

# **French I Curriculum Maps**

**Unit 1: “Salut! Ca va?”**

**Unit 2: “Qu’est-ce que tu aimes faire?”**

**Unit 3: “Au Café”**

**Unit 4: “À l’école”**

**Unit 5: “En famille”**

**Unit 6: “Tu viens d’où?”**

<b>Grade:</b> 9-12 <b>Subject:</b> French I	<b>Unit 1: “<i>Salut! Ça va?</i>”</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• Language is at the heart of all human interaction. It is the ability to understand and be understood.</li> <li>• Language and culture are intertwined; they influence and reflect each other.</li> <li>• The study of World Languages enhances learning and provides access to other bodies of knowledge.</li> <li>• Comparing and contrasting one’s own language with other languages and cultures enables individuals to gain new insight about self and the world.</li> <li>• The study of World Languages enables individuals to participate in multiple communities, enriches their experiences and helps them realize there are multiple ways of viewing the world.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Learning a language involves taking risks and learning from one’s mistakes</li> <li>• Language acquisition is a process, not a result</li> <li>• Learning a language involves learning about the culture</li> <li>• Learning another language and culture allows individuals to better understand and appreciate their own language and culture</li> <li>• Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.</li> <li>• The study of World Language expands ones’ opportunities</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What can we learn about our own language and culture from studying French?</li> <li>• How does learning French open our eyes to the world?</li> <li>• What are some linguistic and cultural similarities and differences between French and English?</li> <li>• What are cognates?</li> <li>• What is the gender of a word?</li> <li>• Why is it important to have good pronunciation?</li> <li>• What are the most effective strategies in learning new vocabulary and cultural practices?</li> <li>• What techniques are involved in pronouncing unfamiliar French letters, diphthongs and blends?</li> </ul>
<b>Content (Subject Matter)</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss reasons to learn French</li> <li>• Identify English words of French origin</li> <li>• Identify French-speaking countries</li> <li>• Greet and say farewell to someone</li> <li>• Introduce self and someone else</li> </ul>

- Ask and tell someone's name
- Thank someone
- Give telephone number
- Restate information
- Spell using French alphabet

Lesson A

- Vocabulary:
  - Greetings
  - Introduction
  - Titles of people
- Language Exploration:
  - Ask someone's name "Tu t'appelles comment?"
  - Tell someone's name "Je m'appelle..."
  - Introduce a friend "Il s'appelle... / Elle s'appelle..."
- Cultural Connections:
  - Similarities & differences in American & French greetings;
  - Popular first names of French boys and girls;
  - Names and their significance;
  - Difference between formal and informal forms of address

Lesson B

- Vocabulary:
  - Numbers 0 - 20
  - French alphabet
  - French accent marks
- Language Exploration:
  - French alphabet with focus on the letters e, g, h, j, r, x, y, z
  - Identify accent marks (é, è, û, ç, ï) and their purpose
  - Spelling names and other words
- Cultural connection:
  - Learn about the French phone number system and making international calls
- Curricular connection:
  - Math:- Students perform basic arithmetic functions using French numbers.
  - History:-Learn about personal family origin and history

**Standards**

- **FL.PK-12.7.1.NM.A.A** - [Content Statement] - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.
- **FL.PK-12.7.1.NM.A.B** - [Content Statement] - Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the

development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

- **FL.PK-12.7.1.NM.A.G** - [Content Statement] - Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)
- **FL.PK-12.7.1.NM.A.H** - [Content Statement] - Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)
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- **FL.PK-12.7.1.NM.A.2** - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- **FL.PK-12.7.1.NM.A.3** - [Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s).
- **FL.PK-12.7.1.NM.A.4** - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions
- **FL.PK-12.7.1.NM.A.5** - [Cumulative Progress Indicator] - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
- **FL.PK-12.7.1.NM.B.A.1** - Respond to learned questions
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- **FL.PK-12.7.1.NM.B.2** - [Cumulative Progress Indicator] - Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
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- **FL.PK-12.7.1.NM.C.2** - [Cumulative Progress Indicator] - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

