## Overview of Unit

In *Ado Monde*, students explore interpersonal relationships in the context of family, school, and leisure time by following a group of adolescents in a *roman-photo*. Students create an original final episode for the narrative, presenting it to the class as a dramatization or in a *roman-photo* format.

### Field of Experience
- Experiences with friends, family-related experiences, and school-related experiences

### Communications/Experiential Outcomes

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Communicative/Experiential Outcomes</th>
<th>General Language Education Outcomes</th>
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</table>
| **Lesson 1**  
*Le photo-roman des ados*  
(Introduction to the unit)  
**Duration**  
40–60 min | - identify prior knowledge and experience in relation to the theme  
- predict the content of written texts  
- identify the vocabulary and language structures required to communicate in a specific situation  
- produce oral and written messages  
- identify attitudes and behaviours in relation to the theme  
- demonstrate comprehension of written texts | - practise anticipating meaning  
- learn words and expressions that clarify communication of thoughts and opinions  
- review the specifics of certain language functions  
- use common language patterns  
- summarize short written texts  
- work in a group and use correct social skills |
| **Lesson 2**  
*Un matin chez les Tremblay*  
**Duration**  
Approx. two 40 min periods | - identify attitudes and behaviours in relation to the theme  
- predict the content of oral and written texts  
- produce oral and written messages  
- identify language-learning strategies  
- demonstrate comprehension of oral and written texts | - practise anticipating meaning  
- use common language patterns  
- work in a group and use correct social skills  
- summarize short oral and written texts  
- practise words and expressions that clarify communication of thoughts and opinions  
- use common language patterns  
- work in a group and use correct social skills  
- summarize short oral and written texts |
| **Lesson 3**  
*Étude de la langue*  
*Au travail!*  
(First Subtask)  
**Duration**  
40 min | - identify the vocabulary and language structures required to communicate in a specific situation  
- produce oral and written messages  
- identify information needed to complete a communicative task  
- recognize and apply acquired knowledge in new situations  
- recognize and correct errors in communication | - examine the specifics of certain language functions  
- use common language patterns  
- practise words and expressions that clarify communication of thoughts and opinions  
- work in a group and use correct social skills  
- learn to self-monitor progress in the language  
- learn to self-correct |
| **Lesson 4**  
*L’ordre de naissance*  
**Duration**  
40 min | - identify prior knowledge and experience in relation to the theme  
- predict the content of written texts  
- identify language-learning strategies  
- identify information needed to complete a communicative task  
- produce oral and written messages  
- demonstrate comprehension of written texts | - practise anticipating meaning  
- use common language patterns  
- work in a group and use correct social skills  
- summarize short written texts  |
| **Lesson 5**  
*Étude de la langue*  
*Au travail!*  
(Second Subtask)  
**Duration**  
Two 40 min periods | - identify the vocabulary and language structures required to communicate in a specific situation  
- produce oral and written messages  
- identify information needed to complete a communicative task  
- recognize and apply acquired knowledge in new situations  
- adjust written messages to communicate in a specific situation  
- recognize and correct errors in communication | - examine the specifics of certain language functions  
- use common language patterns  
- practise words and expressions that clarify communication of thoughts and opinions  
- work in a group and use correct social skills  
- self-monitor progress in the language  
- self-correct |
| **Lesson 6**  
*Le poème romantique*  
**Duration**  
Two 40-min periods | - identify attitudes and behaviours in relation to the theme  
- identify language-learning strategies  
- predict the content of written texts  
- identify information needed to complete a communicative task  
- use common language patterns  
- practise anticipating meaning  
- summarize short written texts  
- role-play in both productive and receptive mode  
- work in a group and use correct social skills  
- observe non-verbal communication | - use common language patterns  
- practise anticipating meaning  
- summarize short written texts  
- use common language patterns  
- practise words and expressions that clarify communication of thoughts and opinions  |
| **Lesson 7**  
*Un rendez-vous manqué*  
**Duration**  
40 min | - predict the content of oral texts  
- produce oral and written messages  
- identify language-learning strategies  
- demonstrate comprehension of oral and written texts | - practise anticipating meaning  
- work in a group and use correct social skills  
- summarize short oral and written texts  
- use common language patterns  |
| **Lesson 8**  
*Le match de basket*  
**Duration**  
40 min | - identify attitudes and behaviours in relation to the theme  
- predict the content of written texts  
- identify language-learning strategies  
- recognize and apply acquired knowledge in new situations | - practise anticipating meaning  
- summarize short written texts  
- use common language patterns  
- practise words and expressions that clarify communication of thoughts and opinions  
- role-play in both productive and receptive mode  
- work in a group and use correct social skills |
### General Communicative/Experiential Outcomes
Discuss and explore interpersonal relationships. Develop a narrative.

