

# Unit at a Glance

Overview of Unit	Field of Experience
<i>Fêtes et Mardi gras</i> provides evidence of the history and liveliness of the Francophone presence in North America. Students will explore <i>Mardi gras</i> in Louisiana, <i>Le Festival acadien</i> in New Brunswick, and <i>Le Festival du Bois</i> in British Columbia (Unit Test). The unit features the song, <i>Ma Louisianne</i> , by Cajun singer, Zachary Richard. (See page xvii for Alternative Task suggestions).	Experiences with holidays and celebrations.

Lesson	Communicative/Experiential Outcomes	General Language Education Outcomes
<b>Lesson 1</b> <i>Fêtes et Mardi gras</i> (Introduction to the unit)  <b>Duration</b> Approx 40 min	<ul style="list-style-type: none"> <li>identify the theme of oral and written texts</li> <li>predict the content of oral and written texts</li> <li>identify one's knowledge in relation to prior knowledge and experience</li> <li>identify information that is useful to complete a task</li> <li>demonstrate comprehension of oral and written texts</li> <li>choose the form of oral and written messages to complete a task</li> <li>produce oral and written messages</li> <li>recognize new knowledge acquired</li> <li>identify attitudes and beliefs in regard to the theme</li> <li>discover and compare usual attitudes with new attitudes</li> </ul>	<ul style="list-style-type: none"> <li>learn the names of some Francophone regions</li> <li>list a variety of cultural events or institutions</li> <li>learn expressions that clarify communication of thoughts and opinions</li> <li>learn words and expressions necessary to express feelings and intent</li> <li>use common language patterns</li> </ul>
<b>Lesson 2</b> <i>Une idée géniale !</i> Part 1  <b>Duration</b> 40–60 min	<ul style="list-style-type: none"> <li>predict the content of oral and written texts</li> <li>identify usual behaviours in regard to the theme</li> <li>locate specific points of information in oral and written texts</li> <li>produce oral and written messages</li> <li>identify information that is useful to complete a task</li> <li>demonstrate comprehension of oral and written texts</li> <li>recognize new knowledge acquired</li> </ul>	<ul style="list-style-type: none"> <li>list a variety of cultural events or institutions</li> <li>practise expressions that clarify communication of thoughts and opinions</li> <li>practise anticipating meaning</li> <li>observe non-verbal communication</li> <li>observe the ways in which different generations speak, especially vocabulary and expressions used</li> </ul>
<b>Lesson 3</b> <i>Une idée géniale !</i> Part 2  <b>Duration</b> 40–60 min	<ul style="list-style-type: none"> <li>predict the content of oral and written texts</li> <li>produce oral and written messages</li> <li>locate specific points of information in oral and written texts</li> <li>identify information that is useful to complete a task</li> <li>demonstrate comprehension of oral and written texts</li> <li>recognize new knowledge acquired</li> </ul>	<ul style="list-style-type: none"> <li>practise anticipating meaning</li> <li>use common language patterns</li> <li>summarize short oral and written texts</li> </ul>
<b>Lesson 4</b> <i>Étude de la langue</i>  <i>Au Travail !</i> (First Subtask)  <b>Duration</b> Approx. two 40-min periods	<ul style="list-style-type: none"> <li>identify the function and purpose of written texts</li> <li>identify information in written texts to complete a task</li> <li>demonstrate comprehension of written texts</li> <li>identify information needed in written forms</li> <li>identify, recognize, and apply knowledge in context and in new situations</li> <li>produce oral and written messages</li> <li>recognize and correct errors in communication</li> <li>verify the success of attempts at communication in oral and written messages</li> <li>identify and compare usual with possible new behaviours</li> </ul>	<ul style="list-style-type: none"> <li>use common language patterns</li> <li>recognize the links between function/situation and word choice</li> <li>learn vocabulary to talk about words and types of sentences used in specified linguistic circumstances</li> <li>examine the specifics of certain language functions</li> <li>work in a group and use correct social skills</li> <li>learn to self-monitor progress in the language</li> <li>learn to self-correct</li> </ul>