	<ul style="list-style-type: none"> <li>• <b>FL.PK-12.7.1.NM.C.3</b> - [Cumulative Progress Indicator] - Copy/write words, phrases, or simple guided texts on familiar topics</li> <li>• <b>FL.PK-12.7.1.NM.C.4</b> - [Cumulative Progress Indicator] - Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• <b>FL.PK-12.7.1.NM.C.5</b> - [Cumulative Progress Indicator] - Name and label tangible cultural products and imitate cultural practices from the target culture(s)</li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>• <i>C'est à toi</i> Text 1:EMC Publishing, 1998</li> <li>• <i>C'est à toi</i> Workbook1: EMC Publishing, 2002</li> <li>• <i>C'est à toi</i> Grammar and Vocabulary 1: EMC Publishing, 2007</li> <li>• <i>C'est à toi</i> Communicative Activities 1: EMC Publishing, 2007</li> <li>• <i>C'est à toi</i> Audio CD Programs</li> <li>• <i>C'est à toi</i> Listening Activities 1:EMC Paradigm Publishing 2007</li> <li>• <i>C'est à toi</i> DVD Program 1: EMC Paradigm Publishing,</li> <li>• Supplemental online activities <ul style="list-style-type: none"> <li>○ <a href="http://www.emcp.com">www.emcp.com</a></li> <li>○ <a href="http://www.uni.edu/becker/french31.html">www.uni.edu/becker/french31.html</a></li> <li>○ <a href="http://www.frenchassistant.com">www.frenchassistant.com</a></li> <li>○ <a href="http://www.bonjour.com">www.bonjour.com</a></li> <li>○ <a href="http://www.learnfrenchathome.com">www.learnfrenchathome.com</a></li> <li>○ <a href="http://www.tv5.org/">http://www.tv5.org/</a></li> </ul> </li> </ul>

<b>Grade:</b> 9-12 <b>Subject:</b> French I	<b>Unit 2: “<i>Qu’est-ce que tu aimes faire?</i>”</b>
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<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What makes us different from each other? Likes and dislikes.</li> <li>• What music do I like to listen to or play?</li> <li>• What is some popular French music?</li> </ul>
<b>Content (Subject Matter)</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Express likes and dislikes</li> <li>• Express preference</li> <li>• Ask for information on who, what and why</li> <li>• Invite someone to do something</li> <li>• Refuse an invitation</li> <li>• Agree and disagree with someone</li> <li>• Give opinions</li> </ul> <p>Lesson A</p> <ul style="list-style-type: none"> <li>• <u>Vocabulary</u>: <ul style="list-style-type: none"> <li>○ Sports and other leisure activities</li> </ul> </li> <li>• <u>Language Exploration</u>: <ul style="list-style-type: none"> <li>○ Form present tense of regular –er verbs</li> <li>○ Verbs ending in –ger in the present tense</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Asking what someone likes to do “Qu’est-ce que tu aimes faire?”</li> <li>○ Personal subject pronouns</li> <li>○ tu vs. vous</li> <li>○ Unpronounced consonants</li> <li>● <u>Cultural Connections:</u> <ul style="list-style-type: none"> <li>○ What French teenagers do</li> </ul> </li> </ul> <p>Lesson B</p> <ul style="list-style-type: none"> <li>● <u>Vocabulary:</u> <ul style="list-style-type: none"> <li>○ More Sports and leisure activities</li> <li>○ Adverbs expressing how much</li> </ul> </li> <li>● <u>Language Exploration:</u> <ul style="list-style-type: none"> <li>○ Use of adverbs to say how much someone likes to do an activity</li> </ul> </li> <li>● <u>Cultural Connections:</u> <ul style="list-style-type: none"> <li>○ Music and its role in French society</li> </ul> </li> </ul> <p>Lesson C</p> <ul style="list-style-type: none"> <li>● <u>Vocabulary:</u> <ul style="list-style-type: none"> <li>○ More sports and leisure activities</li> </ul> </li> <li>● <u>Language Exploration:</u> <ul style="list-style-type: none"> <li>○ Forming negative statements using ne(n’) ...pas</li> <li>○ Third person singular form of verb with ‘qui’ and ‘tout le monde’</li> </ul> </li> <li>● <u>Cultural Connections:</u> <ul style="list-style-type: none"> <li>○ Compare how French and American teens spend their leisure-time</li> <li>○ Exploring stereotypes about the French</li> <li>○ French teens and sports &amp; music</li> <li>○ Exploring music from the francophone world</li> </ul> </li> <li>● <u>Curricular connection:</u> <ul style="list-style-type: none"> <li>○ Music: – Famous French musicians, composers</li> <li>○ Comparing francophone and American music</li> <li>○ French teens and sports</li> </ul> </li> </ul>
<p><b>Standards</b></p>	<ul style="list-style-type: none"> <li>● <b>FL.PK-12.7.1.NM.A.A</b> - [Content Statement] - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</li> <li>● <b>FL.PK-12.7.1.NM.A.B</b> - [Content Statement] - Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</li> <li>● <b>FL.PK-12.7.1.NM.A.G</b> - [Content Statement] - Maps, graphs, and other graphic organizers facilitate understanding of information on a wide</li> </ul>

