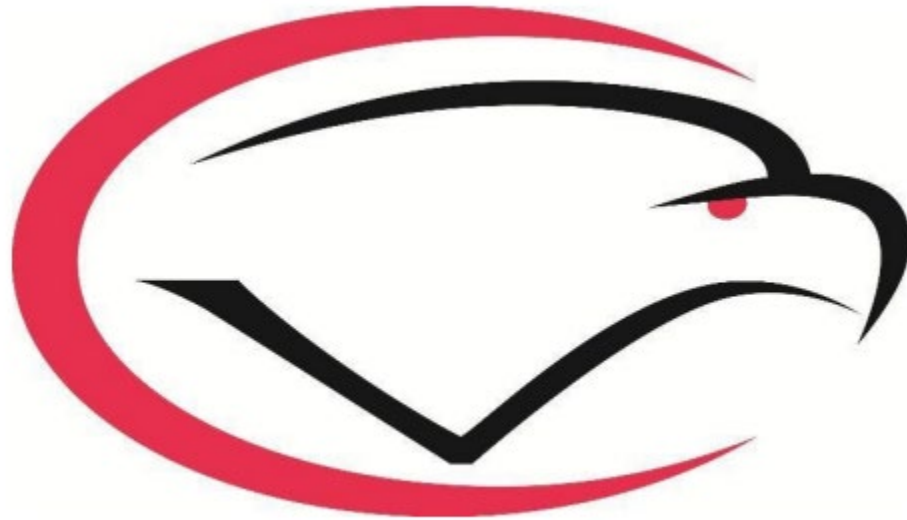


Secondary Curriculum Maps



French V

Cumberland Valley School District

Soaring to Greatness, Committed to Excellence

French V Scope and Sequence

Level 5		French	
Unit	Timeline	Topics	Priority Standards
1 : Les relations personnelles	~25 days	friendship and relationships	<p>12.1.S3 Communication in a Target Language 12.1.S3.A Know details of the sound system and spelling patterns of the target language. 12.1.S3.B Know advanced vocabulary and idiomatic expressions used in speaking and writing. 12.1.S3.C Recognize advanced vocabulary through listening and reading selections. 12.1.S3.D Know simple, compound and complex sentence and question structures in order to communicate and comprehend. 12.1.S3.E Analyze and compare the origins and meanings of common target language words used frequently in the English language. 12.1.S3.F Analyze how the target language has influenced the school curriculum.</p> <p>12.3.S3 The role of CULTURE in World Language Acquisition 12.3.S3.A Explain a variety of services, products and customs of the target culture. 12.3.S3.B Assess cultural patterns in a variety of social settings. 12.3.S3.C Compare and contrast the similarities and differences in social institutions between cultures.</p>
		passé composé and imparfait (review) (extension: impact on meaning: connaître, savoir; pouvoir; vouloir)	
		plus-que-parfait	
		indirect discourse (dire; annoncer; expliquer, répondre; demander; se demander)	
		relative pronouns: que, qui, où, dont, ce que, ce qui, ce dont	
		prepositions of time: depuis, il y a, pendant, en, dans	
		connecting words showing sequence : tout d'abord, ensuite, en conclusion, etc	
2 : Les médias et la technologie	~25 days	le conditionnel (review) and le conditionnel passé	<p>12.1.S3 Communication in a Target Language 12.1.S3.A Know details of the sound system and spelling patterns of the target language. 12.1.S3.B Know advanced vocabulary and idiomatic expressions used in speaking and writing. 12.1.S3.C Recognize advanced vocabulary through listening and reading selections. 12.1.S3.D Know simple, compound and complex sentence and question structures in order to communicate and comprehend. 12.1.S3.E Analyze and compare the origins and meanings of common target language words used frequently in the English language. 12.1.S3.F Analyze how the target language has influenced the school curriculum.</p> <p>12.3.S3 The role of CULTURE in World Language Acquisition 12.3.S3.A Explain a variety of services, products and customs of the target culture.</p>
		clauses introduced by "si"	
		media and technology and their impact on society	
		weather/catastrophe/news vocabulary	