<b>Lesson 5</b> <i>Un passé français</i> <i>Le goût de la Louisiane</i>  <b>Duration</b> Approx. two 40-min period	<ul style="list-style-type: none"> <li>predict the content of oral and written texts</li> <li>identify prior knowledge in relation to the theme</li> <li>locate specific points of information in written texts</li> <li>produce oral and written messages</li> <li>recognize new knowledge acquired</li> <li>identify language-learning strategies</li> </ul>	<ul style="list-style-type: none"> <li>learn the names of some Francophone regions</li> <li>list a variety of cultural events or institutions</li> <li>practise anticipating meaning</li> <li>use common language patterns</li> <li>learn about linguistic variations in relation to cultural roots</li> </ul>
<b>Lesson 6</b> <i>On s'organise !</i>  <b>Duration</b> Approx. two 40-min periods	<ul style="list-style-type: none"> <li>predict the content of oral and written texts</li> <li>identify prior knowledge in relation to the theme</li> <li>identify language-learning strategies</li> <li>identify specific information that is useful to complete a task</li> <li>demonstrate comprehension of oral and written texts</li> <li>produce oral and written messages</li> </ul>	<ul style="list-style-type: none"> <li>list a variety of cultural events or institutions</li> <li>practise anticipating meaning</li> <li>recognize the links between function/situation and word choice</li> <li>learn vocabulary to talk about words and types of sentences</li> <li>observe differences in language used for communication: favourite expressions, etc.</li> <li>observe the ways in which different generations speak, especially word choice</li> <li>work in a group and use correct social skills</li> </ul>
<b>Lesson 7</b> <i>Étude de la langue</i>  <i>Au Travail !</i> (Second Subtask)  <b>Duration</b> Approx. two 40-min periods	<ul style="list-style-type: none"> <li>identify the function of a variety of written texts</li> <li>identify the linguistic parameters required to satisfy a specific communicative situation</li> <li>recognize and apply new knowledge acquired</li> <li>recognize and correct errors in communication</li> <li>identify knowledge and behaviours in relation to the theme</li> <li>produce oral and written messages</li> <li>verify the success of attempts at communication</li> </ul>	<ul style="list-style-type: none"> <li>recognize the links between function/situation and word choice</li> <li>use common language patterns</li> <li>practise using expressions that clarify communication of thoughts and opinions</li> <li>practise using words and expressions necessary to express feelings and intent</li> <li>practise self-correcting</li> </ul>
<b>Lesson 8</b> <i>On demande des volontaires !</i>  <b>Duration</b> Approx. 40 min	<ul style="list-style-type: none"> <li>predict the content of oral and written texts</li> <li>demonstrate comprehension of oral and written texts</li> <li>identify specific information that is useful to complete a task</li> <li>produce oral and written messages</li> <li>identify language-learning strategies</li> <li>recognize and apply new knowledge acquired</li> <li>recognize and correct errors in communication</li> <li>verify the success of attempts at communication</li> </ul>	<ul style="list-style-type: none"> <li>practise anticipating meaning</li> <li>observe differences in language used for communication: favourite expressions, etc.</li> <li>work in a group and use correct social skills</li> <li>recognize the links between function/situation and word choice</li> </ul>

General Communicative/Experiential Outcomes	Cultural Focus	Description of Tasks
Plan and participate in a French cultural festival	Presence and history of Francophones in North America	<p><b>Subtasks:</b></p> <ul style="list-style-type: none"> <li>List personal experiences and develop suggestions for festival</li> <li>Create a chart outlining tasks to prepare festival</li> <li>Write and perform a rap song for festival</li> <li>Prepare and deliver oral report on Festival acadien</li> </ul> <p><b>Final Task:</b></p> <ul style="list-style-type: none"> <li>Write yearbook description for festival. Present an oral report on festival.</li> </ul>

