

French Exploratory Grade 7

Unit 1 Greetings

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
1 week	Culture	<p>What are typical French names?</p> <p>How does one say hello and goodbye?</p> <p>How does one ask and answer “How are you”?</p>	<p>Traditional French names</p> <p>Formal and informal greetings</p> <p>Various expressions for “how are you”</p> <p>Various responses</p>	<p>Students will be able to...</p> <p>Pronounce appropriately a French name they select.</p> <p>Respond appropriately to questions.</p> <p>Present a brief scene for the class.</p>	<p>Students select a traditional French name from a list.</p> <p>Students make name tents on card stock.</p> <p>New vocabulary is displayed on the Promethean board.</p> <p>Students receive personal copies of new vocabulary.</p> <p>Partners ask and answer various questions.</p> <p>Students present a scene applying vocabulary.</p>	<p>Traditional French names</p> <p>Formal and informal greetings</p> <p>Questions and responses for a brief discussion.</p>	<p>12.1.S1.B</p> <p>12.1.S1.D</p> <p>12.3.S1.B</p> <p>12.3.S1.D</p>

Unit 2 French Folders and Culture

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
2 days	Culture	<p>What are ways to express likes, interests and dislikes?</p> <p>What are standard images of France?</p> <p>What is life like for a typical</p>	<p>Ways to express degrees of preferences</p> <p>Images representing France</p>	<p>Students will be able to...</p> <p>Decorate a pocket folder with French sentences.</p> <p>Express preferences.</p> <p>Draw iconic images of France.</p>	<p>Students will bring a pocket folder to class the second week of school.</p> <p>The instructor will supply markers and folders for students who do not have one.</p> <p>Sample expressions of likes and dislikes as well as images of France, including the flag, and Eiffel Tour will be displayed on the Promethean board.</p> <p>Students will decorate French folders in complete sentences by completing modeled expressions and drawing images.</p>	French expressions of likes, dislikes, and preferences.	<p>12.1.S1.B</p> <p>12.3.S1.A</p>

Unit 3 Colors and the Alphabet

Estimated unit time frame	Big ideas	Essential questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
2-4 days	Connections	How does one pronounce the names of colors in French? How does one spell in French?	Names of standard colors French alphabet	Students will be able to ... Name colors. Spell words. Write words on individual white boards as they are dictated in French.	Drill colors with color appropriate flash cards. Individual white boards and markers will be utilized for developing spelling proficiency. Activity pages drilling colors Recordings of the ABCs	Twelve colors ABC	12.1.S1.A 12.1.S1.B

Unit 4 Numbers

Estimated unit time frame	Big Ideas	Essential questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
1 week	Connections	How does one count from 1 – 75 in French?	Numbers 1-75	Students will be able to... Pronounce numbers 1-75.	Repeat the numbers. Copy the numbers.	1-75	12.1.S1.A

		What is the proper pronunciation of these numbers?		<p>Write numbers 1-75.</p> <p>Apply knowledge of numbers when completing activities.</p>	<p>Write 5 numbers as they are dictated.</p> <p>Recite the numbers in rows, boys/girls, and individually.</p> <p>Sing the numbers along with the recording by Etienne.</p> <p>Complete a math worksheet that includes numbers from 1-20.</p> <p>Complete a second math worksheet that includes numbers from 1-60.</p> <p>Complete the outline of a drawing by connecting numbers as they are dictated.</p> <p>Play Bingo.</p>		
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Unit 5 Classroom Objects

Estimated unit time frame	Big Ideas	Essential questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
1-2 weeks	Cultures	<p>What are classroom objects called?</p> <p>How does one express gender?</p>	<p>Names of more than 30 classroom objects</p> <p>The gender of these objects</p>	<p>Students will be able to ...</p> <p>Name objects.</p> <p>Write the names of objects and their appropriate articles.</p>	<p>Display flashcards that include a visual, noun and article in the room.</p> <p>Drill the pronunciation of these words using repetition and recall.</p> <p>Complete worksheets applying vocabulary of objects.</p> <p>Draw objects on an individual white board as they are dictated.</p> <p>Play a guessing game using a hot-cold format.</p> <p>Develop and play on a Bravo card applying target</p>	Vocabulary words as they relate to classroom objects.	<p>12.1.S1.A</p> <p>12.1.S1.B</p> <p>12.1.S1.C</p> <p>12.1.S1.D</p>

					vocabulary.		
Unit 6 Calendars							
Estimated unit time frame	Big Ideas	Essential questions	Concepts (Know)	Competencies (Do)	Lessons/Suggested Resources	Vocabulary	Standards/ Eligible Content
1 week	Cultures Presentational Communication	<p>What essential vocabulary enables one to read a calendar?</p> <p>How is the arrangement of the French calendar different from that of the American version?</p> <p>How does one ask for and state the date?</p>	<p>Names of months and days.</p> <p>Questions and responses for the day and date.</p>	<p>Students will be able to...</p> <p>Name days.</p> <p>Name months.</p> <p>Ask for the day and date.</p> <p>Respond with the day and date.</p>	<p>Participate in pronunciation drills of months and days.</p> <p>Complete of teacher supplied worksheet applying new vocabulary</p> <p>Recite months and days.</p> <p>State of birthdays</p> <p>Develop a calendar for two months labeling days and appropriate holidays.</p> <p>Accompany a song by Etienne that includes target vocabulary.</p>	Vocabulary related to the calendar and expressions of the date.	<p>12.1.S1.A</p> <p>12.1.S1.B</p> <p>12.1.S1.C</p> <p>12.1.S1.D</p>