### Cultural Focus
Use of standard French for effective communication with others

### Description of Tasks
- **Subtasks:**
  - write a description of four characters
  - create and present a description of four characters
  - write a summary of five episodes of the roman-photo
  - create, summarize and present an original final episode for the roman-photo

### Language Outcomes

<table>
<thead>
<tr>
<th>Language Outcomes</th>
<th>Cultural Outcomes</th>
<th>Assessment</th>
<th>Materials</th>
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<tbody>
<tr>
<td>• le passé composé... with the verbs avoir and être</td>
<td>• Le parler des francophones: use standard French to learn about the elements of a roman-photo</td>
<td>Diagnostic</td>
<td>TRG pp. 1–5 SB pp. 2–3 [livre pp. 28–29] WB pp. 2–3</td>
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<tr>
<td>• review of the agreement of adjectives</td>
<td>• Le parler des francophones: use standard French to describe daily family interactions and routines</td>
<td>Formative</td>
<td>TRG pp. 6–11 SB pp. 4–7 [livre pp. 30–33] WB pp. 4–6 CD Track 1</td>
</tr>
<tr>
<td>• review of the agreement of adjectives</td>
<td>• Le parler des francophones: use standard French to describe and compare various characters in a roman-photo</td>
<td>Formative Summative</td>
<td>TRG pp. 12–17 SB p. 8 [livre p. 34] WB pp. 4–10 CD Track 2 BLM 1: Assessment Rubric — First Subtask (TRG p. 17) BLM 25: Assessment Tracking Sheet (TRG p. 87)</td>
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<tr>
<td>• superlative form of adjectives</td>
<td>• Le parler des francophones: use standard French to learn how birth order may affect personality traits</td>
<td>Formative</td>
<td>TRG pp. 18–20 SB p. 9 [livre p. 35] WB pp. 11–12</td>
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<tr>
<td>• superlative form of adjectives</td>
<td>• Le parler des francophones: use standard French to describe and compare various characters in a roman-photo</td>
<td>Formative Summative</td>
<td>TRG pp. 21–27 SB p. 10 [livre p. 38] WB pp. 10–13 CD Track 3 BLM 2, 3 (TRG pp. 25–26) BLM 4: Assessment Rubric — Second Subtask (TRG p. 27) BLM 25: Assessment Tracking Sheet (TRG p. 87)</td>
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<tr>
<td>• le passé composé</td>
<td>• Le parler des francophones: use standard French to create a questionnaire from a model</td>
<td>Formative</td>
<td>TRG pp. 28–32 SB pp. 11–14 [livre pp. 37–40] WB pp. 5, 14–15 CD Track 4</td>
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<td>• basic vocabulary</td>
<td>• Le parler des francophones: use standard French to express opinions and give advice</td>
<td>Formative</td>
<td>TRG pp. 33–35 SB p. 15 [livre p. 41] WB p. 16 CD Track 5</td>
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<td>• re-entry of double verb constructions</td>
<td>• Le parler des francophones: use standard French to compare various sports and athletes</td>
<td>Formative</td>
<td>TRG pp. 36–38 SB pp. 16–17 [livre pp. 42–43] WB p. 17 CD Track 6</td>
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<td><strong>Lesson 9</strong>&lt;br&gt;La page « Ado Expert »&lt;br&gt;Duración 40 min</td>
<td>• identify the theme of written texts&lt;br&gt;• identify prior knowledge and experience in relation to the theme&lt;br&gt;• identify language-learning strategies&lt;br&gt;• predict the content of written texts&lt;br&gt;• identify information needed to complete a communicative task&lt;br&gt;• produce oral and written messages&lt;br&gt;• identify attitudes and behaviours in relation to the theme</td>