Language Outcomes	Cultural Outcomes	Assessment	Materials
<ul style="list-style-type: none"> <li>subject and auxiliary verbs in <i>le passé composé</i></li> <li><i>le passé composé</i> of <i>-er</i>, <i>-ir</i>, and <i>-re</i> verbs with the verb <i>avoir</i>, and <i>aller</i> with the verb <i>être</i></li> <li>basic vocabulary</li> <li>words from units under study, phrases, and expressions</li> </ul>	<ul style="list-style-type: none"> <li><b>Présence des francophones:</b> explore French cultural celebrations from different parts of North America</li> </ul>	<b>Diagnostic</b>	TRG pp. 1–5 SB pp. 2–3 [ <i>livre</i> pp. 78–79] WB p. 2 Chart paper and markers (keep word charts for later lessons) Photos, brochures, souvenirs, etc., from festivals and festivities
<ul style="list-style-type: none"> <li>subject and auxiliary verbs in <i>le passé composé</i></li> <li><i>le passé composé</i> of <i>-er</i>, <i>-ir</i>, and <i>-re</i> verbs with the verb <i>avoir</i>, and <i>aller</i> with the verb <i>être</i></li> <li>basic vocabulary</li> <li>words from units under study, phrases, and expressions</li> </ul>	<ul style="list-style-type: none"> <li><b>Le parler des francophones:</b> discover French expressions and different levels of language used by French adolescent Canadians</li> </ul>	<b>Formative</b>	TRG pp. 6–10 SB pp. 4–5 [ <i>livre</i> pp. 80–81] WB pp. 3–4 Video Segment 1: <i>Une idée géniale!</i> Part 1 CD Track 1
<ul style="list-style-type: none"> <li>subject and auxiliary verbs in <i>le passé composé</i></li> <li><i>le passé composé</i> of <i>-er</i>, <i>-ir</i>, and <i>-re</i> verbs with the verb <i>avoir</i></li> <li>singular form of <i>le passé composé</i> of verbs formed with the verb <i>être</i></li> <li>basic vocabulary</li> <li>words from units under study, phrases, and expressions</li> </ul>	<ul style="list-style-type: none"> <li><b>Le bilinguisme canadien:</b> learn to use familiar French Canadian expressions</li> </ul>	<b>Formative</b>	TRG pp. 11–14 SB pp. 4–5 [ <i>livre</i> pp. 80–81] WB p. 5 Video Segment 2: <i>Une idée géniale!</i> Part 2 CD Track 2
<ul style="list-style-type: none"> <li>subject and auxiliary verbs in <i>le passé composé</i></li> <li><i>le passé composé</i> of <i>-er</i>, <i>-ir</i>, and <i>-re</i> verbs with the verb <i>avoir</i></li> <li>use of resources to check spelling</li> </ul>	<ul style="list-style-type: none"> <li><b>Présence des francophones:</b> plan a cultural festival based on French North American festivals</li> </ul>	<b>Formative</b> <b>Summative</b>	TRG pp. 15–23 SB p. 6 [ <i>livre</i> p. 82] WB pp. 6–8 Word charts from Lesson 1 BLM 1, 2, 3 (TRG pp. 20–22) BLM 4: Assessment Rubric — First Subtask (TRG p. 23) BLM 33: Assessment Tracking Sheet (TRG pp. 114–115)
<ul style="list-style-type: none"> <li>words from units under study, phrases and expressions</li> <li>use of resources to check spelling</li> </ul>	<ul style="list-style-type: none"> <li><b>Présence des francophones:</b> discover a Francophone region in the United States</li> <li><b>Histoire des francophones:</b> learn about the history of Louisiana</li> </ul>	<b>Formative</b>	TRG pp. 24–28 SB pp. 7–9 [ <i>livre</i> pp. 83–85] WB pp. 9–11
<ul style="list-style-type: none"> <li>basic vocabulary</li> <li>words from units under study, phrases, and expressions</li> <li>knowledge of cognates</li> </ul>	<ul style="list-style-type: none"> <li><b>Histoire des francophones:</b> discover the significance of some <i>Mardi gras</i> customs</li> <li><b>Le parler des francophones:</b> discover expressions and different levels of language used by adolescent Francophones</li> </ul>	<b>Formative</b>	TRG pp. 29–34 SB pp. 10–11 [ <i>livre</i> pp. 86–87] WB pp. 12–13 CD Tracks 3 and 4
<ul style="list-style-type: none"> <li>reinforcement of present tense of irregular verbs with singular and plural subjects; double verb construction</li> </ul>	<ul style="list-style-type: none"> <li><b>Présence des francophones:</b> plan a cultural festival based on French North American festivals</li> </ul>	<b>Formative</b> <b>Summative</b>	TRG pp. 35–41 SB p. 12 [ <i>livre</i> p. 88] WB pp. 14–15 BLM 5,6 (TRG pp. 39–40) BLM 7: Assessment Rubric — Second Subtask (TRG p. 41) BLM 33: Assessment Tracking Sheet (TRG pp. 114–115)