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<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What does the food we eat say about our culture, geographical location and tastes?</li> <li>• What does eating well mean?</li> <li>• Can I order food in French?</li> </ul>
<b>Content (Subject Matter)</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Ask and tell how someone is feeling</li> <li>• Ask and tell time on the hour</li> <li>• Invite someone to go somewhere and do something</li> <li>• Accept and refuse invitation</li> <li>• Identify objects</li> <li>• Order food and beverages</li> <li>• Ask and state prices</li> </ul> <p>Lesson A</p> <ul style="list-style-type: none"> <li>• Vocabulary: <ul style="list-style-type: none"> <li>○ Expression with the verb Avoir</li> <li>○ Expressions with the verb Aller</li> <li>○ Time</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Language Exploration: <ul style="list-style-type: none"> <li>○ Form the present tense of the irregular verb Aller</li> <li>○ Multiple uses of the verb Aller</li> <li>○ Asking what time is it ‘Quelle heure est-il’</li> <li>○ Express time on the hour ‘Il est ...’</li> <li>○ Questions words Quel vs Quelle</li> <li>○ Express hunger and thirst</li> </ul> </li> <li>• Cultural Connections: <ul style="list-style-type: none"> <li>○ Where French teenagers eat</li> </ul> </li> </ul> <p>Lesson B</p> <ul style="list-style-type: none"> <li>• Vocabulary: <ul style="list-style-type: none"> <li>○ Foods and beverages</li> <li>○ Graphic Organizer to categorize foods &amp; beverages</li> </ul> </li> <li>• Language Exploration: <ul style="list-style-type: none"> <li>○ Identify foods and beverages by gender</li> <li>○ Identify foods and beverages using ‘C’est un... or C’est une...’</li> </ul> </li> <li>• Cultural Connections: <ul style="list-style-type: none"> <li>○ Explore French cuisine</li> </ul> </li> </ul> <p>Lesson C</p> <ul style="list-style-type: none"> <li>• Vocabulary: <ul style="list-style-type: none"> <li>○ Number 20 -100</li> <li>○ Expressions of courtesy</li> </ul> </li> <li>• Language Exploration: <ul style="list-style-type: none"> <li>○ Referring to a specific person or thing using definite articles</li> <li>○ Asking price of something ‘Ça fait combien?’</li> </ul> </li> <li>• Cultural Connections: <ul style="list-style-type: none"> <li>○ Comparing meal times in France and the US</li> <li>○ Restaurants and currency in the francophone world</li> </ul> </li> </ul>
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- **FL.PK-12.7.1.NM.C.4** - [Cumulative Progress Indicator] - Present information from age- and level-appropriate, culturally authentic