<td>• practise anticipating meaning&lt;br&gt;• practise words and expressions that clarify communication of thoughts and opinions&lt;br&gt;• summarize short written texts&lt;br&gt;• use common language patterns&lt;br&gt;• work in a group and use correct social skills</td>
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<td><strong>Lesson 10</strong>&lt;br&gt;Les bavardages&lt;br&gt;Duración 40–60 min</td>
<td>• identify attitudes and behaviours in relation to the theme&lt;br&gt;• predict the content of written texts&lt;br&gt;• demonstrate comprehension of written texts&lt;br&gt;• produce oral and written messages&lt;br&gt;• recognize and apply acquired knowledge in new situations&lt;br&gt;• identify information needed to complete a communicative task</td>
<td>• practise anticipating meaning&lt;br&gt;• practise words and expressions that clarify communication of thoughts and opinions&lt;br&gt;• use common language patterns&lt;br&gt;• summarize short written texts&lt;br&gt;• role-play in both productive and receptive mode&lt;br&gt;• work in a group and use correct social skills&lt;br&gt;• observe non-verbal communication</td>
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<td><strong>Lesson 11</strong>&lt;br&gt;Étude de la langue&lt;br&gt;Au travail !&lt;br&gt;(Third Subtask)&lt;br&gt;Duración Two 40-min periods</td>
<td>• identify the vocabulary and language structures required to communicate in a specific situation&lt;br&gt;• demonstrate comprehension of oral and written texts&lt;br&gt;• identify information needed to complete a communicative task&lt;br&gt;• adjust written messages to communicate in a specific situation&lt;br&gt;• recognize and correct errors in communication</td>
<td>• examine the specifics of certain language functions&lt;br&gt;• use common language patterns&lt;br&gt;• practise words and expressions that clarify communication of thoughts and opinions&lt;br&gt;• work in a group and use correct social skills&lt;br&gt;• practise self-monitoring progress in the language&lt;br&gt;• practise self-correcting</td>
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<td><strong>Lesson 12</strong>&lt;br&gt;Une journée difficile&lt;br&gt;Duración 40–60 min</td>
<td>• identify attitudes and behaviours in relation to the theme&lt;br&gt;• predict the content of oral texts&lt;br&gt;• identify language-learning strategies&lt;br&gt;• locate specific points of information in a variety of oral texts&lt;br&gt;• produce oral and written messages&lt;br&gt;• identify information needed to complete a communicative task</td>
<td>• practise anticipating meaning&lt;br&gt;• use common language patterns&lt;br&gt;• practise words and expressions that clarify communication of thoughts and opinions&lt;br&gt;• summarize short oral texts&lt;br&gt;• role-play in both productive and receptive mode&lt;br&gt;• work in a group and use correct social skills&lt;br&gt;• observe non-verbal communication</td>
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<td><strong>Final Task</strong>&lt;br&gt;La tâche finale&lt;br&gt;Duración Approx. three 40-min periods</td>
<td>• demonstrate comprehension of oral and written texts&lt;br&gt;• identify language-learning strategies&lt;br&gt;• identify information needed to complete a communicative task&lt;br&gt;• identify the vocabulary and language structures required to communicate in a specific situation&lt;br&gt;• produce oral and written messages&lt;br&gt;• recognize and correct errors in communication&lt;br&gt;• evaluate oral messages received</td>