Unit 7 Telling Time

Estimated unit time frame	Big Ideas	Essential questions	Concepts (know)	Competencies (Do)	Lesson/Suggested Resources	Vocabulary	Standards/ Eligible Content
4 days	Cultures Interpretative Communication	How does one express time in hours, minutes and AM versus PM?	Expressions of time	<p>Students will be able to ...</p> <p>Pronounce target vocabulary.</p> <p>Tell time in even hours.</p> <p>Tell the hours and minutes on a clock in various ways.</p> <p>Tell time on a classroom clock.</p> <p>Read schedules.</p>	<p>Review numbers 1-60.</p> <p>Drill new vocabulary.</p> <p>Manipulate hands on small clocks to reflect stated time.</p> <p>State time as indicated on a sample clock.</p> <p>Draw hands on a clock on a white board to reflect stated time.</p> <p>Convert images of time into written statements.</p> <p>Complete worksheets drilling time.</p> <p>Read a train</p>	<p>Numbers 1-60</p> <p>Vocabulary associated with time</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>

					schedule and answer questions about various travel selections.		
Unit 9 Weather							
Estimated unit time frame	Big Ideas	Essential questions	Concepts (know)	Competencies (Do)	Lesson/Suggested Resources	Vocabulary	Standards/ Eligible Content
1 Week	Cultures, Presentational Communication	How does one express weather conditions?	Expressions of weather Typical seasonal weather	Students will be able to ... Name seasons. Describe weather conditions.	State weather conditions as images are presented on the Promethean board. Write labels of weather pictured on worksheets. Write seasons. Design and publish a four page booklet of seasons and typical weather conditions.	Four seasons Vocabulary appropriate for various weather patterns.	12.1.S1.A 12.1.S1.B 12.1.S1.C 12.1.S1.D

Unit 10 Clothing

Estimated unit time frame	Big Ideas	Essential questions	Concepts (know)	Competencies (Do)	Lesson/Suggested Resources	Vocabulary	Standards/ Eligible Content
1 week	Cultures, Presentational Communication	<p>What phrases describe clothing?</p> <p>What is the impact of French designers on the fashion world?</p>	<p>How to describe outfits.</p> <p>How to describe clothing worn in different situations.</p> <p>Names of French designers.</p>	<p>Students will be able to ...</p> <p>Name clothing items.</p> <p>Tell what they are wearing.</p> <p>Identify clothing items when they are heard.</p>	<p>Pronounce items as they are pictured on the Promethean board.</p> <p>Identify clothing items as they are presented on flashcards.</p> <p>Complete worksheets applying clothing vocabulary.</p> <p>Draw clothing items on a white board when they are spoken.</p> <p>Describe what they are wearing.</p> <p>Play BRAVO with student-generated cards depicting clothing items.</p>	Vocabulary to describe clothing items.	<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>12.3.S1.D</p>

Unit 11 Parts of the Body

Estimated unit time frame	Big Ideas	Essential questions	Concepts (know)	Competencies (Do)	Lesson/Suggested Resources	Vocabulary	Standards/ Eligible Content
1 week	Cultures, Presentational Communication	What expressions label parts of the face and body?	Names of basic parts of the face and body	<p>Students will be able to ...</p> <p>Point to parts of the body as they are spoken.</p> <p>Label parts of the face and body on a drawing.</p>	<p>Pronounce the target vocabulary indicated on a labeled drawing of the face.</p> <p>Write the labels for parts of a face including articles.</p> <p>Pronounce the target vocabulary indicated on a labeled drawing of a body.</p> <p>Write the target vocabulary indicated on a drawing of the body including articles.</p> <p>Participate in the interactive song "Dansez" by Etienne.</p> <p>Complete an</p>	Vocabulary for the face and body.	<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>accompanying worksheet for “Dansez”.</p> <p>Express what parts of the body are affected by illnesses.</p> <p>Participate in a Jacques a Dit activity.</p> <p>Develop a bingo card with drawings of parts of the body and face.</p> <p>Correctly mark parts of the body as they are named.</p>		
Unit 12 Animals							
Estimated unit time frame	Big Ideas	Essential questions	Concepts (know)	Competencies (Do)	Lesson/Suggested Resources	Vocabulary	Standards/ Eligible Content
As Time Allows	Cultures	What are the French names of domestic and wild animals?	Spoken and written labels of animals.	<p>Students will be able to ...</p> <p>Identify animals when they are pictured.</p>	<p>Introduce French sounds associated with various animals.</p> <p>Complete</p>	Vocabulary identifying domestic and wild animals.	<p>12.1.S1.A</p> <p>12.1.S1.B</p> <p>12.1.S1.C</p> <p>12.1.S1.D</p>

				Write articles and names of animals in French.	worksheets indicating the names of wild and domesticated animals. Name animals described in paragraphs read by the instructor. Apply the target vocabulary to various written activities.		