

FRENCH 1

Unit 1 (Getting Acquainted)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
20 days	Cultures	Why should we learn to speak French?	<p>Students will know...</p> <p>French is an international language</p> <p>French is the second language of the Internet</p> <p>Knowing French will enrich one's English</p> <p>Knowing French will be useful for their careers</p>	Students should be able to list reasons to learn French	Video lesson "Images de la France"	Common French first names	<p>12.1.S1.A</p> <p>12.1.S1.B</p> <p>12.1.S1.C</p> <p>12.1.S1.D</p> <p>12.1.S1.E</p> <p>12.1.S1.F</p> <p>12.3.S1.B</p> <p>12.5.S1.C</p> <p>12.5.S1.D</p>
		What do we know about France and francophone countries?	<p>Students will know ...</p> <p>France is a tourist destination</p> <p>France is a leader in the world of art and literature</p>	Students should be able to identify countries where French is the principle language	Introduction to France in textbook	Names of francophone countries in French	

			France is a technologically advanced country	<p>Students should be able to name some of the African countries where French is spoken</p> <p>Students should be able to identify the flag, capital, currency, and motto of France</p>			
	Interpersonal Communication	How do we greet others in French?	<p>Students will know...</p> <p>expressions for basic greeting and introduction</p> <p>how to greet adults</p> <p>talk about one's nationality</p>	<p>Greet others, formally and informally</p> <p>Ask name</p> <p>Introduce self</p> <p>Talk about one's nationalities</p>	<p>Videos 1A, 1B and 1C with accompanying worksheets</p> <p>Unit 1 textbook (speaking) and workbook (written) activities</p>	Vocabulary related to greetings, some nationalities, and some very common expressions	
	Connections	<p>What skills and knowledge do we need to interact with others in the target language?</p> <p>What words used in magazines and</p>	<p>Students will know...</p> <p>French alphabet</p> <p>Numbers 1-100</p>	<p>Students will be able to count to 100 in French</p> <p>Students will be able to</p>	<p>Accompanying workbook and textbook activities in Unit 1</p> <p>ABC's song</p>	Numbers to 100, alphabet	

		advertising are from French or of French influence?		recite alphabet in French	<p>Bingo – numbers</p> <p>Numbers song</p> <p>Students may find words from French in ads, etc. for bulletin board and/or collage (all year)</p>		
	Interpersonal communication	How do we talk about others?	<p>Students will know...</p> <p>Vocabulary to refer to people and family</p> <p>How to talk about someone else (in 3rd person)- name, age, relationship</p>	<p>Students should be able to identify family members, friends and others by name and relationship.</p> <p>Students should be able to ask and give ages.</p>	<p>Videos 2A, 2B and 2C with accompanying worksheets</p> <p>Speaking activities in textbook</p> <p>Written workbook activities</p> <p>Overhead sheets with vocabulary</p> <p>Powerpoint presentation</p>	Basic vocabulary for family members, discussing ages, and identifying people	

	Presentational communication	What knowledge and skills do we need to present a prepared conversation with a partner?	Students will know... How to prepare and present a guided conversation	Students will present a practiced conversation with a partner using vocabulary and concepts learned in this unit	"A Votre Tour", Unit 1	Vocabulary learned in this unit	
Unit 1 Review and Assessment							
Unit 2 Everyday Life							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
20 days	Interpersonal Communications, Cultures, Presentational Communication, Interpretative Communication	What phrases do we need to order in a café?	Students will know... how to order simple café foods and beverages how to ask about prices and pay for	Students will use the vocabulary to speak with other students in class, asking for food and beverages.	Lesson 3 videos (A,B, and C) and accompanying worksheets Speaking activities in lesson 3	Vocabulary for simple café foods and beverages, currency (euro), ordering and paying	12.1.S1.A 12.1.S1.B 12.1.S1.C 12.1.S1.D 12.1.S1.E 12.1.S1.F 12.3.S1.B 12.5.S1.C

