

Unit at a Glance

Overview of Unit	Field of Experience
In <i>Ado Monde</i> , students explore interpersonal relationships in the context of family, school, and leisure time by following a group of adolescents in a <i>roman-photo</i> . Students create an original final episode for the narrative, presenting it to the class as a dramatization or in a <i>roman-photo</i> format.	Experiences with friends, family-related experiences, and school-related experiences

Lesson	Communicative/Experiential Outcomes	General Language Education Outcomes
Lesson 1 <i>Le photo-roman des ados</i> (Introduction to the unit) Duration 40–60 min	<ul style="list-style-type: none"> • 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 the function and purpose of written texts • demonstrate comprehension of written texts • identify attitudes and behaviours in relation to the theme 	<ul style="list-style-type: none"> • 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 <i>Un matin chez les Tremblay</i> Duration Approx. two 40 min periods	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • practise anticipating meaning • 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 • 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 <i>Étude de la langue</i> <i>Au travail !</i> (First Subtask) Duration 40 min	<ul style="list-style-type: none"> • identify the vocabulary and language structures required to communicate in a specific situation • demonstrate comprehension of oral and written texts • produce oral and written messages • identify information needed to complete a communicative task • identify attitudes and behaviours in relation to the theme • recognize and apply acquired knowledge in new situations • recognize and correct errors in communication 	<ul style="list-style-type: none"> • 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 • summarize short oral and written texts • learn to self-monitor progress in the language • learn to self correct
Lesson 4 <i>L'ordre de naissance</i> Duration 40 min	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • practise anticipating meaning • practise words and expressions that clarify communication of thoughts and opinions • summarize short written texts • use common language patterns • work in a group and use correct social skills
Lesson 5 <i>Étude de la langue</i> <i>Au travail !</i> (Second Subtask) Duration Two 40 min periods	<ul style="list-style-type: none"> • identify the vocabulary and language structures required to communicate in a specific situation • demonstrate comprehension of oral and written texts • produce oral and written messages • identify information needed to complete a communicative task • identify attitudes and behaviours in relation to the theme • recognize and apply acquired knowledge in new situations • adjust written messages to communicate in a specific situation • recognize and correct errors in communication 	<ul style="list-style-type: none"> • examine the specifics of certain language functions • practise words and expressions that clarify communication of thoughts and opinions • use common language patterns • work in a group and use correct social skills • practise self-monitoring progress in the language • practise self-correcting
Lesson 6 <i>Le poème romantique</i> Duration Two 40-min periods	<ul style="list-style-type: none"> • identify attitudes and behaviours in relation to the theme • demonstrate comprehension of written texts • produce oral and written messages • identify language-learning strategies • predict the content of written texts • identify information needed to complete a communicative task 	<ul style="list-style-type: none"> • use common language patterns • practise words and expressions that clarify communication of thoughts and opinions • 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
Lesson 7 <i>Un rendez-vous manqué</i> Duration 40-min	<ul style="list-style-type: none"> • predict the content of oral texts • produce oral and written messages • identify language-learning strategies • demonstrate comprehension of oral and written texts 	<ul style="list-style-type: none"> • practise anticipating meaning • work in a group and use correct social skills • summarize short oral and written texts • use common language patterns • practise words and expressions that clarify communication of thoughts and opinions
Lesson 8 <i>Le match de basket</i> Duration 40 min	<ul style="list-style-type: none"> • identify attitudes and behaviours in relation to the theme • predict the content of written texts • demonstrate comprehension of written texts • produce oral and written messages • identify language-learning strategies • recognize and apply acquired knowledge in new situations 	<ul style="list-style-type: none"> • 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	Cultural Focus	Description of Tasks
Discuss and explore interpersonal relationships. Develop a narrative.	Use of standard French for effective communication with others	Subtasks: <ul style="list-style-type: none"> write a description of four characters create and present a description of four characters write a summary of five episodes of the <i>roman-photo</i> Final Task: <ul style="list-style-type: none"> create, summarize and present an original final episode for the <i>roman-photo</i>

