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| COURSE: FRENCH IV | GRADES: 11-12 |
| UNIT: The working world “le monde du travail” Bien Dit! Level 3 book, Chapter 2 | Unit 4.1 |

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| <p>NATIONAL STANDARDS:</p> <p>Communication:</p> <p>1.1 Provide & obtain information, express feelings, exchange opinions</p> <p>1.2 Interpretation of written & spoken language</p> <p>1.3 Present information & ideas to an audience</p> <p>Cultures:</p> <p>2.1 Relationship between practices & perspectives</p> <p>2.2 Relationship between products & perspectives</p> <p>Connections:</p> <p>3.1 Reinforce & further knowledge of other disciplines (math, science, history,...)</p> <p>3.2 Acquire & recognize distinctive viewpoints only available through foreign language</p> <p>Comparisons:</p> <p>4.1 Demonstrate understanding of the nature of language through comparing French & English</p> <p>4.2 Compare Francophone cultures to American culture</p> <p>Communities:</p> <p>5.1 Use French within & beyond school setting</p> <p>5.2 Demonstrate lifelong learning by using language for personal enjoyment</p> |
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| <p>APPLIED NATIONAL STANDARDS:</p> <p>1.1 Students will provide and obtain information about past times</p> <p>1.2 Writing and interpreting an official letter and resumé.</p> <p>1.3 Students will conduct a job interview before their peers while giving and receiving critiques on how to improve.</p> <p>2.1 Handwriting a cover letter to introduce one’s resumé.</p> <p>2.1 Labor unions, labor bills, and demonstrations will be researched.</p> <p>3.1 Blaise Pascal and his currency calculator will be researched.</p> <p>3.2 Formality of International relations as seen through the words chosen for business letters.</p> <p>4.1 Compare business letter etiquette of U.S. and France.</p> <p>4.2 Compare the Curriculum vitæ to an American resumé.</p> <p>5.1 Students will read online job offerings from francophone countries and attempt a response.</p> <p>5.2 Viable careers using French will be considered.</p> | <p>UNIT OBJECTIVES:</p> <p>1. Students will learn to use the futur anterieur tense.</p> <p>2. Futur and future anterieur will be used together.</p> <p>3. The French labor market and youth unemployment will be discussed.</p> <p>4. A sample of St. Exupery’s book “le petit prince” will be read, and history of author will be considered.</p> <p>6. Vocabulary associated with various careers and the process of obtaining employment will be practiced.</p> <p>7. Present participle will be examined and used.</p> |
| <p>ACTIVITIES:</p> <p>1. Small groups will conduct interviews of and by individual members, while other members give positive critiques of methods, presentation and vocabulary used.</p> <p>2. Large group will study and discuss the history and current issues involving youth labor and unemployment problems.</p> <p>3. Pairs will conduct <i>read alouds</i> of “le petit prince” and sample cover letters and resúés.</p> <p>4. Whole class will practice <i>pronunciation</i> of vocabulary pertaining to careers and unemployment.</p> <p>5. Individuals practice using futur, future anterieur tenses as well as present participles.</p> <p>Homework will include future, future anterieur and present participle practice as well as reviewing the use of irregular verbs such as conduire.</p> <p>RESOURCES: Bien Dit 3 chapitre 2</p> | <p>ASSESSMENTS:</p> <p>1. Participation- asking and answering questions during instructional sessions.</p> <p>2. Home work- individual practice writing sentences using future, future anterieur and present participles.</p> <p>3. Class work- resumé writing and the interview process will be practiced and finessed.</p> <p>4. Quizzes- on vocabulary and dictation.</p> <p>5. Test- on listening and reading responses.</p> <p>REMEDICATION: Students will fill in missing information from a sample resumé.</p> <p>ENRICHMENT: Students will video tape a mock interview and share it with the class and possibly exchange videotapes with PMEHS French students.</p> |

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| COURSE: FRENCH IV | GRADES: 11-12 |
| UNIT: Fairy tales “Il était une fois” Bien Dit! Level 3 book, Chapter 3 | Unit 4.2 |