			food	<p>Students will role-play café skits in groups</p> <p>Students will ask the prices of foods and respond</p> <p>Present a guided conversation of a café scene with a partner</p>	<p>Writing activities in workbooks for lesson 3</p> <p>Unit 2 reading passages</p> <p>Teacher-made materials</p>		12.5.S1.D
		How do we talk about time, dates and the weather?	<p>Students will know...</p> <p>how to say and write days of week, months, seasons and dates</p> <p>how to talk about the weather</p> <p>how to tell time in French</p>	<p>Students will tell time in French</p> <p>Recite and write days of week and months of year</p> <p>Say and write dates in French</p> <p>Discuss weather in various seasons</p> <p>Present a weather report for a city</p>	<p>Teacher-made materials</p> <p>Lesson 4 videos (A,B, and C) and accompanying worksheets</p> <p>Speaking activities in lesson 4</p> <p>Writing activities in workbooks for lesson 4</p> <p>Unit 2 Listening activities</p>	Vocabulary for telling time, days, dates, months, seasons and the weather	

		What vocabulary do we need to discuss everyday topics?	Students will know how to say and write parts of body in French Students will recognize basic command vocabulary	Identify orally and in writing parts of the body Respond to commands involving parts of the body	Teacher made materials and activities “Jacques a dit” game Song “Alouette”	Parts of body	
Unit 2 Review and Assessment							
Unit 3 Activities							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
40 days	Interpersonal Communication, Presentational Communication, Cultures, Interpretative Communication Connections	How do we discuss our activities with others? How do we discuss our likes and dislikes? How do we make plans for activities with others? How does verb conjugation differ in	Students will know... how to discuss their activities how to speak and write about what they like and do not like to do how to ask and	Students will be able to discuss their activities with classmates. Students will speak and write about activities they like and do not like to do.	Unit 3 Lesson videos (4) and accompanying worksheets Powerpoint presentations Overhead sheets with pictures of vocabulary	Vocabulary for activities (ER verbs), giving and accepting invitations Basic expressions for places and common useful words, including	12.1.S1.A 12.1.S1.B 12.1.S1.C 12.1.S1.D 12.1.S1.E 12.1.S1.F 12.3.S1.B 12.3.S1.D 12.5.S1.C 12.5.S1.D

		French and English?	<p>answer questions about where others are and what they are doing</p> <p>how to invite friends to do things</p> <p>how to accept and refuse invitations</p> <p>the forms of the irregular verbs ETRE (to be) and FAIRE (to do)</p> <p>the subject pronouns</p> <p>that the same question may be asked in a variety of forms</p> <p>how to conjugate regular ER verbs</p> <p>how to speak and write sentences in French</p>	<p>Students will ask questions of others about where they are and which activities they do there</p> <p>Students will extend invitations to others.</p> <p>Students will accept and politely refuse invitations of others.</p> <p>Students should understand the target language when it is spoken to them.</p> <p>Students will present prepared conversations to the class with a partner</p>	<p>Speaking activities in Unit 3 lessons</p> <p>Writing activities in workbooks for Unit 3 lessons</p> <p>Unit 3 Listening activities (lesson and unit)</p> <p>Song for ETRE</p> <p>Teacher –made materials</p> <p>Activities using individual whiteboards</p> <p>Unit 3 reading materials</p>	<p>negation</p> <p>Irregular verbs ETRE and FAIRE</p> <p>Question words and phrases</p> <p>Subject pronouns</p> <p>Common expressions using FAIRE</p> <p>Vocabulary for school in France</p> <p>Expressions for the classroom</p>	
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			<p>that there are times when the infinitive form of the verb is to be used</p> <p>the ways in which French schooling differs from that in the US</p> <p>common classroom expressions</p>	<p>Write and speak using the proper conjugated forms of many verbs in the regular ER group</p> <p>Recite and write the forms of the irregular verbs ETRE and FAIRE with the correct subject pronouns</p> <p>Ask yes/no and informational questions</p> <p>Recognize questions asked using the inverted form</p> <p>Write sentences in French using the vocabulary they have learned</p>			
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				<p>Students should be able to describe ways French education is different from their own</p> <p>Respond to classroom requests given in French</p>			
Unit 3 Review and Assessment							
Unit 4 People and Objects							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
36 days	Interpersonal Communication, Presentational Communication, Cultures, Interpretative Communication	<p>How can I share information about myself with others in French?</p> <p>How can I talk about people and objects</p>	<p>Students will know ...</p> <p>how to talk about themselves, both their personality and what they</p>	<p>Students will describe themselves and others physically</p> <p>Identify and</p>	<p>Unit 4 Lesson videos (4) and accompanying worksheets</p> <p>Powerpoint presentations</p>	<p>Vocabulary to describe people (nouns)</p> <p>Adjectives of nationality</p>	<p>12.1.S1.A</p> <p>12.1.S1.B</p> <p>12.1.S1.C</p> <p>12.1.S1.D</p> <p>12.1.S1.E</p> <p>12.1.S1.F</p>

