-made | stories, film, | |
| How can we interpret | | comprehend | materials | videos, songs | |
| stories written in | The relative | videos with | | and poems | |
| French? | pronoun <i>DONT</i> and | modern | Partner speaking | | |
| | when to use it | conversation | activities from | New vocabulary | |
| What is the Academie | | | other sources | from the videos | |
| Francaise? | How to determine | comprehend | | and readings | |
| | which relative | written stories | Games for review | | |
| What are some unique | pronoun to use | | with verbs and | | |
| features of the culture in | when – <i>QUI, QUE,</i> | comprehend | vocabulary | | |
| Provence? | DONT, or LEQUEL | song lyrics | | | |
| | | | Videos Unit 9 – | | |
| How can we understand | cultural information | prepare | Dispute et | | |
| conversation in French | about French | conversations to | Reconciliation | | |
| spoken by native | weddings | be presented | and | | |
| speakers? | | with a partner | L'art Africain | | |
| , | how to discuss the | | | | |
| How can we interpret | various phases in life | write journal | Videos with | | |
| lyrics of French popular | from birth to death | entries on | current | | |
| songs? | | assigned topics | conversation | | |
| | CE with Relative | or with assigned | | | |
| | pronouns - CE QUE, | structures | Songs by current | | |
| | CE QUI and CE DONT | | French artists | | |
| | • | | | | |
| | - 1 1 | | Film – <i>Gloire de</i> | | |
| | how to read and | | | | |
| | | | | | |
| | | | Le Bracelet –story | | |
| | _ | | • | | |
| | | | • | | |
| | how to comprehend | | | | |
| | - | | Poems – | | |
| 1 - | CE with Relative pronouns - CE QUE, | assigned topics or with assigned | conversation Songs by current French artists | | |

| | conversation in videos | <i>Pour Haiti</i> by Rene Depestre | |
|--|-------------------------------|--|--|
| | how to comprehend song lyrics | Pour Saluer le Tiers-Monde by Aime Cesaire | |
| | | | |

UNIT 4 Review and Assessment

Unit 5 France in Africa

| Estimated Unit Time Frames | Big Ideas | Essential Questions | Concepts (Know) | Competencies (Do) | Lessons/ Suggested Resources | Vocabulary | Standards/ Eligible Content |
|-------------------------------|-----------------|-------------------------|--------------------|----------------------|------------------------------------|------------------|--------------------------------|
| 26 days | Interpersonal | What is the French BAC | Students will know | Students should | Audio –Unit 10 | Vocabulary to | 12.1.S4.B |
| • | Communication, | and why is it so | | be able to | listening | discuss college | 12.1.S4.C |
| | Presentational | important to French | the importance of | | comprehension | studies | 12.1.S4.D |
| | Communication, | young people? | the BAC | Describe | | | 12.3.S4.A |
| | Comparisons, | | (baccalaureate) | professions | Culture readings | Vocabulary for | 12.3.S4.B |
| | Interpretative | Which professions are | to French students | which interest | about the | professions, job | 12.3.S4.C |
| | Communications, | the most popular in | | them | Francophone | search and job | 12.5.S4.C |
| | Cultures, | France? | how to discuss | | Africa and its | interviews | |
| | Connections | | college studies | Explain the | history | | |
| | | How do you talk about | | significance of | | Vocabulary to | |
| | | what you plan to study | How to discuss a | the BAC | Readings about | describe | |
| | | in the future? | variety of | | African art and | friendships and | |
| | | | professions in | Create and | literature | personal | |
| | | How do you indicate the | French | perform role- | | relationships | |
| | | type of job you would | | plays of job | African folk tales | | |
| | | like to have? | How to form the | interviews | | The past | |
| | | | past infinitive | | Reading passage | infinitive | |
| | | How do you describe | | Correctly use | on how to prepare | | |
| | | your qualifications and | | the forms of the | | | |

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| | | prepare a resume in | How to use the | present | a resume and look | Forms of | |
| | | French? | construction – | participle and | for a job | present | |
| | | | preposition with an | the past | | participles | |
| | | How do you describe | infinitive | infinitive in | Unit 10 Speaking | | |
| | | simultaneous actions? | | speaking and | activities from | New vocabulary | |
| | | | How to use the | writing | textbook | from readings, | |
| | | How do you indicate | construction – a | | | stories, videos, | |
| | | why and under what | conjunction | Employ the | Writing – | songs and | |
| | | conditions you do | followed by the | new structures | workbook, | poems | |
| | | certain things? | subjunctive | a preposition | worksheets | | |
| | | | | followed by an | | | |
| | | How do you describe | How to form the | infinitive and a | Journal writing | | |
| | | how your actions affect | present participle | conjunction | | | |
| | | others? | and when to use it | followed by the | Teacher-made | | |
| | | | | subjunctive | materials | | |
| | | How do you explain that | How to look for a | - | | | |
| | | your actions may | job and prepare for | Ask and answer | Partner speaking | | |
| | | depend on what others | a job interview in | oral questions | activities from | | |
| | | do? | French | using topics and | other sources | | |
| | | | | structures listed | | | |
| | | What do I know about | how to read and | above | Games to review | | |
| | | the Francophone Africa | comprehend folk | | vocabulary and | | |
| | | and its history? | tales and stories | Discuss readings | structures | | |
| | | , | from other cultures | | | | |
| | | What area some of the | | Comprehend | Videos Unit 10 – | | |
| | | characteristics of | how to comprehend | conversations | Guillaume trouve | | |
| | | traditional French | modern | and situations | un job and | | |
| | | literature? | conversation in | from audio | Les Acadiens | | |
| | | | videos | (listening) | | | |
| | | How does African art | | , 3, | Videos with | | |
| | | influence European art? | how to comprehend | comprehend | current | | |
| | | | song lyrics | videos with | conversation | | |
| | | How can we appreciate | 3.7 | modern | | | |
| | | about the significance of | New vocabulary | conversation | Songs by current | | |
| | | speaking one's native | from the videos, | | French artists | | |
| | | language from Daudet's | stories and readings | comprehend | | | |
| | | story? | ottoco ana reaamgo | African folk | Stories | | |
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| | | How can we understand conversation in French spoken by native speakers? How can we interpret lyrics of French popular songs? | tales and other stories (reading) comprehend song lyrics prepare a conversation to be presented with a partner write journal entries on assigned topics with specific structures | Le Portrait –story by Yiault La legende Baoule by Bernard Dadie La Derniere Classe by Alphonse Daudet Poems – Afrique by David Diop | | |
|------------------------------|--|---|---|--|--|--|
| Unit 5 Review and Assessment | | | | | | |