	Language Outcomes	Cultural Outcomes	Assessment	Materials
	<ul style="list-style-type: none"> <i>le passé composé</i>...with the verbs <i>avoir</i> and <i>être</i> comparative and superlative forms of adjectives basic vocabulary words from units under study... 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to learn about the elements of a <i>roman-photo</i> 	Diagnostic	TRG pp. 1–5 SB pp. 2–3 [<i>livre</i> pp. 28–29] WB pp. 2–3
	<ul style="list-style-type: none"> review of the agreement of adjectives basic vocabulary words from units under study... 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to discuss daily family interactions and routines 	Formative	TRG pp. 6–11 SB pp. 4–7 [<i>livre</i> pp. 30–33] WB pp. 4–6 CD Track 1
	<ul style="list-style-type: none"> review of the agreement of adjectives comparative form of adjectives basic vocabulary words from units under study... 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to describe and compare various characters in a <i>roman-photo</i> 	Formative Summative	TRG pp. 12–17 SB p. 8 [<i>livre</i> p. 34] WB pp. 4, 7–10 CD Track 2 BLM 1: Assessment Rubric — First Subtask (TRG p. 17) BLM 25: Assessment Tracking Sheet (TRG p. 87)
	<ul style="list-style-type: none"> superlative form of adjectives basic vocabulary words from units under study... 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to learn how birth order may affect personality traits 	Formative	TRG pp. 18–20 SB p. 9 [<i>livre</i> p. 35] WB pp. 11–12
	<ul style="list-style-type: none"> superlative form of adjectives basic vocabulary words from units under study... 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to describe and compare various characters in a <i>roman-photo</i> 	Formative Summative	TRG pp. 21–27 SB p. 10 [<i>livre</i> p. 36] 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)
	<ul style="list-style-type: none"> <i>le passé composé</i> basic vocabulary words from units under study... 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to create a questionnaire from a model 	Formative	TRG pp. 28–32 SB pp. 11–14 [<i>livre</i> pp. 37–40] WB pp. 5, 14–15 CD Track 4
	<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 express opinions and give advice 	Formative	TRG pp. 33–35 SB p. 15 [<i>livre</i> p. 41] WB p. 16 CD Track 5
	<ul style="list-style-type: none"> re-entry of double verb constructions basic vocabulary words from units under study... 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to compare various sports and athletes 	Formative	TRG pp. 36–38 SB pp. 16–17 [<i>livre</i> pp. 42–43] WB p. 17 CD Track 6