<ul style="list-style-type: none"> <li>reinforcement of imperative of some <i>-er</i>, <i>-ir</i>, and <i>-re</i> verbs; subject–verb agreement</li> <li>use of basic sounds and their related spelling pattern</li> </ul>	<ul style="list-style-type: none"> <li><b>Présence des francophones:</b> plan a cultural festival based on French North American festivals</li> <li><b>Le parler des francophones:</b> discover expressions and different levels of language used by adolescent Francophones</li> </ul>	<b>Formative</b>	TRG pp. 42–45 SB p. 13 [ <i>livre</i> p. 89] WB pp. 16–17 CD Track 5

Lesson	Communicative/Experiential Outcomes	General Language Education Outcomes
<p><b>Lesson 9</b> <i>Zachary Richard</i> &lt;&lt; <i>Ma Louisianne</i> &gt;&gt;</p> <p><b>Duration</b> Approx. two 40-min periods</p>	<ul style="list-style-type: none"> <li>• identify knowledge and attitude in relation to the theme</li> <li>• predict the content of oral and written texts</li> <li>• identify language-learning strategies</li> <li>• produce oral and written messages</li> <li>• identify specific information that is useful to complete a task</li> <li>• identify prior knowledge in relation to the theme</li> <li>• identify attitude in relation to the theme</li> <li>• demonstrate comprehension of oral and written texts</li> <li>• recognize new knowledge acquired</li> </ul>	<ul style="list-style-type: none"> <li>• practise using expressions that clarify communication of thoughts and opinions</li> <li>• practise anticipating meaning</li> <li>• summarize short oral and written texts</li> <li>• list a variety of cultural events or institutions</li> </ul>
<p><b>Lesson 10</b> <i>Rap Mardi gras</i></p> <p><i>Au Travail !</i> (Third Subtask)</p> <p><b>Duration</b> Approx. two 40-min periods</p>	<ul style="list-style-type: none"> <li>• identify prior knowledge in relation to the theme</li> <li>• demonstrate comprehension of oral and written texts</li> <li>• produce oral and written messages</li> <li>• predict the content of oral and written texts</li> <li>• identify specific information that is useful to complete a task</li> <li>• recognize and apply new knowledge acquired</li> <li>• recognize and correct errors in communication</li> <li>• verify the success of attempts at communication</li> </ul>	<ul style="list-style-type: none"> <li>• practise anticipating meaning</li> <li>• be aware of language register in specified linguistic circumstances</li> <li>• use common language patterns</li> <li>• write simple rhymes</li> <li>• work in a group and use correct social skills</li> <li>• practise self-monitoring of progress in the language</li> <li>• practise self-correcting</li> </ul>
<p><b>Lesson 11</b> <i>Festival acadien Part 1</i></p> <p><b>Duration</b> Approx. 40 min</p>	<ul style="list-style-type: none"> <li>• identify prior knowledge in relation to the theme</li> <li>• predict the content of oral and written texts</li> <li>• identify language-learning strategies</li> <li>• produce oral and written messages</li> <li>• identify specific information that is useful to complete a task</li> <li>• demonstrate comprehension of oral and written texts</li> <li>• recognize new knowledge acquired</li> </ul>	<ul style="list-style-type: none"> <li>• learn the names of some Francophone regions</li> <li>• list a variety of cultural events or institutions</li> <li>• summarize short oral and written texts</li> <li>• practise self-monitoring of progress in the language</li> </ul>
<p><b>Lesson 12</b> <i>Festival acadien Part 2</i></p> <p><b>Duration</b> Approx. 40 min</p>	<ul style="list-style-type: none"> <li>• identify knowledge and attitude in relation to the theme</li> <li>• predict the content of oral and written texts</li> <li>• identify language-learning strategies</li> <li>• produce oral and written messages</li> <li>• identify specific information that is useful to complete a task</li> <li>• demonstrate comprehension of oral and written texts</li> <li>• recognize new knowledge acquired</li> </ul>	<ul style="list-style-type: none"> <li>• practise anticipating meaning</li> <li>• summarize short oral and written texts</li> <li>• use common language patterns</li> <li>• observe differences in language used for communication: favourite expressions, etc.</li> <li>• list a variety of cultural events or institutions</li> </ul>
