

Unit at a Glance

Overview of Unit	Field of Experience
In <i>Sous un soleil imaginaire</i> , students are given the opportunity to appreciate the oral tradition of storytelling as they read French folktales (<i>contes</i>) from different regions of the Francophone world. The learning emphasis is on reading strategies and the elements of a story. The art of narration is explored and further enriched by a cultural reading on African storytellers, the <i>griots</i> .	Experiences with the art of storytelling.

Lesson	Communicative/Experiential Outcomes	General Language Education Outcomes
Lesson 1 <i>Des contes pour tous !</i> (Introduction to the unit) Duration Approx. 40 min	<ul style="list-style-type: none"> identify the nature of a variety of oral and written texts demonstrate comprehension in a variety of oral interactions produce oral messages identify the vocabulary and language structures required to communicate in a specific situation identify prior knowledge and experience in relation to the theme 	<ul style="list-style-type: none"> use common language patterns summarize short oral texts observe the behaviours of different types of people in similar social situations
Lesson 2 <i>Le petit singe et les pistaches</i> Duration Approx. two 40-min periods	<ul style="list-style-type: none"> demonstrate comprehension of written texts predict the content of written texts identify language-learning strategies identify the vocabulary and language structures required to communicate in a specific situation recognize and apply acquired knowledge in new situations identify attitudes and behaviours in relation to the theme 	<ul style="list-style-type: none"> practise anticipating meaning learn expressions that clarify communication of thoughts and opinions summarize short written texts examine the specifics of certain language functions practise self-correcting practise self-monitoring progress learn the names of some Francophone cultures/regions
Lesson 3 <i>C'est toute une histoire !</i> Duration Approx. 40 min	<ul style="list-style-type: none"> demonstrate comprehension of written texts predict the content of written texts locate specific points of information in written texts identify the function and purpose of written texts recognize newly acquired knowledge apply acquired knowledge in new situations 	<ul style="list-style-type: none"> summarize short written texts learn the vocabulary for talking about words and types of sentences used in certain situations
Lesson 4 <i>Étude de la langue</i> <i>Au travail !</i> (First Subtask) Duration Approx. two 40-min periods	<ul style="list-style-type: none"> locate specific points of information in oral and written texts assess the usefulness of information received in oral and written messages indicate verbally or non-verbally agreement/disagreement with another's point of view demonstrate comprehension in a variety of oral interactions identify information needed to complete a communicative task apply acquired knowledge in new situations 	<ul style="list-style-type: none"> observe differences in language used for communication practise words and expressions that clarify communication of thoughts and opinions review the specifics of certain language functions
Lesson 5 <i>Vous dites ?</i> Duration Approx. 40 min	<ul style="list-style-type: none"> demonstrate comprehension of oral texts predict the content of written texts produce oral and written messages in relation to the criteria provided recognize and correct errors in communication 	<ul style="list-style-type: none"> practise words and expressions that clarify communication of thoughts and opinions use common language patterns practise self-correcting observe the process of participation in communication role-play in both productive and receptive mode work with a partner and use correct social skills
Lesson 6 <i>Étude de la langue</i> <i>Au travail !</i> (Second Subtask) Duration Approx. two 40-min periods	<ul style="list-style-type: none"> demonstrate comprehension of oral texts identify language-learning strategies indicate verbally or non-verbally agreement/disagreement with another's point of view produce oral and written messages apply acquired knowledge in new situations 	<ul style="list-style-type: none"> use common language patterns recognize the links between function/situation and the variety of word choice practise self-correcting observe the process of participation in communication use techniques allowing communication to continue work with a partner and use correct social skills
Lesson 7 <i>Les tricheurs</i> Duration Approx. two 40-min periods	<ul style="list-style-type: none"> identify the theme of written texts demonstrate comprehension of oral and written texts predict the content of written texts identify language-learning strategies identify prior knowledge and experience in relation to the theme identify attitudes and behaviours in relation to the theme 	<ul style="list-style-type: none"> use common language patterns summarize short written texts practise self-monitoring progress observe the behaviours of different types of people in similar social situations learn the names of some Francophone regions
Lesson 8 <i>Étude de la langue</i> <i>Au travail !</i> (Third Subtask) Duration Approx. two 40-min periods	<ul style="list-style-type: none"> locate specific points of information in oral and written texts demonstrate comprehension in a variety of oral interactions produce written messages in relation to the criteria provided recognize and correct errors in communication identify the vocabulary and language structures required to communicate in a specific situation apply acquired knowledge in new situations 	<ul style="list-style-type: none"> use common language patterns examine the specifics of certain language functions review the specifics of certain language functions practise self-correcting recognize the characteristics of a specific group work with a partner and use correct social skills

General Communicative/Experiential Outcomes	Cultural Focus	Description of Tasks
Create and narrate a folktale.	Exposure to a selection of Francophone folktales.	Subtasks: <ul style="list-style-type: none"> Describe characters in an original <i>conte</i> Describe the setting for an original <i>conte</i> Describe the main events in an original <i>conte</i> Refine plot description by adding connectors Final Task: <ul style="list-style-type: none"> Narrate an original <i>conte</i>