Lesson	Communicative/Experiential Outcomes	General Language Education Outcomes	
<p>Lesson 9 <i>La page « Ado Expert »</i></p> <p>Duration 40 min</p>	<ul style="list-style-type: none"> • identify the theme of written texts • identify prior knowledge and experience in relation to the theme • identify language-learning strategies • predict the content of written texts • identify information needed to complete a communicative task • produce oral and written messages • identify attitudes and behaviours in relation to the theme 	<ul style="list-style-type: none"> • practise anticipating meaning • practise words and expressions that clarify communication of thoughts and opinions • summarize short written texts • use common language patterns • work in a group and use correct social skills 	
<p>Lesson 10 <i>Les bavardages</i></p> <p>Duration 40–60 min</p>	<ul style="list-style-type: none"> • identify attitudes and behaviours in relation to the theme • predict the content of written texts • demonstrate comprehension of written texts • produce oral and written messages • recognize and apply acquired knowledge in new situations • identify information needed to complete a communicative task 	<ul style="list-style-type: none"> • practise anticipating meaning • practise words and expressions that clarify communication of thoughts and opinions • use common language patterns • 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 	
<p>Lesson 11 <i>Étude de la langue</i> <i>Au travail !</i> (Third Subtask)</p> <p>Duration Two 40-min periods</p>	<ul style="list-style-type: none"> • identify the vocabulary and language structures required to communicate in a specific situation • produce oral and written messages • demonstrate comprehension of oral and written texts • 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 	<ul style="list-style-type: none"> • 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 • practise self-monitoring progress in the language • practise self-correcting 	
<p>Lesson 12 <i>Une journée difficile</i></p> <p>Duration 40–60 min</p>	<ul style="list-style-type: none"> • identify attitudes and behaviours in relation to the theme • predict the content of oral texts • identify language-learning strategies • locate specific points of information in a variety of oral texts • produce oral and written messages • identify information needed to complete a communicative task 	<ul style="list-style-type: none"> • practise anticipating meaning • use common language patterns • practise words and expressions that clarify communication of thoughts and opinions • summarize short oral texts • role-play in both productive and receptive mode • work in a group and use correct social skills • observe non-verbal communication 	
<p>Final Task <i>La tâche finale</i></p> <p>Duration Approx. three 40-min periods</p>	<ul style="list-style-type: none"> • demonstrate comprehension of oral and written texts • identify language-learning strategies • identify information needed to complete a communicative task • recognize and apply acquired knowledge in new situations • identify the vocabulary and language structures required to communicate in a specific situation • produce oral and written messages • recognize and correct errors in communication • evaluate oral messages received 	<ul style="list-style-type: none"> • review the specifics of certain language functions • use common language patterns • practise words and expressions that clarify communication of thoughts and opinions • summarize short oral and written texts • role-play in both productive and receptive mode • work in a group and use correct social skills • practise self-monitoring progress in the language • practise self-correcting 	
<p>Unit Test <i>Le dernier épisode</i></p> <p>Duration Approx. two 40-min periods</p>	<ul style="list-style-type: none"> • recognize and apply acquired knowledge in new situations • predict the content of oral and written texts • demonstrate comprehension of oral and written texts • produce oral and written messages • identify the vocabulary and language structures required to communicate in a specific situation • adjust written messages to communicate in a specific situation 	<ul style="list-style-type: none"> • practise anticipating meaning • recognize the links between function/situation and word choice • use common language patterns • practise words and expressions that clarify communication of thoughts and opinions • summarize short oral and written texts • review the specifics of certain language functions 	

	Language Outcomes	Cultural Outcomes	Assessment	Materials
	<ul style="list-style-type: none"> comparative and superlative forms of adjectives <i>le passé composé</i> words from units under study... 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to discuss difficulties with interpersonal relations 	Formative	TRG pp. 39–41 SB pp. 18–19 [<i>livre</i> pp. 44–45] WB p. 18
	<ul style="list-style-type: none"> <i>le passé composé</i> with <i>être</i> and <i>avoir</i> basic vocabulary words from units under study... 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to reflect on the consequences of gossiping 	Formative	TRG pp. 42–47 SB p. 20 [<i>livre</i> p. 46] WB pp. 19–20 CD Track 7 BLM 5, 6 (TRG pp. 46–47)
	<ul style="list-style-type: none"> <i>le passé composé</i> reinforcement of <i>le futur proche</i> basic vocabulary words from units under study 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to describe and compare characters and to summarize the action in a <i>roman-photo</i> 	Formative Summative	TRG pp. 48–60 SB pp. 18–19, 21 [<i>livre</i> 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)
	<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 express common interactions between family members and between friends 	Formative	TRG pp. 61–64 SB p. 22 [<i>livre</i> p. 48] WB pp. 22–24 CD Track 8 BLM 9B, 10B (TRG pp. 56, 58)
	<ul style="list-style-type: none"> <i>le passé composé</i> comparative and superlative forms of adjectives basic vocabulary words from units under study 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to create and present an original episode for a <i>roman-photo</i> 	Summative	TRG pp. 65–75 SB p. 23 [<i>livre</i> 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 18: Assessment Rubric — Final Task (TRG p. 75) BLM 25: Assessment Tracking Sheet (TRG p. 88)
	<ul style="list-style-type: none"> agreement of adjectives comparative and superlative forms of adjectives <i>le passé composé</i> of regular and some irregular verbs basic vocabulary words from units under study, phrases and expressions 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to summarize oral and written information about the final episode of a <i>roman-photo</i> 	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)