	Connections	<p>with a French speaker?</p> <p>How can I pronounce French so that others will be able to understand me?</p> <p>What are some of the differences between English and French in regards to number and gender of nouns and adjectives?</p>	<p>look like</p> <p>how to describe their friends</p> <p>how to identify others (as friend, teacher, neighbor, man, student, girl, etc.)</p> <p>how to give the ages of others</p> <p>how to describe their room</p> <p>how to discuss everyday objects and their possessions</p> <p>how to describe these objects, using size and color</p> <p>various forms of the definite and indefinite articles</p> <p>that some adjectives come</p>	<p>describe objects</p> <p>Ask and tell where things are located</p> <p>Employ vocabulary for students' possessions in speech and writing</p> <p>Describe personality traits of self and others</p> <p>Utilize the verb AVOIR to discuss what objects they and others have</p> <p>Use the masculine and feminine forms of nouns</p> <p>Use the singular and plural forms of</p>	<p>Overhead sheets with pictures of vocabulary</p> <p>Speaking activities in Unit 4 lessons</p> <p>Writing activities in workbooks for Unit 4 lessons</p> <p>Unit 4 Listening activities (lesson and unit)</p> <p>Song for AVOIR</p> <p>Reading passages appropriate for level</p> <p>Teacher –made materials</p>	<p>Common adjectives of description, for both physical description and personality</p> <p>Expressions of opinion</p> <p>colors</p> <p>Common everyday objects</p> <p>Objects a student might own</p> <p>Expression used when discussing things</p> <p>Prepositions of place</p> <p>Irregular verb AVOIR , along with expressions using AVOIR</p>	<p>12.3.S1.B</p> <p>12.5.S1.C</p> <p>12.5.S1.D</p>
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			<p>before the noun and others after</p> <p>that final consonants are usually silent in French</p> <p>how to interpret French in reading passages</p> <p>clothing vocabulary</p>	<p>nouns</p> <p>Speak and write using the correct forms of the definite and indefinite articles</p> <p>Use the definite article with days of the week and when speaking in a general sense</p> <p>Speak and write using negative expressions</p> <p>Speak and write using masculine and feminine forms, singular and plural forms of adjectives</p> <p>Place the adjectives correctly in</p>		<p>Negative expressions</p> <p>Additional common ER verbs</p> <p>Clothing vocabulary</p>	
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				<p>sentences, either before or after the noun as required</p> <p>Present prepared dialogs with partner to class</p> <p>Compose written descriptions of objects</p> <p>Demonstrate comprehension of simple reading materials and a letter</p> <p>Students may compose a letter, describing self, their activities, family members, friends, and possessions</p> <p>Will identify</p>			
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				the words for clothing in French			
				celebrate French holidays			
Unit 4 Review and Assessment							
Unit 5 Life In the City							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
45 days	Interpersonal Communication. Presentational Communication, Interpretive Communication, Cultures, Connections	How can we describe the places we live in the target language? How can we discuss places to go in the city? How can we ask for and give directions in French? How can we discuss our future plans and places we are going? How can we share information about our	Students will know... names of buildings and places in the city names of the major cities in France how to ask for and give directions in French where one would go to obtain	Students will describe the place they live (city and home) Will describe buildings and places in a city Will ask questions about where others live Will ask others where they would go for certain objects	Unit 5 Lesson videos and accompanying worksheets Powerpoint presentations Overhead sheets with pictures of vocabulary Speaking activities in Unit 5 lessons Writing activities in workbooks	Vocabulary for places in the city and to describe where one lives Asking and giving directions Rooms in a house Irregular verbs ALLER (to go) and VENIR (to come)	12.1.S1.A 12.1.S1.B 12.1.S1.C 12.1.S1.D 12.1.S1.E 12.1.S1.F 12.3.S1.B 12.5.S1.C 12.5.S1.D