Language Outcomes	Cultural Outcomes	Assessment	Materials
<ul style="list-style-type: none"> <i>le passé composé</i> of regular <i>-er</i>, <i>-ir</i>, and <i>-re</i> verbs, and some irregular verbs with the verb <i>avoir</i> basic vocabulary words from units under study 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to communicate preferences and experiences. Use standard French to communicate effectively 	Diagnostic	TRG pp. 1–10 SB pp. 2–3 WB p. 2 CD Track 1 BLM 1A, 1B (TRG pp. 9–10)
<ul style="list-style-type: none"> subject and auxiliary verbs in <i>le passé composé</i> <i>le passé composé</i> of regular <i>-er</i>, <i>-ir</i>, and <i>-re</i> verbs formed with the verb <i>avoir</i> singular form of <i>le passé composé</i> of a few high-frequency verbs formed with the verb <i>être</i> 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to communicate effectively Présence des francophones: identify Francophone areas of the world 	Formative	TRG pp. 11–22 SB pp. 4–8 WB pp. 3–6 CD Tracks 2 through 6 BLM 2, 3, 4 (TRG pp. 20–22)
<ul style="list-style-type: none"> subject and auxiliary verbs in <i>le passé composé</i> <i>le passé composé</i> of regular <i>-er</i>, <i>-ir</i>, and <i>-re</i> verbs, and some irregular verbs with the verb <i>avoir</i> basic vocabulary words from units under study 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to communicate effectively. Use standard French to create the end of a story 	Formative	TRG pp. 23–26 SB p. 9 WB pp. 7–8
<ul style="list-style-type: none"> work with a partner and use correct social skills review of formation, use, and placement of adjectives basic vocabulary words from units under study use of resources 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to communicate effectively. Use standard French to create a description of characters in a story 	Formative	TRG pp. 27–36 SB p. 10 WB pp. 9–10 CD Track 7 BLM 5A, 5B, 5C (TRG pp. 33–35) BLM 6: Assessment Rubric — First Subtask (TRG p. 36) BLM 23: Assessment Tracking Sheet (TRG pp. 101–102)
<ul style="list-style-type: none"> basic vocabulary words from units under study use of resources 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to communicate in a typical situation from daily life. Use standard French to communicate effectively. Use standard French to create the end of a story. Use standard French to create and present a dialogue 	Summative Formative	TRG pp. 37–41 SB p. 11 WB p. 11 CD Track 8
<ul style="list-style-type: none"> basic vocabulary words from units under study use of resources 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to communicate in a typical situation from daily life. Use standard French to write a physical description 		TRG pp. 42–47 SB pp. 12–13 WB p. 12 CD Track 9 BLM 7: Assessment Rubric — Second Subtask (TRG p. 47) BLM 23: Assessment Tracking Sheet (TRG pp. 101–102)
<ul style="list-style-type: none"> <i>le passé composé</i> of regular <i>-er</i>, <i>-ir</i>, and <i>-re</i> verbs, and some irregular verbs singular form of <i>le passé composé</i> of a few high-frequency verbs formed with the verb <i>être</i> basic vocabulary words from units under study use of resources 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to communicate effectively Présence des francophones: identify Francophone areas of the world 	Formative	TRG pp. 48–56 SB pp. 14–17 WB pp. 13–17 CD Tracks 10 through 15 BLM 8, 9 (TRG pp. 55–56)
<ul style="list-style-type: none"> subject and auxiliary verbs in <i>le passé composé</i> <i>le passé composé</i> of regular <i>-er</i>, <i>-ir</i>, and <i>-re</i> verbs, and some irregular verbs formed with the verb <i>avoir</i> singular form of <i>le passé composé</i> of a few high-frequency verbs formed with the verb <i>être</i> basic vocabulary words from units under study use of resources 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to communicate effectively. Use standard French to relate the details of a story 	Formative Summative	TRG pp. 57–66 SB pp. 18–19 WB pp. 18–24 CD Track 16 BLM 10 (TRG p. 65) BLM 11: Assessment Rubric — Third Subtask (TRG p. 66) BLM 23: Assessment Tracking Sheet (TRG pp. 101–102)