	<p>materials orally or in writing.</p> <ul style="list-style-type: none"> <li>● <b>FL.PK-12.7.1.NM.C.5</b> - [Cumulative Progress Indicator] - Name and label tangible cultural products and imitate cultural practices from the target culture(s)</li> </ul>
<p><b>Materials/Resources</b></p>	<ul style="list-style-type: none"> <li>● C'est à toi Text 1:EMC Publishing, 1998</li> <li>● C'est à toi Workbook1: EMC Publishing, 2002</li> <li>● C'est à toi Grammar and Vocabulary 1: EMC Publishing, 2007</li> <li>● C'est à toi Communicative Activities 1: EMC Publishing, 2007</li> <li>● C'est à toi Audio CD Programs</li> <li>● C'est à toi Listening Activities 1:EMC Paradigm Publishing 2007</li> <li>● C'est à toi DVD Program 1: EMC Paradigm Publishing,</li> <li>● Supplemental online activities <ul style="list-style-type: none"> <li>○ <a href="http://www.emcp.com">www.emcp.com</a></li> <li>○ <a href="http://www.uni.edu/becker/french31.html">www.uni.edu/becker/french31.html</a></li> <li>○ <a href="http://www.frenchassistant.com">www.frenchassistant.com</a></li> <li>○ <a href="http://www.bonjour.com">www.bonjour.com</a></li> <li>○ <a href="http://www.learnfrenchathome.com">www.learnfrenchathome.com</a></li> <li>○ <a href="http://www.mcdonalds.fr">http://www.mcdonalds.fr</a></li> <li>○ <a href="http://www.tv5.org">http://www.tv5.org</a></li> <li>○ Menus</li> <li>○ Children's storybook</li> </ul> </li> </ul>

<b>Grade:</b> 9-12 <b>Subject:</b> French I	<b>Unit 4: “À l’école”</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• Language is at the heart of all human interaction. It is the ability to understand and be understood.</li> <li>• Language and culture are intertwined; they influence and reflect each other.</li> <li>• The study of World Languages enhances learning and provides access to other bodies of knowledge.</li> <li>• Comparing and contrasting one’s own language with other languages and cultures enables individuals to gain new insight about self and the world.</li> <li>• The study of World Languages enables individuals to participate in multiple communities, enriches their experiences and helps them realize there are multiple ways of viewing the world.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Learning a language involves taking risks and learning from one’s mistakes</li> <li>• Language acquisition is a process, not a result</li> <li>• Learning a language involves learning about the culture</li> <li>• Learning another language and culture allows individuals to better understand and appreciate their own language and culture</li> <li>• Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.</li> <li>• The study of World Language expands ones’ opportunities</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How does an American teen’s school day compare to that of a teenager in France?</li> <li>• How does education shape us as individuals and as a society?</li> </ul>
<b>Content (Subject Matter)</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Express emotions</li> <li>• Express need</li> <li>• Ask for and give information</li> <li>• Tell locations</li> <li>• Ask what something is</li> <li>• Identify objects</li> <li>• Describe daily routines</li> <li>• Agree and disagree</li> <li>• Invite</li> <li>• State exact time</li> </ul> <p>Lesson A</p> <ul style="list-style-type: none"> <li>• Vocabulary: <ul style="list-style-type: none"> <li>○ Classroom Objects</li> <li>○ Other related vocabulary</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Language Exploration: <ul style="list-style-type: none"> <li>○ Identify people and things in the classroom by gender</li> <li>○ Say where things are located</li> <li>○ Form the present tense of the irregular verb Avoir</li> <li>○ Expressions with Avoir</li> </ul> </li> </ul> <p>Lesson B</p> <ul style="list-style-type: none"> <li>• Vocabulary: <ul style="list-style-type: none"> <li>○ School subjects</li> <li>○ Calendar</li> <li>○ Numbers 100 - 1000</li> </ul> </li> <li>• Language Exploration: <ul style="list-style-type: none"> <li>○ Days of the Week</li> <li>○ Form the present tense of regular –ir verb</li> </ul> </li> <li>• Cultural Connections: <ul style="list-style-type: none"> <li>○ French vs. American Calendar</li> <li>○ French education system</li> </ul> </li> </ul> <p>Lesson C</p> <ul style="list-style-type: none"> <li>• Vocabulary: <ul style="list-style-type: none"> <li>○ Time</li> </ul> </li> <li>• Language Exploration: <ul style="list-style-type: none"> <li>○ Asking and telling exact time</li> <li>○ Telling time using the 24 hour system</li> </ul> </li> <li>• Cultural Connections: <ul style="list-style-type: none"> <li>○ 24 hour clock</li> </ul> </li> </ul>
<p><b>Standards</b></p>	<ul style="list-style-type: none"> <li>• <b>FL.PK-12.7.1.NM.A.A</b> - [Content Statement] - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</li> <li>• <b>FL.PK-12.7.1.NM.A.B</b> - [Content Statement] - Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</li> <li>• <b>FL.PK-12.7.1.NM.A.G</b> - [Content Statement] - Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make</li> </ul>

complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)

- **FL.PK-12.7.1.NM.A.H** - [Content Statement] - Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)
- **FL.PK-12.7.1.NM.A.1** - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- **FL.PK-12.7.1.NM.A.2** - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- **FL.PK-12.7.1.NM.A.3** - [Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s).
- **FL.PK-12.7.1.NM.A.4** - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions
- **FL.PK-12.7.1.NM.A.5** - [Cumulative Progress Indicator] - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
- **FL.PK-12.7.1.NM.B.A.1** - Respond to learned questions
- **FL.PK-12.7.1.NM.B.A.2** - Ask memorized questions.
- **FL.PK-12.7.1.NM.B.2** - [Cumulative Progress Indicator] - Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- **FL.PK-12.7.1.NM.B.3** - [Cumulative Progress Indicator] - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- **FL.PK-12.7.1.NM.B.5** - [Cumulative Progress Indicator] - Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
- **FL.PK-12.7.1.NM.C.2** - [Cumulative Progress Indicator] - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- **FL.PK-12.7.1.NM.C.3** - [Cumulative Progress Indicator] - Copy/write words, phrases, or simple guided texts on familiar topics
- **FL.PK-12.7.1.NM.C.4** - [Cumulative Progress Indicator] - Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- **FL.PK-12.7.1.NM.C.5** - [Cumulative Progress Indicator] - Name and



	label tangible cultural products and imitate cultural practices from the target culture(s)
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>• C'est à toi Text 1:EMC Publishing, 1998</li> <li>• C'est à toi Workbook1: EMC Publishing, 2002</li> <li>• C'est à toi Grammar and Vocabulary 1: EMC Publishing, 2007</li> <li>• C'est à toi Communicative Activities 1: EMC Publishing, 2007</li> <li>• C'est à toi Audio CD Programs</li> <li>• C'est à toi Listening Activities 1:EMC Paradigm Publishing 2007</li> <li>• C'est à toi DVD Program 1: EMC Paradigm Publishing,</li> <li>• Supplemental online activities <ul style="list-style-type: none"> <li>○ <a href="http://www.emcp.com">www.emcp.com</a></li> <li>○ <a href="http://www.uni.edu/becker/french31.html">www.uni.edu/becker/french31.html</a></li> <li>○ <a href="http://www.frenchassistant.com">www.frenchassistant.com</a></li> <li>○ <a href="http://www.bonjour.com">www.bonjour.com</a></li> <li>○ <a href="http://www.learnfrenchathome.com">www.learnfrenchathome.com</a></li> <li>○ <a href="http://www.tv5.org/">http://www.tv5.org/</a></li> <li>○ <a href="http://www.worldtimeserver.com">www.worldtimeserver.com</a></li> </ul> </li> </ul>