		interrogative pronouns: qui/quoi/que qu'est-ce qui/qui est-ce qui/qu'est-ce que	<p>12.3.S3.B Assess cultural patterns in a variety of social settings.</p> <p>12.3.S3.C Compare and contrast the similarities and differences in social institutions between cultures.</p> <p>12.5.S3 World Languages in the Community</p> <p>12.5.S3.A Identify employment areas in the local community where the target language is used and how and why the target language is necessary.</p> <p>12.5.S3.B Know national employment opportunities where the target language is used and how and why the target language is necessary.</p> <p>12.5.S3.C Know global employment opportunities where the target language is used and how and why the target language is necessary.</p>
3 : Les générations	~25 days	identities of different generations	<p>12.1.S3 Communication in a Target Language</p> <p>12.1.S3.A Know details of the sound system and spelling patterns of the target language.</p> <p>12.1.S3.B Know advanced vocabulary and idiomatic expressions used in speaking and writing.</p> <p>12.1.S3.C Recognize advanced vocabulary through listening and reading selections.</p> <p>12.1.S3.D Know simple, compound and complex sentence and question structures in order to communicate and comprehend.</p> <p>12.1.S3.E Analyze and compare the origins and meanings of common target language words used frequently in the English language.</p> <p>12.1.S3.F Analyze how the target language has influenced the school curriculum.</p> <p>12.3.S3 The role of CULTURE in World Language Acquisition</p> <p>12.3.S3.A Explain a variety of services, products and customs of the target culture.</p> <p>12.3.S3.B Assess cultural patterns in a variety of social settings.</p> <p>12.3.S3.C Compare and contrast the similarities and differences in social institutions between cultures.</p>
		familial relationships	
		pronouns : compléments, y, en (review)	
		le subjonctif as expressed in phrases of preference, desire, necessity, emotion (review)	
		transition words used in a persuasive essay (dependent, mais, par contrast, de plus, etc)	
demonstrative adjectives and pronouns (ce, cette, celui, etc)			
4 : Les voyages et les transports	~25 days	foreign travel and transportation systems	<p>12.1.S3 Communication in a Target Language</p> <p>12.1.S3.A Know details of the sound system and spelling patterns of the target language.</p> <p>12.1.S3.B Know advanced vocabulary and idiomatic expressions used in speaking and writing.</p> <p>12.1.S3.C Recognize advanced vocabulary through listening and reading selections.</p> <p>12.1.S3.D Know simple, compound and complex sentence and question structures in order to communicate and comprehend.</p>
		reasons we travel and what we learn	

		le subjonctif with relative pronoun clauses	12.1.S3.E Analyze and compare the origins and meanings of common target language words used frequently in the English language. 12.1.S3.F Analyze how the target language has influenced the school curriculum.
		le subjonctif with adverbial phrases (à condition que; à moins que; bien que; etc)	12.3.S3 The role of CULTURE in World Language Acquisition 12.3.S3.A Explain a variety of services, products and customs of the target culture. 12.3.S3.B Assess cultural patterns in a variety of social settings.
		stress pronouns (les pronoms toniques)	12.3.S3.C Compare and contrast the similarities and differences in social institutions between cultures. 12.5.S3 World Languages in the Community 12.5.S3.A Identify employment areas in the local community where the target language is used and how and why the target language is necessary. 12.5.S3.B Know national employment opportunities where the target language is used and how and why the target language is necessary. 12.5.S3.C Know global employment opportunities where the target language is used and how and why the target language is necessary.
5 : la nature et l'environnement	~25 days	the environment (les menaces écologique)	12.1.S3 Communication in a Target Language 12.1.S3.A Know details of the sound system and spelling patterns of the target language. 12.1.S3.B Know advanced vocabulary and idiomatic expressions used in speaking and writing. 12.1.S3.C Recognize advanced vocabulary through listening and reading selections.
		the past subjonctif	12.1.S3.D Know simple, compound and complex sentence and question structures in order to communicate and comprehend. 12.1.S3.E Analyze and compare the origins and meanings of common target language words used frequently in the English language. 12.1.S3.F Analyze how the target language has influenced the school curriculum.
		passive voice	12.3.S3 The role of CULTURE in World Language Acquisition 12.3.S3.A Explain a variety of services, products and customs of the target culture. 12.3.S3.B Assess cultural patterns in a variety of social settings.
		les relations logiques (malgré, en case de, bref, presque, etc)	12.3.S3.C Compare and contrast the similarities and differences in social institutions between cultures. 12.5.S3 World Language in the Community 12.5.S3.A Identify employment areas in the local community where the target language is used and