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| <p>NATIONAL STANDARDS:</p> <p>Communication:</p> <p>1.1 Provide & obtain information, express feelings, exchange opinions</p> <p>1.2 Interpretation of written & spoken language</p> <p>1.3 Present information & ideas to an audience</p> <p>Cultures:</p> <p>2.1 Relationship between practices & perspectives</p> <p>2.2 Relationship between products & perspectives</p> <p>Connections:</p> <p>3.1 Reinforce & further knowledge of other disciplines (math, science, history,...)</p> <p>3.2 Acquire & recognize distinctive viewpoints only available through foreign language</p> <p>Comparisons:</p> <p>4.1 Demonstrate understanding of the nature of language through comparing French & English</p> <p>4.2 Compare Francophone cultures to American culture</p> <p>Communities:</p> <p>5.1 Use French within & beyond school setting</p> <p>5.2 Demonstrate lifelong learning by using language for personal enjoyment</p> |
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| <p>APPLIED NATIONAL STANDARDS:</p> <p>1.1 Students will read and respond to fairy tales and exchange opinions and stories with one another in French.</p> <p>1.2 Writing and interpreting fairy tales.</p> <p>1.3 Students will act out a fairy tale and/or create their own.</p> <p>2.1 African story tellers’, Arabian medinas’ and the exiled francophone Algerians’ influence on French culture will be examined.</p> <p>2.1 The impact that fables and fairy tales have on a culture will be discussed.</p> <p>3.1 The history of France’s colonization of Africa and the Algerian fight for independence will be studied.</p> <p>3.2 The missing “happily ever after” ending of French fairy tales will help students recognize that not all cultures seek “happiness” above all other pursuits.</p> <p>4.1 Simple past used in literary French is not common in English</p> <p>4.2 Examine similarities and differences of story writing styles.</p> <p>5.1 Students may perform their Fairy tale play to French club.</p> <p>5.2 Encourage students to write stories in French.</p> | <p>UNIT OBJECTIVES:</p> <p>1. Students will learn to recognize the simple past tense</p> <p>2. Sequence of tenses used in indirect discourse will be examined and practiced.</p> <p>3. French influence in Africa, Algeria and Arab cultures will be discussed and compared to American colonization effects.</p> <p>4. “Les fables de la Fontaine” and various fairy tales will be read and re-enacted.</p> <p>6. Vocabulary associated with fairy tales will be practiced.</p> <p>7. Past perfect and the relative pronouns used with “ce” will be examined and used.</p> |
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| <p>ACTIVITIES:</p> <p>1. Small groups will be assigned to research and report findings to class on histories of French Africans, Arabians and Algerians.</p> <p>2. Large groups will re-enact a fairy tale to present to class.</p> <p>3. Pairs will conduct <i>read alouds</i> of various fables and fairy tales.</p> <p>4. Whole class will practice <i>pronunciation</i> of vocabulary pertaining to story telling.</p> <p>5. Individuals practice using the simple past, relative pronouns with “ce” and sequencing tenses.</p> <p>Homework will include writing made-up or moral based stories with strong adjective use.</p> <p>RESOURCES: Bien Dit 3 chapitre 3</p> | <p>ASSESSMENTS:</p> <p>1. Participation- asking and answering questions during instructional sessions.</p> <p>2. Home work- individual practice writing sentences using simple past, sequencing of tenses, relative pronouns with “ce” and adjective placement and agreement.</p> <p>3. Class work- reading and re-enacting a fairy tale, and /or creating a modern day fable.</p> <p>4. Quizzes- on vocabulary and dictation.</p> <p>5. Test- on listening and reading responses.</p> <p>REMEDIATION: Students will look up and record stems of simple past verbs that are most common.</p> <p>ENRICHMENT: Students will use simple past in the creation of their historically based fable.</p> |
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| COURSE: FRENCH IV | GRADES: 11-12 |
| UNIT: Relationships “amours et amitiés” | Bien Dit! Level 3 book, Chapter 4 Unit 4.3 |