<b>Grade:</b> 9-12 <b>Subject:</b> French I	<b>Unit 5: “En famille”</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• Language is at the heart of all human interaction. It is the ability to understand and be understood.</li> <li>• Language and culture are intertwined; they influence and reflect each other.</li> <li>• The study of World Languages enhances learning and provides access to other bodies of knowledge.</li> <li>• Comparing and contrasting one’s own language with other languages and cultures enables individuals to gain new insight about self and the world.</li> <li>• The study of World Languages enables individuals to participate in multiple communities, enriches their experiences and helps them realize there are multiple ways of viewing the world.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Learning a language involves taking risks and learning from one’s mistakes</li> <li>• Language acquisition is a process, not a result</li> <li>• Learning a language involves learning about the culture</li> <li>• Learning another language and culture allows individuals to better understand and appreciate their own language and culture</li> <li>• Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.</li> <li>• The study of World Language expands ones’ opportunities</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Who am I?</li> <li>• What is a family?</li> </ul>
<b>Content (Subject Matter)</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Ask for and give information</li> <li>• Point out family members</li> <li>• Ask and tell how old someone is</li> <li>• Describe character and physical traits</li> <li>• Ask and tell Date</li> <li>• Tell location</li> <li>• Explain something</li> <li>• Tell when someone’s birthday is</li> <li>• Express emotions</li> </ul> <p>Lesson A</p> <ul style="list-style-type: none"> <li>• <u>Vocabulary</u>: <ul style="list-style-type: none"> <li>○ Parts of the head</li> <li>○ Colors</li> <li>○ Age</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Family members</li> <li>• <u>Language Exploration:</u> <ul style="list-style-type: none"> <li>○ Identify family members</li> <li>○ Describe hair and eye colors</li> <li>○ Ask and tell age using the verb Avoir</li> <li>○ Use of possessive adjectives to show ownership or express relationship</li> </ul> </li> <li>• <u>Cultural Connections:</u> <ul style="list-style-type: none"> <li>○ French proverbs</li> </ul> </li> </ul> <p>Lesson B</p> <ul style="list-style-type: none"> <li>• <u>Vocabulary:</u> <ul style="list-style-type: none"> <li>○ Months of the year</li> <li>○ Numbers 1000 – 1,000,000</li> <li>○ Pets</li> </ul> </li> <li>• <u>Language Exploration:</u> <ul style="list-style-type: none"> <li>• Form the present tense of the verb Être</li> <li>• Describing people and things using Être</li> <li>• Asking and telling Dates</li> </ul> </li> <li>• <u>Cultural Connections:</u> <ul style="list-style-type: none"> <li>○ French families</li> </ul> </li> </ul> <p>Lesson C</p> <ul style="list-style-type: none"> <li>• <u>Vocabulary:</u> <ul style="list-style-type: none"> <li>○ Adjectives</li> </ul> </li> <li>• <u>Language Exploration:</u> <ul style="list-style-type: none"> <li>○ Describing people using adjectives</li> <li>○ Adjective Agreement</li> </ul> </li> <li>• <u>Cultural Connections:</u> <ul style="list-style-type: none"> <li>○ French birthday celebrations</li> </ul> </li> </ul>
<p><b>Standards</b></p>	<ul style="list-style-type: none"> <li>• <b>FL.PK-12.7.1.NM.A.A</b> - [Content Statement] - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</li> <li>• <b>FL.PK-12.7.1.NM.A.B</b> - [Content Statement] - Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to:</li> </ul>

self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

- **FL.PK-12.7.1.NM.A.G** - [Content Statement] - Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)
- **FL.PK-12.7.1.NM.A.H** - [Content Statement] - Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)
- **FL.PK-12.7.1.NM.A.1** - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- **FL.PK-12.7.1.NM.A.2** - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- **FL.PK-12.7.1.NM.A.3** - [Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s).
- **FL.PK-12.7.1.NM.A.4** - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions
- **FL.PK-12.7.1.NM.A.5** - [Cumulative Progress Indicator] - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
- **FL.PK-12.7.1.NM.B.A.1** - Respond to learned questions
- **FL.PK-12.7.1.NM.B.A.2** - Ask memorized questions.
- **FL.PK-12.7.1.NM.B.2** - [Cumulative Progress Indicator] - Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- **FL.PK-12.7.1.NM.B.3** - [Cumulative Progress Indicator] - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- **FL.PK-12.7.1.NM.B.5** - [Cumulative Progress Indicator] - Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
- **FL.PK-12.7.1.NM.C.2** - [Cumulative Progress Indicator] - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- **FL.PK-12.7.1.NM.C.3** - [Cumulative Progress Indicator] - Copy/write