			<p>how and why the target language is necessary.</p> <p>12.5.S3.B Know national employment opportunities where the target language is used and how and why the target language is necessary.</p> <p>12.5.S3.C Know global employment opportunities where the target language is used and how and why the target language is necessary.</p> <p>12.5.S3.D Explain comparisons and connections for employment opportunities that can be made in the local, national and global English-speaking communities with those who speak a target language.</p>
6 : la société	~25 days	<p>citizenship; equality; rights; elections and democracy; politics</p>	<p>12.1.S3 Communication in a Target Language</p> <p>12.1.S3.A Know details of the sound system and spelling patterns of the target language.</p> <p>12.1.S3.B Know advanced vocabulary and idiomatic expressions used in speaking and writing.</p> <p>12.1.S3.C Recognize advanced vocabulary through listening and reading selections.</p> <p>12.1.S3.D Know simple, compound and complex sentence and question structures in order to communicate and comprehend.</p> <p>12.1.S3.E Analyze and compare the origins and meanings of common target language words used frequently in the English language.</p> <p>12.1.S3.F Analyze how the target language has influenced the school curriculum.</p> <p>12.3.S3 The role of CULTURE in World Language Acquisition</p> <p>12.3.S3.A Explain a variety of services, products and customs of the target culture.</p> <p>12.3.S3.B Assess cultural patterns in a variety of social settings.</p> <p>12.3.S3.C Compare and contrast the similarities and differences in social institutions between cultures.</p> <p>12.5.S3 World Languages in the Community</p> <p>12.5.S3.A Identify employment areas in the local community where the target language is used and how and why the target language is necessary.</p> <p>12.5.S3.B Know national employment opportunities where the target language is used and how and why the target language is necessary.</p> <p>12.5.S3.C Know global employment opportunities where the target language is used and how and why the target language is necessary.</p> <p>12.5.S3.D Explain comparisons and connections for employment opportunities that can be made in the local, national and global English-speaking communities with those who speak a target language.</p>
		<p>comparatives and superlatives</p>	
		<p>infinitive complements (verbs followed directly by an infinitive vs. those followed by prepositions à/de + infinitive)</p>	
		<p>indefinite adjectives and pronouns (quelques; plusieurs; chaque; tous; tout; certain; d'autres; quelqu'un; quelque chose; quelque part; chacun; aucun...)</p>	
		<p>the expression quelque chose de + masculine adjective</p>	
		<p>negation (ne...que; ni...ni; sans; ne...aucun)</p>	

7 : Le Petit Prince	~25 days	beauty and values	12.1.S3 Communication in a Target Language 12.1.S3.A Know details of the sound system and spelling patterns of the target language. 12.1.S3.B Know advanced vocabulary and idiomatic expressions used in speaking and writing. 12.1.S3.C Recognize advanced vocabulary through listening and reading selections. 12.1.S3.D Know simple, compound and complex sentence and question structures in order to communicate and comprehend. 12.1.S3.E Analyze and compare the origins and meanings of common target language words used frequently in the English language. 12.1.S3.F Analyze how the target language has influenced the school curriculum.
		existentialism	
		gerunds	
		infinitives used as nouns; past tense infinitives	
		verbes: craindre, éteindre; se taire; s'en aller	12.3.S3 The role of CULTURE in World Language Acquisition 12.3.S3.A Explain a variety of services, products and customs of the target culture. 12.3.S3.B Assess cultural patterns in a variety of social settings. 12.3.S3.C Compare and contrast the similarities and differences in social institutions between cultures.