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| <p>NATIONAL STANDARDS:</p> <p>Communication:</p> <p>1.1 Provide & obtain information, express feelings, exchange opinions</p> <p>1.2 Interpretation of written & spoken language</p> <p>1.3 Present information & ideas to an audience</p> <p>Cultures:</p> <p>2.1 Relationship between practices & perspectives</p> <p>2.2 Relationship between products & perspectives</p> <p>Connections:</p> <p>3.1 Reinforce & further knowledge of other disciplines (math, science, history,...)</p> <p>3.2 Acquire & recognize distinctive viewpoints only available through foreign language</p> <p>Comparisons:</p> <p>4.1 Demonstrate understanding of the nature of language through comparing French & English</p> <p>4.2 Compare Francophone cultures to American culture</p> <p>Communities:</p> <p>5.1 Use French within & beyond school setting</p> <p>5.2 Demonstrate lifelong learning by using language for personal enjoyment</p> |
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| <p>APPLIED NATIONAL STANDARDS:</p> <p>1.1 Students will discuss their own family’s history and changes.</p> <p>1.2 Students will learn how family life in Morocco is changing.</p> <p>1.3 Students will share with the class a unique family story.</p> <p>2.1 How African hospitality affects international relations.</p> <p>2.2 Implications of rare internet use in the country of Mali, and the Muslim civil law in Mali and Cameroon will be considered.</p> <p>3.1 How social laws affect individuals will be discussed.</p> <p>3.2 Differing usage of metaphor and similie will bring insight to distinctive viewpoints</p> <p>4.1 metaphor and similie comparisons will be made.</p> <p>4.2 Examine similarities and differences of dating relationships.</p> <p>5.1 Students will create a poster to highlight unique traditions of various francophone people groups.</p> | <p>UNIT OBJECTIVES:</p> <p>1. Students will practice reflexive verbs usage in present and past tenses.</p> <p>2. Conditional past tense will be utilized.</p> <p>3. Students will compare family traditions and life changing events.</p> <p>4. Muslim civil law will be compared to American civil law.</p> <p>6. Vocabulary associated with relationships will be used</p> <p>7. Subjunctive verb use with necessity, desire and emotions will be reviewed.</p> |
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| <p>ACTIVITIES:</p> <p>1. Small groups will be assigned to research and report findings to class on francophone people groups.</p> <p>2. Large groups will read and respond to the story by Francis Bebey “le fils d’agatha moudio”</p> <p>3. Pairs will conduct <i>interviews</i> of one another and write a brief biography of their partner.</p> <p>4. Whole class will practice <i>pronunciation</i> of vocabulary pertaining to relationships.</p> <p>5. Individuals will practice using reflexive verbs, conditional past and subjunctive mood in various written activities.</p> <p>.</p> <p>RESOURCES: Bien Dit 3 chapitre 4</p> | <p>ASSESSMENTS:</p> <p>1. Participation- asking and answering questions during instructional sessions.</p> <p>2. Home work- individual practice using reflexive verbs, conditional past and subjunctive mood</p> <p>3. Class work- interviewing of partners, and creating a written biography that will be shared orally as well.</p> <p>4. Quizzes- on vocabulary and dictation.</p> <p>5. Test- on listening and reading responses.</p> <p>REMEDIATION: Students will do extra work on formation and use of subjunctive mood.</p> <p>ENRICHMENT: Students will research and report findings to class regarding an in depth study of muslim civil law. This may be incorporated into a re-enactment of a story of a muslim community.</p> |
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| COURSE: FRENCH IV | GRADES: 11-12 |
| UNIT: The great outdoors “en plein nature” | Bien Dit! Level 3 book, Chapter 5 Unit 4.4 |