	<p>words, phrases, or simple guided texts on familiar topics</p> <ul style="list-style-type: none"> <li>• <b>FL.PK-12.7.1.NM.C.4</b> - [Cumulative Progress Indicator] - Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• <b>FL.PK-12.7.1.NM.C.5</b> - [Cumulative Progress Indicator] - Name and label tangible cultural products and imitate cultural practices from the target culture(s)</li> </ul>
<p><b>Materials/Resources</b></p>	<ul style="list-style-type: none"> <li>• <i>C'est à toi</i> Text 1:EMC Publishing, 1998</li> <li>• <i>C'est à toi</i> Workbook1: EMC Publishing, 2002</li> <li>• <i>C'est à toi</i> Grammar and Vocabulary 1: EMC Publishing, 2007</li> <li>• <i>C'est à toi</i> Communicative Activities 1: EMC Publishing, 2007</li> <li>• <i>C'est à toi</i> Audio CD Programs</li> <li>• <i>C'est à toi</i> Listening Activities 1:EMC Paradigm Publishing 2007</li> <li>• <i>C'est à toi</i> DVD Program 1: EMC Paradigm Publishing,</li> <li>• Supplemental online activities <ul style="list-style-type: none"> <li>○ <a href="http://www.emcp.com">www.emcp.com</a></li> <li>○ <a href="http://www.uni.edu/becker/french31.html">www.uni.edu/becker/french31.html</a></li> <li>○ <a href="http://www.frenchassistant.com">www.frenchassistant.com</a></li> <li>○ <a href="http://www.bonjour.com">www.bonjour.com</a></li> <li>○ <a href="http://www.learnfrenchathome.com">www.learnfrenchathome.com</a></li> </ul> </li> </ul>

<b>Grade:</b> 9-12 <b>Subject:</b> French I	<b>Unit 6: “Tu viens d’où?”</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• Language is at the heart of all human interaction. It is the ability to understand and be understood.</li> <li>• Language and culture are intertwined; they influence and reflect each other.</li> <li>• The study of World Languages enhances learning and provides access to other bodies of knowledge.</li> <li>• Comparing and contrasting one’s own language with other languages and cultures enables individuals to gain new insight about self and the world.</li> <li>• The study of World Languages enables individuals to participate in multiple communities, enriches their experiences and helps them realize there are multiple ways of viewing the world.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Learning a language involves taking risks and learning from one’s mistakes</li> <li>• Language acquisition is a process, not a result</li> <li>• Learning a language involves learning about the culture</li> <li>• Learning another language and culture allows individuals to better understand and appreciate their own language and culture</li> <li>• Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.</li> <li>• The study of World Language expands ones’ opportunities</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How does one ask for and give directions in French?</li> <li>• How does one describe their surrounds in French?</li> </ul>
<b>Content (Subject Matter)</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Ask for and give information</li> <li>• Ask and tell where someone is from</li> <li>• Identify nationalities</li> <li>• Identify professions</li> <li>• Explain something</li> <li>• Invite</li> <li>• Express emotions</li> </ul> <p>Lesson A</p> <ul style="list-style-type: none"> <li>• <u>Vocabulary:</u> <ul style="list-style-type: none"> <li>○ Countries and Nationalities</li> </ul> </li> <li>• <u>Language Exploration:</u> <ul style="list-style-type: none"> <li>○ Form the present tense of irregular verb Venir</li> <li>○ The preposition de + definite articles to from the or of the</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Forming questions</li> </ul> <p>Lesson B</p> <ul style="list-style-type: none"> <li>● <u>Vocabulary:</u> <ul style="list-style-type: none"> <li>○ Professions</li> </ul> </li> <li>● <u>Language Exploration:</u> <ul style="list-style-type: none"> <li>○ Identify professions by gender</li> <li>○ Negative sentences with indefinite articles</li> <li>○ Interrogative adjective quel/quelle/quels/quelles</li> <li>○ C'est vs il/elle est to identify someone or something</li> </ul> </li> <li>● <u>Cultural Connections:</u> <ul style="list-style-type: none"> <li>○ France and its neighbors</li> </ul> </li> </ul> <p>Lesson C</p> <ul style="list-style-type: none"> <li>● <u>Vocabulary:</u> <ul style="list-style-type: none"> <li>○ Seasons and Weather</li> </ul> </li> <li>● <u>Language Exploration:</u> <ul style="list-style-type: none"> <li>○ Form the present tense of the irregular verb faire</li> <li>○ Ask &amp; tell weather conditions</li> <li>○ Forming questions using inversion</li> </ul> </li> <li>● <u>Cultural Connections:</u> <ul style="list-style-type: none"> <li>○ Temperature</li> </ul> </li> </ul>
<p><b>Standards</b></p>	<ul style="list-style-type: none"> <li>● <b>FL.PK-12.7.1.NM.A.A</b> - [Content Statement] - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</li> <li>● <b>FL.PK-12.7.1.NM.A.B</b> - [Content Statement] - Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</li> <li>● <b>FL.PK-12.7.1.NM.A.G</b> - [Content Statement] - Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)</li> <li>● <b>FL.PK-12.7.1.NM.A.H</b> - [Content Statement] - Learning about age- and</li> </ul>