CVSD French V Curriculum Map

CV Priority Standard/PA Academic Standard	
<p>12.1.S3 Communication in a Target Language</p> <p><u>12.1.S3.A</u> Know details of the sound system and spelling patterns of the target language.</p> <p><u>12.1.S3.B</u> Know advanced vocabulary and idiomatic expressions used in speaking and writing.</p> <p><u>12.1.S3.C</u> Recognize advanced vocabulary through listening and reading selections.</p> <p><u>12.1.S3.D</u> Know simple, compound and complex sentence and question structures in order to communicate and comprehend.</p> <p><u>12.1.S3.E</u> Analyze and compare the origins and meanings of common target language words used frequently in the English language.</p> <p><u>12.1.S3.F</u> Analyze how the target language has influenced the school curriculum.</p>	
Taught in Unit(s)	
Embedded in all units	
Explanation/Example of Standard	
Recognizing patterns in speech and writing can facilitate language production and comprehension	
Common Misconceptions	
<p>how and when to use :</p> <ul style="list-style-type: none"> ● idiomatic expressions ● relative and stressed pronouns ● the <i>subjonctif</i> ● transition, connector, and time expressions ● possessive adjectives and stress pronouns <p>pronunciation :</p> <ul style="list-style-type: none"> ● vowel sounds ● when to pronounce final consonants 	
Big Idea(s)	Essential Question(s)
Students will work with different types of authentic texts, modes of communication and audiences.	How does one use authentic texts and different modes of communication to communicate with a variety of audiences?
Assessments	
Performance Assessments including skits, written responses, brochures, video presentations, etc.	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> ● identity and relationships ● travel and transportation ● the environment ● society : <ul style="list-style-type: none"> ○ influence of media and technology ○ our rights; politics; citizenship ● beauty and values 	<ul style="list-style-type: none"> ● Communicate at an Intermediate Mid proficiency level ● Speak and model sentences with accepted pronunciation, rhythm and intonation with survival level proficiency, in a variety of tenses and moods ● Speak and write expanded vocabulary phrases and structures in dialogs or short essays ● Comprehend simple and complex spoken and written language ● Ask clarification questions and answer open-ended questions ● Describe things and people in detail and give opinions on various topics/situations ● Apply circumlocution strategies

CV Priority Standard/PA Academic Standard	
12.3.S3 The role of CULTURE in World Language Acquisition	
<u>12.3.S3.A</u> Explain a variety of services, products and customs of the target culture. <u>12.3.S3.B</u> Assess cultural patterns in a variety of social settings. <u>12.3.S3.C</u> Compare and contrast the similarities and differences in social institutions between cultures.	
Taught in Unit(s)	
Embedded in all units	
Explanation/Example of Standard	
All cultures are different and knowing some differences and where they come from can help one to become a more global citizen.	
Common Misconceptions	
<ul style="list-style-type: none"> All Francophone people are the same. (Rather, Francophone culture is extremely varied, and the language and accent can vary as well.) 	
Big Idea(s)	Essential Question(s)
Students can investigate, explain and reflect on the concept of culture through comparisons of the cultures studied and their own.	How does the target culture influence and compare to one's own culture?
Assessments	
Comparing and contrasting cultural practices	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> personal relationships: examining portrayals of friendships in French media, such as Manon sur le bitume, Montaigne, Le Petit Prince, etc les griots and oral traditions transportation systems in francophone countries environmental policies in francophone countries comparing political systems of francophone countries to our own existentialism in French literature concepts of beauty and humor in francophone cultures 	<ul style="list-style-type: none"> Discuss and compare the products and customs of the target culture with our own in in the target language Interpret authentic sources on target culture

CV Priority Standard/PA Academic Standard

12.5.S3 World Languages in the Community

12.5.S3.A Identify employment areas in the local community where the target language is used and how and why the target language is necessary.

12.5.S3.B Know national employment opportunities where the target language is used and how and why the target language is necessary.

12.5.S3.C Know global employment opportunities where the target language is used and how and why the target language is necessary.

12.5.S3.D Explain comparisons and connections for employment opportunities that can be made in the local, national and global English-speaking communities with those who speak a target language.

Taught in Unit(s)

embedded in units 2, 4, 5 and 6

Explanation/Example of Standard

Our own culture is a mix of many others from our predecessors and analyzing other cultures and where they are can help us understand our own.

Common Misconceptions

French is only found in France.

Big Idea(s)

Students will understand the role of the target language and culture in the local, national, and global community.

Essential Question(s)

What role does the target language and culture have in the local, national, and global community?

Assessments

Performance Assessments

Concepts

(what students need to know)

- the francophone world's contributions to a global society
- tourism in the francophone world
- immigration within and to and from francophone countries
- identity & diversity
- practices of francophone cultures inside and outside their native countries
- cross-cultural relations
- where the French language can be found/used in our own local, state, national and global communities

Skills

(what students must be able to do)

- Use target language skills to communicate interactively for practical purposes and for personal enjoyment of the resources in the local community.
- Use target language skills to communicate interactively for practical purposes and for personal enjoyment in the global community.
- Use speaking, writing and reading to compare and connect local, national and global resources in English speaking communities with the target language resources in those communities.
- Identify and communicate francophone contributions to society and their impact on global society.