<p><b>Lesson 13</b> <i>Étude de la langue</i></p> <p><b>Duration</b> 40 min</p>	<ul style="list-style-type: none"> <li>• identify the function of a variety of written texts</li> <li>• identify the linguistic parameters required to satisfy a specific communicative situation</li> <li>• recognize and apply new knowledge acquired</li> <li>• identify knowledge and behaviours in relation to the theme</li> <li>• produce oral and written messages</li> <li>• recognize and correct errors in communication</li> </ul>	<ul style="list-style-type: none"> <li>• examine the specifics of certain language functions</li> <li>• recognize the links between function/situation and word choice</li> <li>• learn vocabulary to talk about words and types of sentences used in specified linguistic circumstances</li> </ul>
<p><b>Lesson 14</b> <i>La présentation de Marika</i></p> <p><i>Au travail !</i> (Fourth Subtask)</p> <p><b>Duration</b> Approx. two 40-min periods</p>	<ul style="list-style-type: none"> <li>• identify prior knowledge in relation to the theme</li> <li>• identify sources of information and specific information needed to complete a communicative task</li> <li>• apply knowledge acquired to new situations</li> <li>• predict the content of oral texts</li> <li>• produce oral and written messages</li> <li>• recognize and correct errors in communication</li> <li>• verify the success of attempts at communication</li> <li>• evaluate oral messages received in the communicative situation</li> </ul>	<ul style="list-style-type: none"> <li>• summarize short oral and written texts</li> <li>• practise anticipating meaning</li> <li>• work in a group and use correct social skills</li> <li>• list a variety of cultural events or institutions</li> <li>• use common language patterns</li> <li>• practise self-monitoring of progress in the language</li> <li>• practise self-correcting</li> </ul>
<p><b>Lesson 15</b> <i>Laissez le bon temps rouler !</i></p> <p><b>Duration</b> 40 min</p>	<ul style="list-style-type: none"> <li>• identify prior knowledge in relation to the theme</li> <li>• predict the content of oral and written texts</li> <li>• produce oral messages</li> <li>• identify specific information that is useful to complete a communicative task</li> <li>• demonstrate comprehension of oral texts</li> <li>• recognize new knowledge acquired</li> </ul>	<ul style="list-style-type: none"> <li>• practise anticipating meaning</li> <li>• observe differences in language used for communication: favourite expressions, etc.</li> <li>• recognize the links between function/situation and word choice</li> <li>• summarize short oral and written texts</li> <li>• practise self-correcting</li> <li>• examine the specifics of certain language functions</li> </ul>
<p><b>Final Task</b> <i>Une description de la fête</i> <i>Un compte rendu de la fête</i></p> <p><b>Duration</b> Approx. three 40-min periods</p>	<ul style="list-style-type: none"> <li>• identify sources of information and specific information needed to complete a communicative task</li> <li>• identify knowledge in relation to the theme</li> <li>• recognize knowledge required to complete a task</li> <li>• demonstrate comprehension of written texts</li> <li>• apply acquired knowledge to new situations</li> <li>• identify behaviours, attitudes, and beliefs in relation to the theme</li> <li>• produce oral and written messages</li> <li>• recognize and correct errors in communication</li> <li>• verify the success of attempts at communication</li> <li>• evaluate oral messages received in the communicative situation</li> </ul>	<ul style="list-style-type: none"> <li>• recognize the links between function/situation and word choice</li> <li>• examine the specifics of certain language functions</li> <li>• practise using expressions that clarify communication of thoughts and opinions</li> <li>• understand the notion of Standard French</li> <li>• work in a group and use correct social skills</li> <li>• practise self-monitoring of progress in the language</li> <li>• practise self-correcting</li> </ul>