<td>• review the specifics of certain language functions&lt;br&gt;• use common language patterns&lt;br&gt;• practise words and expressions that clarify communication of thoughts and opinions&lt;br&gt;• summarize short oral and written texts&lt;br&gt;• role-play in both productive and receptive mode&lt;br&gt;• work in a group and use correct social skills&lt;br&gt;• observe non-verbal communication&lt;br&gt;• practise self-correcting</td>
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<td><strong>Unit Test</strong>&lt;br&gt;Le dernier épisode&lt;br&gt;Duración Approx. two 40-min periods</td>
<td>• recognize and apply acquired knowledge in new situations&lt;br&gt;• predict the content of oral and written texts&lt;br&gt;• demonstrate comprehension of oral and written texts&lt;br&gt;• produce oral and written messages&lt;br&gt;• identify the vocabulary and language structures required to communicate in a specific situation&lt;br&gt;• adjust written messages to communicate in a specific situation</td>
<td>• practise anticipating meaning&lt;br&gt;• recognize the links between function/situation and word choice&lt;br&gt;• use common language patterns&lt;br&gt;• practise words and expressions that clarify communication of thoughts and opinions&lt;br&gt;• summarize short oral and written texts&lt;br&gt;• review the specifics of certain language functions</td>
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| • comparative and superlative forms of adjectives  
• le passé composé  
• words from units under study… | • Le parler des francophones: use standard French to discuss difficulties with interpersonal relations | Formative | TRG pp. 39–41  
SB pp. 16–19 [livre pp. 44–45]  
WB p. 18 |
| • le passé composé with être and avoir  
• basic vocabulary  
• words from units under study… | • Le parler des francophones: use standard French to reflect on the consequences of gossiping | Formative | TRG pp. 42–47  
SB p. 20 [livre p. 46]  
WB pp. 19–20  
CD Track 7  
BLM 5, 6 (TRG pp. 48–47) |
| • le passé composé  
• reinforcement of le futur proche  
• basic vocabulary  
• words from units under study | • Le parler des francophones: use standard French to describe and compare characters and to summarize the action in a roman-photo | Formative  
Summative | TRG pp. 48–60  
SB pp. 18–19, 21 [livre pp. 44–45, 47]  
WB pp. 10, 21  
BLM 7, 8, 9A, 9B, 10A, 10B, 11 (TRG pp. 53–59)  
BLM 12: Assessment Rubric — Third Subtask (TRG p. 60)  
BLM 25: Assessment Tracking Sheet (TRG p. 87) |
| • basic vocabulary  
• words from units under study | • Le parler des francophones: use standard French to express common interactions between family members and between friends | Formative | TRG pp. 61–64  
SB p. 22 [livre p. 48]  
WB pp. 22–24  
CD Track 8  
BLM 9B, 10B (TRG pp. 56, 58) |
| • le passé composé  
• comparative and superlative forms of adjectives  
• basic vocabulary  
• words from units under study | • Le parler des francophones: use standard French to create and present an original episode for a roman-photo | Summative | TRG pp. 65–75  
SB p. 23 [livre p. 49]  
WB p. 25  
BLM 13A, 13B, 14, 15, 16 (TRG pp. 69–73)  
BLM 17: Assessment Rubric — Final Task (TRG p. 74)  
BLM 19: Assessment Rubric — Final Task (TRG p. 75)  
BLM 25: Assessment Tracking Sheet (TRG p. 88) |
| • agreement of adjectives  
• comparative and superlative forms of adjectives  
• le passé composé of regular and some irregular verbs  
• basic vocabulary  
• words from units under study, phrases and expressions | • Le parler des francophones: use standard French to summarize oral and written information about the final episode of a roman-photo | Summative | TRG pp. 76–86  
BLM 19, 20, 21, 22, 23 (TRG pp. 81–85)  
BLM 24: Assessment Rubric — Unit Test (TRG p. 86)  
BLM 25: Assessment Tracking Sheet (TRG p. 88) |