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| <p>NATIONAL STANDARDS:</p> <p>Communication:</p> <p>1.1 Provide & obtain information, express feelings, exchange opinions</p> <p>1.2 Interpretation of written & spoken language</p> <p>1.3 Present information & ideas to an audience</p> <p>Cultures:</p> <p>2.1 Relationship between practices & perspectives</p> <p>2.2 Relationship between products & perspectives</p> <p>Connections:</p> <p>3.1 Reinforce & further knowledge of other disciplines (math, science, history,...)</p> <p>3.2 Acquire & recognize distinctive viewpoints only available through foreign language</p> <p>Comparisons:</p> <p>4.1 Demonstrate understanding of the nature of language through comparing French & English</p> <p>4.2 Compare Francophone cultures to American culture</p> <p>Communities:</p> <p>5.1 Use French within & beyond school setting</p> <p>5.2 Demonstrate lifelong learning by using language for personal enjoyment</p> |
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| <p>APPLIED NATIONAL STANDARDS:</p> <p>1.1 Students will discuss their own experiences with nature.</p> <p>1.2 Students will read about life on an island.</p> <p>1.3 Students will present a travel brochure to the class.</p> <p>2.1 Visitation of Canadian national parks and the impact on tourism.</p> <p>2.2 Crayfish and Cajun cuisine will be experienced.</p> <p>3.1 Natural Science will be considered while discussing animal habits and habitats.</p> <p>3.2 Rhyme, alliteration, assonance, consonance and onomatopoeia will be seen to convey emotion in speech.</p> <p>4.1 Words that imitate sound will be seen to differ from one language to another.</p> <p>4.2 Popularity of visiting National Parks will be researched via the internet.</p> <p>5.1 French websites will be accessed to find national park information from francophone countries.</p> <p>5.2 Accessing some of the vast French resources on line may be a source of personal enjoyment and life long learning.</p> | <p>UNIT OBJECTIVES:</p> <p>1. Vocabulary terms used to describe elements of nature will be introduced and practiced.</p> <p>2. Verbs followed by “à” or “de” will be integrated appropriately into dialogues.</p> <p>3. Students will relate funny/memorable stories of past camping trips or shocking encounters with nature.</p> <p>4. Dangers and Joys of nature will be examined.</p> <p>6. Idiomatic expressions will be discussed.</p> <p>7. Students will incorporate subjunctive verb use with statements of fear.</p> |
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| <p>ACTIVITIES:</p> <p>1. Small groups will be assigned to create an exciting camp fire story about dangers found in the wild.</p> <p>2. Large groups will read and respond to stories about migrating geese and one man’s experience of island life.</p> <p>3. Pairs will conduct <i>interviews</i> of one another with regards to the best experience they recall from spending time outdoors.</p> <p>4. Whole class will practice <i>pronunciation</i> of vocabulary pertaining to the great outdoors.</p> <p>5. Individual students will present a travel brochure to the class</p> <p>.</p> <p>RESOURCES: Bien Dit 3 chapitre 5 Une fois pour toutes – verbs with prepositions, subjunctive mood with fear expressions.</p> | <p>ASSESSMENTS:</p> <p>1. Participation- asking and answering questions during instructional sessions.</p> <p>2. Home work- individual practice using imperative verbs, verbs followed by “à” or “de”, and the 4 verbs that can mean “to bring/take along”.</p> <p>3. Class work- create and share camp fire stories</p> <p>4. Quizzes- on vocabulary and dictation.</p> <p>5. Test- on listening and reading responses.</p> <p>REMEDIATION: Students will create a poster with elements of a national park labeled.</p> <p>ENRICHMENT: Students will plan an itinerary and packing list for a camping trip to a Canadian National Park.</p> |
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NATIONAL STANDARDS:

Communication: 1.1 Provide & obtain information, express feelings, exchange opinions

1.2 Interpretation of written & spoken language

1.4 Present information & ideas to an audience

Cultures: Relationship between practices & perspectives

2.1 Relationship between products & perspectives

Connections: Reinforce & further knowledge of other disciplines (math, science, history,...)

3.1 Acquire & recognize distinctive viewpoints only available through foreign language

Comparisons: Demonstrate understanding of the nature of language through comparing French & English

4.1 Compare Francophone cultures to American culture

Communities: Use French within & beyond school setting

5.2 Demonstrate lifelong learning by using language for personal enjoyment

APPLIED NATIONAL STANDARDS:

- 1.1 feelings of doubt & uncertainty will be expressed and opinions of belief & disbelief
- 1.2 Interpretation of written and spoken language through "at the bell" work and TPR activities
- 1.3 Information will be presented in front of the class on findings about French newspapers and magazines
- 2.1, 2.2 Relationship between practices, products, and perspectives will be discussed in the through the Products and Perspectives sections of the textbook.
- 3.1, 3.2 Reinforcement and further knowledge of History by studying the magazine "L'Express" it's history and its involvement in Indochina.
- 4.1, 4.2 Demonstration of understanding of the nature of language will be discussed about Haiti, speaking French or Creole. How can one become a journalist in France? In America?
- 5.1 "Career Path" Using French in various careers will be discussed

ACTIVITIES:

1. Students will put together a French television newscast using news & sports stories they have written.
2. Survey: Students will conduct surveys about how people prefer to get their information. They will create the survey, collect data and analyze their findings and then report to the class.
3. Prepare Gumbo Creole at home or for the class.
4. Listening activities at the Listening center and recording their responses
5. Various partnered or group activities in class.
6. Bulletin Board Project – Students create a Creole-French Dictionary on the board by researching creole terms and their French equivalents and posting to the board.