<p><b>Unit Test</b> <i>Festival du Bois</i></p> <p><b>Duration</b> Approx. two 40-min periods</p>	<ul style="list-style-type: none"> <li>• identify the type of information needed to complete a task</li> <li>• identify knowledge in relation to the theme</li> <li>• recognize knowledge required to complete a task</li> <li>• identify the themes treated in oral and written texts</li> <li>• demonstrate comprehension of oral and written texts</li> <li>• locate specific information in oral and written texts</li> <li>• apply acquired knowledge to a new situation</li> <li>• identify and describe attitudes in regard to the theme</li> <li>• produce written texts in relation to the parameters of communication</li> <li>• assess to what extent communication needs have been satisfied</li> </ul>	<ul style="list-style-type: none"> <li>• practise self-monitoring of progress in the language</li> <li>• summarize short oral and written texts</li> <li>• list a variety of cultural events or institutions</li> <li>• practise using expressions that clarify communication of thoughts and opinions</li> <li>• use common language patterns</li> <li>• recognize the links between function/situation and word choice</li> </ul>

	Language Outcomes	Cultural Outcomes	Assessment	Materials
	<ul style="list-style-type: none"> <li>basic vocabulary</li> <li>words from units under study, phrases, and expressions</li> <li>use of basic sounds and their related spelling pattern</li> <li>knowledge of cognates</li> </ul>	<ul style="list-style-type: none"> <li><b>Présence des francophones:</b> identify the cultural significance of Cajun music for Zachary Richard</li> <li><b>Histoire des francophones:</b> recognize the historical relationship between Louisiana and Acadia</li> <li><b>Le parler des francophones:</b> discover expressions and different levels of language used in Cajun music</li> </ul>	<b>Formative</b>	TRG pp. 46–51 SB p. 14 [ <i>livre</i> p. 90] WB p. 18 CD Track 6 BLM 8 (TRG p. 51)
	<ul style="list-style-type: none"> <li>reinforcement of <i>aller</i> plus an infinitive to form <i>le futur proche</i>; subject–verb inversions</li> <li>subject and auxiliary verbs in <i>le passé composé</i></li> <li><i>le passé composé</i> of <i>-er</i>, <i>-ir</i>, and <i>-re</i> verbs with <i>avoir</i></li> <li>basic vocabulary</li> <li>words from units under study, phrases, and expressions</li> <li>use of basic sounds and their related spelling pattern</li> <li>knowledge of cognates</li> <li>use of resources to check spelling</li> </ul>	<ul style="list-style-type: none"> <li><b>Le parler des francophones:</b> use standard French to complete lyrics to a rap song</li> </ul>	<b>Formative</b> <b>Summative</b>	TRG pp. 52–61 SB p. 15 [ <i>livre</i> p. 91] WB p. 19 CD Tracks 7 to 11 BLM 9, 10, 11, 12 (TRG pp. 57–60) BLM 13: Assessment Rubric — Third Subtask (TRG p. 61) BLM 33: Assessment Tracking Sheet (TRG pp. 114–115)
	<ul style="list-style-type: none"> <li>basic vocabulary</li> <li>words from units under study, phrases, and expressions</li> </ul>	<ul style="list-style-type: none"> <li><b>Présence des francophones:</b> identify the cultural significance of the <i>Festival acadien</i> for Francophones</li> <li><b>Histoire des francophones:</b> recognize the historical significance of the <i>Festival acadien</i> in North America</li> </ul>	<b>Formative</b>	TRG pp. 62–65 SB pp. 16–17 [ <i>livre</i> pp. 92–93] WB p. 20
	<ul style="list-style-type: none"> <li>basic vocabulary</li> <li>words from units under study, phrases, and expressions</li> </ul>	<ul style="list-style-type: none"> <li><b>Présence des francophones:</b> identify the cultural significance of the <i>Festival acadien</i> for Francophones</li> <li><b>Histoire des francophones:</b> recognize the historical significance of the <i>Festival acadien</i> in North America</li> </ul>	<b>Formative</b>	TRG pp. 66–68 SB pp. 16–17 [ <i>livre</i> pp. 92–93] WB p. 21 Video Segment 3: <i>Festival acadien</i> CD Track 12
	<ul style="list-style-type: none"> <li>reinforcement of agreement of adjectives</li> <li>superlative forms of adjectives</li> <li>subject and auxiliary verbs in <i>le passé composé</i></li> <li><i>le passé composé</i> of <i>-er</i>, <i>-ir</i>, and <i>-re</i> verbs with <i>avoir</i></li> <li>basic vocabulary</li> <li>words from units under study, phrases, and expressions</li> <li>use of basic sounds and their related spelling pattern</li> </ul>	<ul style="list-style-type: none"> <li><b>Le parler des francophones:</b> use standard French to communicate opinions</li> </ul>	<b>Formative</b>	TRG pp. 69–72 SB p. 18 [ <i>livre</i> p. 94] WB pp. 22–23 BLM 14 (TRG p. 72)