Lesson	Communicative/Experiential Outcomes	General Language Education Outcomes	
<p>Lesson 9 <i>Les griots</i></p> <p>Duration Approx. 40 min</p>	<ul style="list-style-type: none"> • identify the theme of written texts • demonstrate comprehension of written texts • predict the content of written texts • identify language-learning strategies 	<ul style="list-style-type: none"> • observe the behaviours of different types of people in similar social situations • observe the forms of esthetic expression in Francophones and Anglophones 	
<p>Lesson 10 <i>Étude de la langue</i></p> <p><i>Au travail !</i> (Fourth Subtask)</p> <p>Duration Approx. 40 min</p>	<ul style="list-style-type: none"> • demonstrate comprehension of written texts • predict the content of written texts • assess the usefulness of information received in written messages • identify information needed to complete a communicative task • produce written messages in relation to the criteria provided • identify the vocabulary and language structures required to communicate in a specific situation • apply acquired knowledge in new situations 	<ul style="list-style-type: none"> • observe the ways in which different generations speak, especially in their vocabulary • practise words and expressions that clarify communication of thoughts and opinions 	
<p>Lesson 11 <i>André présente son conte</i></p> <p>Duration 40 min</p>	<ul style="list-style-type: none"> • demonstrate comprehension of oral texts • predict the content of oral texts • locate specific points of information in oral texts • identify language-learning strategies • identify prior knowledge and experience in relation to the theme 	<ul style="list-style-type: none"> • practise anticipating meaning • use common language patterns 	
<p>Final Task <i>Moi, conteur / conteuse</i></p> <p>Duration Approx. three 40-min periods</p>	<ul style="list-style-type: none"> • locate specific points of information in oral texts • indicate verbally or non-verbally agreement/disagreement with another's point of view • adjust oral messages in relation to the parameters of a specific communicative task • produce oral and written messages in relation to the criteria provided • identify the vocabulary and language structures required to communicate in a specific situation • evaluate oral messages received 	<ul style="list-style-type: none"> • practise words and expressions that clarify communication of thoughts and opinions • use common language patterns • observe non-verbal communication • practise self-correcting • practise self-monitoring progress • observe the process of participation in communication • work with a partner and use correct social skills 	
<p>Unit Test <i>Le lion et le vieux lièvre rusé</i></p> <p>Duration Approx. three 40-min periods</p>	<ul style="list-style-type: none"> • identify the nature of a variety of oral and written tasks • demonstrate comprehension of oral and written texts • locate specific points of information in oral and written texts • apply acquired knowledge in new situations 	<ul style="list-style-type: none"> • use common language patterns • practise anticipating meaning • practise words and expressions that clarify communication of thoughts and opinions 	

	Language Outcomes	Cultural Outcomes	Assessment	Materials
	<ul style="list-style-type: none"> basic vocabulary words from units under study 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to communicate effectively Présence des francophones: learn cultural and historical information about the French presence in Africa. Identify the cultural significance of the role of the <i>griot</i> 	Formative	TRG pp. 67–69 SB pp. 20–21
	<ul style="list-style-type: none"> examine and review the specifics of certain language functions basic vocabulary words from units under study use of resources 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to communicate preferences and experiences. Use standard French to create the end of a story Présence des francophones: learn cultural and historical information about the French presence in North America 	Formative	TRG pp. 70–77 SB pp. 22–23 WB pp. 24–25 BLM 12, 13 (TRG pp. 75–76) BLM 14: Assessment Rubric — Fourth Subtask (TRG p. 77) BLM 23: Assessment Tracking Sheet (TRG pp. 101–102)
	<ul style="list-style-type: none"> subject and auxiliary verbs in <i>le passé composé</i> <i>le passé composé</i> of regular <i>-er</i>, <i>-ir</i>, and <i>-re</i> verbs, and some irregular verbs formed with the verb <i>avoir</i> singular form of <i>le passé composé</i> of a few high-frequency verbs formed with the verb <i>être</i> basic vocabulary words from units under study 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to communicate preferences and experiences. Use standard French to communicate experience with oral presentations 	Summative	TRG pp. 78–81 SB p. 24 WB p. 26 CD Track 17
	<ul style="list-style-type: none"> subject and auxiliary verbs in <i>le passé composé</i> <i>le passé composé</i> of regular <i>-er</i>, <i>-ir</i>, and <i>-re</i> verbs, and some irregular verbs formed with the verb <i>avoir</i> singular form of <i>le passé composé</i> of a few high-frequency verbs formed with the verb <i>être</i> basic vocabulary words from units under study use of resources 	<ul style="list-style-type: none"> Le parler des francophones use standard French to communicate orally and in writing. Use standard French to communicate experience with oral presentations 	Formative	TRG pp. 82–88 SB p. 25 BLM 15, 16, 17 (TRG pp. 85–87) BLM 18: Assessment Rubric — Final Task (TRG p. 88) BLM 23: Assessment Tracking Sheet (TRG pp. 101–102)
	<ul style="list-style-type: none"> reinforcement of <ul style="list-style-type: none"> adjectives that precede the noun singular and plural, feminine and masculine, of some irregular adjectives agreement, in number and gender, of irregular adjectives with nouns subject and auxiliary verbs in <i>le passé composé</i> <i>le passé composé</i> of regular <i>-er</i>, <i>-ir</i>, and <i>-re</i> verbs, and some irregular verbs formed with the verb <i>avoir</i> singular form of <i>le passé composé</i> of a few high-frequency verbs formed with the verb <i>être</i> basic vocabulary words from units under study use of resources 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to communicate effectively 		TRG pp. 89–100 BLM 19, 20A, 20B, 20C, 21A, 21B, 21C (TRG pp. 93–99) BLM 22: Assessment Rubric — Unit Test (TRG p. 100) BLM 23: Assessment Tracking Sheet (TRG pp. 101–102)