RESOURCES:

Bien Dit (2008) level 3. Chapitre 6 "?"

<http://french.about.com/>

<http://www.ipl.org/div/news> for listing of and access to world newspapers on line.

Blume, *French Third Year*, 3rd edition, Amsco

Various teacher generated hand-outs and work sheets

UNIT OBJECTIVES:

1. Students will be able to express certainty and possibility
2. Students will be able to express doubt and disbelief
3. Students will be able to break news
4. Students will be able to ask for information
5. Students will learn the Subjunctive with doubt, disbelief, & uncertainty.
6. Students will learn irregular verbs like Croire – to believe and Paraître – to appear, to seem
7. Students will learn interrogative pronouns like "Qui est-ce qui, qu'est-ce qui, qui est-ce que, & qu'est-ce que"
8. Students will review object pronouns and negative expressions

ASSESSMENTS:

1. Participation- asking & answering questions during instructional sessions
2. Homework- Individual practice using the subjunctive tense and certain irregular verb conjugations
3. Class work- writing and discussion in French about the media (newspapers, magazines, TV, radio)
4. Quizzes- on vocabulary and dictation
5. Tests- Reading, Writing, Listening and speaking

REMEDIATION:

1. Extra help after school
2. Peer tutoring
3. Practice sheets
4. Ability grouping

ENRICHMENT:

1. Additional vocabulary related to chapter. (French media, Paris' Journalism schools)
2. Research study abroad programs available
3. The past subjunctive

NATIONAL STANDARDS:**Communication:**

- 1.1 Provide & obtain information, express feelings, exchange opinions
- 1.2 Interpretation of written & spoken language
- 1.3 Present information & ideas to an audience

Cultures:

- 2.1 Relationship between practices & perspectives
- 2.2 Relationship between products & perspectives

Connections:

- 3.1 Reinforce & further knowledge of other disciplines (math, science, history)
- 3.2 Acquire & recognize distinctive viewpoints only available through foreign language

Comparisons:

- 4.1 Demonstrate understanding of the nature of language through comparing French & English
- 4.2 Compare French culture to American culture

Communities:

- 5.1 Use French within & beyond school setting
- 5.2 Demonstrate life long learning by using language for personal enjoyment

APPLIED NATIONAL STANDARDS:

- 1.1 Provide & obtain information about our planet from several sources. Exchange opinions about the planet
- 1.2 Interpretation of the written & spoken language through “At the Bell” activities and other classroom activities
- 1.3 Students present information about our planet to the class
- 2.1 , 2.2 relationships between practices, products and perspectives are addressed in the “Flash culture” “Comparisons” and “perspectives” sections in the unit.
- 3.1, 3.2 Reinforce & further knowledge in Science, History, Filmography, and Social Studies through the cross-curriculum links in the Unit
- 4.1, 4.2 Understanding of the nature of language is demonstrated through comparing how the Passive Voice is applied and how the subjunctive is formed.
- 5.1 Students research Swiss environmental protection technology companies or research institutes and write or email the companies requesting information about qualifications, internships, or entry –level positions and then share responses with the class.

ACTIVITIES:

1. Group presentation: partners recall a school event or holiday and take turns describing what happened using the passive voice. Present to class.
2. Comparatives/ Superlatives Book – Group project, after compilation, share with a lower level class.
3. Skits and dialogues
4. The Verb game, reviewing old verbs mixed with new ones.

RESOURCES:

Bien Dit (2008) level 3. Chapitre 7

<http://french.about.com/>

<http://www.ipl.org/div/news> for listing of and access to world newspapers on line.

Blume, *French Third Year*, 3rd edition, Amsco

Various teacher generated hand-outs and work sheets

UNIT OBJECTIVES:

1. Students will be able to caution people about things
2. To be able to tell why something happened
3. To be able to make predictions and express assumptions.
4. To be able to use the comparative and superlative
5. To be able to speak and write in the passive voice
6. To be able to use more advanced prepositions
7. To be able to use correctly word such as “lorsque, quand, & dès que
8. To be able to conjugate verbs like “éteindre” – to extinguish

ASSESSMENTS:

1. Participation – asking and answering questions during instructional sessions.
2. Homework – individual practice writing sentences using the passive voice and the subjunctive tense
3. Class work – Written and oral reflection on our Earth and the health of the planet.
4. Quizzes – On vocabulary and dictation and grammar
5. Tests – Reading, writing, listening, speaking

REMEDIATION:

1. Extra help after school
2. Peer tutoring
3. Practice sheets
4. Ability grouping

ENRICHMENT:

1. Additional vocabulary related to chapter. (Natural disasters, technical planetary terms)
2. The past Subjunctive

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| COURSE: FRENCH IV | GRADES: 8-12 |
| UNIT: Society “La Société” Bien Dit! Level 3 book, Chapter 8 | Unit 4.7 |

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| <p>NATIONAL STANDARDS:</p> <p>Communication:</p> <p>1.1 Provide & obtain information, express feelings, exchange opinions</p> <p>1.2 Interpretation of written & spoken language</p> <p>1.3 Present information & ideas to an audience</p> <p>Cultures:</p> <p>2.1 Relationship between practices & perspectives</p> <p>2.2 Relationship between products & perspectives</p> <p>Connections:</p> <p>3.1 Reinforce & further knowledge of other disciplines (math, science, history)</p> <p>3.2 Acquire & recognize distinctive viewpoints only available through foreign language</p> <p>Comparisons:</p> <p>4.1 Demonstrate understanding of the nature of language through comparing French & English</p> <p>4.2 Compare French culture to American culture</p> <p>Communities:</p> <p>5.1 Use French within & beyond school setting</p> <p>5.2 Demonstrate life long learning by using language for personal enjoyment</p> |
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| <p>APPLIED NATIONAL STANDARDS:</p> <p>1.1 Provide & obtain information about Society & Government. Write about one’s feelings & opinions about Government and Society.</p> <p>1.2 Interpretation of written & spoken language through “At the Bell” activities and paired or grouped activities.</p> <p>1.3 Information and ideas presented to the class in French.</p> <p>2.1, 2.2 Discussion of the relationships between practices, products, and perspectives through the “Comparisons”, “Flash Culture”, “Practices & Perspectives” sections of chapter 8.</p> <p>3.1, 3.2 Reinforce & further knowledge in History, Government, , and Literature through the “Connections” links in chapter 8. through which distinctive viewpoints are shown & discussed.</p> <p>4.1, 4.2 An understanding of the nature of language is demonstrated through the grammar lessons and the “Comparisons” and “Comparing & Contrasting” sections of Chapter 8.</p> <p>5.1, Use French in group projects which are video taped of a newscast presented in French. (On location if possible for local news”</p> | <p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Students will be able to express a point of view and speculate. 2. Students will be able to ask for assistance and relate information. 3. Students will correctly conjugate in the Past Subjunctive tense 4. Students will use contractions with “lequel” 5. Students will review adverbs 6. Students will review speaking and writing in the Conditional tense. 7. Students will learn to conjugate irregular verbs like “vaincre” = to conquer. 8. Students will correctly use function words like “chacun” and “chacune” = each one |
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| <p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Group presentations – Newscast (Video taped) 2. Partner class project 3. Skits & dialogues 4. Internet research days 5. “Destins” The game of “Life” in French <p>RESOURCES:</p> <p><i>Bien Dit (2008)</i> level 3. Chapitre 8</p> <p>http://french.about.com/</p> <p>http://www.ipl.org/div/news for listing of and access to world newspapers on line.</p> <p>Blume, <i>French First Year</i>, 3rd edition, Amsco</p> <p>Various teacher generated hand-outs and work sheets</p> <p>Computer Room usage</p> <p>Video camera or Digital video camera usage</p> | <p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Participation - Asking & answering questions during instructional sessions. Involvement in group & partnered activities. 2. Homework – Individual practice writing sentences using the Past Subjunctive & the Conditional tenses. 3. Class Work – Reflection on our society and Government & comparisons to other governments. 4. Quizzes – On Vocabulary, dictation, and Grammar 5. Tests – On Reading, writing, listening, & speaking. <p>REMEDIATION:</p> <ol style="list-style-type: none"> 5. Extra help after school 6. Peer tutoring 7. Practice sheets 8. Ability grouping <p>ENRICHMENT:</p> <ol style="list-style-type: none"> 4. Additional vocabulary related to chapter. (Foreign countries, advanced government vocab., ...) 5. Additional Tense work, Function Words review, Pre AP material. |
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