	<ul style="list-style-type: none"> <li>reinforcement of agreement of adjectives</li> <li>superlative forms of adjectives</li> <li>subject and auxiliary verbs in <i>le passé composé</i></li> <li><i>le passé composé</i> of <i>-er</i>, <i>-ir</i>, and <i>-re</i> verbs with <i>avoir</i></li> <li>basic vocabulary</li> <li>words from units under study, phrases, and expressions</li> <li>use of basic sounds and their related spelling pattern</li> <li>use of resources to check spelling</li> </ul>	<ul style="list-style-type: none"> <li><b>Présence des francophones:</b> demonstrate knowledge of the various cultural activities and events at the <i>Festival acadien de Caraquet</i></li> <li><b>Le parler des francophones:</b> use standard French to compose a personal account of a visit to the <i>Festival acadien de Caraquet</i></li> </ul>	<b>Summative</b>	TRG pp. 73–82 SB p. 19 [ <i>livre</i> p. 95] WB p. 24 CD Tracks 13 and 14 BLM 15, 16, 17 (TRG pp. 78–80) BLM 18: Assessment Rubric — Fourth Subtask (TRG pp. 81–82) BLM 33: Assessment Tracking Sheet (TRG pp. 114–115)
	<ul style="list-style-type: none"> <li>subject and auxiliary verbs in <i>le passé composé</i></li> <li><i>le passé composé</i> of <i>-er</i>, <i>-ir</i>, and <i>-re</i> verbs with <i>avoir</i></li> <li>singular form of <i>le passé composé</i> of verbs formed with the verb <i>être</i></li> <li>superlative forms of adjectives</li> <li>basic vocabulary</li> <li>words from units under study, phrases, and expressions</li> </ul>	<ul style="list-style-type: none"> <li><b>Présence des francophones:</b> recognize the cultural elements of a <i>Mardi gras</i> celebration</li> <li><b>Le parler des francophones:</b> interpret the personal response of a Francophone adolescent</li> </ul>	<b>Formative</b>	TRG pp. 83–89 SB pp. 20–21 [ <i>livre</i> pp. 96–97] CD Tracks 15 to 18 BLM 19, 20 (TRG pp. 88–89)
	<ul style="list-style-type: none"> <li>subject and auxiliary verbs in <i>le passé composé</i></li> <li><i>le passé composé</i> of <i>-er</i>, <i>-ir</i>, and <i>-re</i> verbs with <i>avoir</i></li> <li>singular form of <i>le passé composé</i> verbs with <i>être</i></li> <li>superlative forms of adjectives</li> <li>basic vocabulary</li> <li>words from units under study, phrases, and expressions</li> <li>use of resources to check spelling</li> </ul>	<ul style="list-style-type: none"> <li><b>Présence des francophones:</b> research various Francophone cultural activities and festivals</li> <li><b>Le parler des francophones:</b> use standard French to write a description and create a presentation of a cultural festivity</li> </ul>	<b>Summative</b>	TRG pp. 90–97 SB pp. 22–23 [ <i>livre</i> pp. 98–99] WB p. 25 BLM 1, 17, 21, 22 (TRG pp. 20, 80, 94–95) BLM 23: Assessment Rubric — Final Task (TRG p. 96) BLM 33: Assessment Tracking Sheet (TRG pp. 114–115)
	<ul style="list-style-type: none"> <li>reinforcement of <i>le futur proche</i>; present tense of the irregular verbs <i>vouloir</i>, <i>pouvoir</i>, and <i>devoir</i>; double verb construction; agreement of adjectives with nouns</li> <li>subject and auxiliary verbs in <i>le passé composé</i></li> <li><i>le passé composé</i> of <i>-er</i>, <i>-ir</i>, and <i>-re</i> verbs with <i>avoir</i></li> <li>superlative forms of adjectives</li> <li>basic vocabulary</li> <li>words from units under study, phrases, and expressions</li> <li>use of resources to check spelling</li> </ul>	<ul style="list-style-type: none"> <li><b>Présence des francophones:</b> identify key elements of a British Columbian French cultural festival, <i>Le festival du Bois</i>. Compare North American French cultural festivals</li> <li><b>Le parler des francophones:</b> use standard French to answer questions and complete sentences</li> </ul>	<b>Summative</b>	TRG pp. 98–113 BLM 24A, 24B, 25, 26, 27, 28, 29, 30, 31 (TRG pp. 104–112) Video Segment 4: <i>Festival du Bois</i> CD Tracks 19 and 20 BLM 32: Assessment Rubric — Unit Test (TRG p. 113) BLM 33: Assessment Tracking Sheet (TRG pp. 114–115)