		<p>families and friends in French?</p> <p>How is the pronunciation of certain French vowels different than English</p>	<p>certain objects or do particular activities</p> <p>how to describe where they live and rooms of their home in writing and orally</p> <p>how to conjugate and use irregular verbs ALLER (to go) and VENIR (to come)</p> <p>how to use the prepositions "A" and "D" with the definite article, forming contractions where needed</p> <p>how to discuss various means of transportation</p> <p>how to use the proposition CHEZ with a person to tell where they are or are going</p>	<p>and activities and respond to these kinds of questions from others</p> <p>Will ask for and give basic directions in French</p> <p>Will list the rooms in their houses or apartments</p> <p>Say if those rooms are upstairs or downstairs</p> <p>Students may describe in writing and/or draw their dream house</p> <p>Will discuss places they and others plan to go and not go</p> <p>Will use the correct forms</p>	<p>for Unit 5 lessons</p> <p>Unit 5 Listening activities (lesson and unit)</p> <p>Songs</p> <p>Reading passages appropriate for level</p> <p>Teacher –made materials</p>	<p>Events to attend in a city</p> <p>Expressions for means of transportation</p> <p>More ER verbs for coming, staying and going</p> <p>Preposition CHEZ</p> <p>Sports, games, And musical instruments with vocabulary for playing them</p> <p>Stress pronouns</p> <p>More family relationships</p> <p>Possessive adjectives</p> <p>Ordinal numbers</p>	
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			<p>how to use the construction ALLER with the infinitive to discuss things in the near future</p> <p>how to pronounce certain vowels in French</p> <p>how and when to use stress pronouns in French</p> <p>when and how to use JOUER DE and JOUER A to describe playing sports, games, and musical instruments</p> <p>when the French connect 2 nouns with DE to form a new word</p> <p>how to use DE to show possession</p>	<p>of the irregular verbs ALLER and VENIR in speech and writing to discuss their comings and goings</p> <p>Will employ "A" with the definite article in both speech and writing with places and sports and games</p> <p>Will employ "DE" with the definite article In speech and writing with both places and musical instruments</p> <p>Will use expressions for means of transportation in their discussions</p>		More common useful expressions	
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			<p>how to write about and discuss family relationships</p> <p>the possessive adjectives, as well as how and when to use them</p> <p>ordinal numbers and their usage</p> <p>how to interpret French in written passages</p> <p>understand spoken French in the videos</p>	<p>Will use the preposition CHEZ with a person</p> <p>Will use ALLER with an infinitive in both speech and writing to discuss plans in the near future</p> <p>Will use stress pronouns</p> <p>Will use possession with DE in speech and writing</p> <p>Will describe how people are related to other members of the family, (speaking and writing)</p> <p>Will use possessive adjectives (all 15 forms) in</p>			
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				speech and writing Will use ordinal numbers			
Unit 5 Review and Assessment							