	<p>developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</p> <ul style="list-style-type: none"> <li>• <b>FL.PK-12.7.1.NM.A.1</b> - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</li> <li>• <b>FL.PK-12.7.1.NM.A.2</b> - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</li> <li>• <b>FL.PK-12.7.1.NM.A.3</b> - [Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s).</li> <li>• <b>FL.PK-12.7.1.NM.A.4</b> - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions</li> <li>• <b>FL.PK-12.7.1.NM.A.5</b> - [Cumulative Progress Indicator] - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</li> <li>• <b>FL.PK-12.7.1.NM.B.A.1</b> - Respond to learned questions</li> <li>• <b>FL.PK-12.7.1.NM.B.A.2</b> - Ask memorized questions.</li> <li>• <b>FL.PK-12.7.1.NM.B.2</b> - [Cumulative Progress Indicator] - Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</li> <li>• <b>FL.PK-12.7.1.NM.B.3</b> - [Cumulative Progress Indicator] - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</li> <li>• <b>FL.PK-12.7.1.NM.B.5</b> - [Cumulative Progress Indicator] - Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</li> <li>• <b>FL.PK-12.7.1.NM.C.2</b> - [Cumulative Progress Indicator] - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</li> <li>• <b>FL.PK-12.7.1.NM.C.3</b> - [Cumulative Progress Indicator] - Copy/write words, phrases, or simple guided texts on familiar topics</li> <li>• <b>FL.PK-12.7.1.NM.C.4</b> - [Cumulative Progress Indicator] - Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• <b>FL.PK-12.7.1.NM.C.5</b> - [Cumulative Progress Indicator] - Name and label tangible cultural products and imitate cultural practices from the target culture(s)</li> </ul>
<p><b>Materials/Resources</b></p>	<ul style="list-style-type: none"> <li>• <i>C'est à toi</i> Text 1:EMC Publishing, 1998</li> <li>• <i>C'est à toi</i> Workbook1: EMC Publishing, 2002</li> </ul>



- *C'est à toi* Grammar and Vocabulary 1: EMC Publishing, 2007
- *C'est à toi* Communicative Activities 1: EMC Publishing, 2007
- *C'est à toi* Audio CD Programs
- *C'est à toi* Listening Activities 1: EMC Paradigm Publishing 2007
- *C'est à toi* DVD Program 1: EMC Paradigm Publishing,
- Supplemental online activities
  - [www.emcp.com](http://www.emcp.com)
  - [www.uni.edu/becker/french31.html](http://www.uni.edu/becker/french31.html)
  - [www.frenchassistant.com](http://www.frenchassistant.com)
  - [www.bonjour.com](http://www.bonjour.com)
  - [www.learnfrenchathome.com](http://www.learnfrenchathome.com)
  - <http://france.meteofrance.com/france/accueil?xtor=AL-1>
  - [www.intellicast.com](http://www.intellicast.com) (weather around the world)